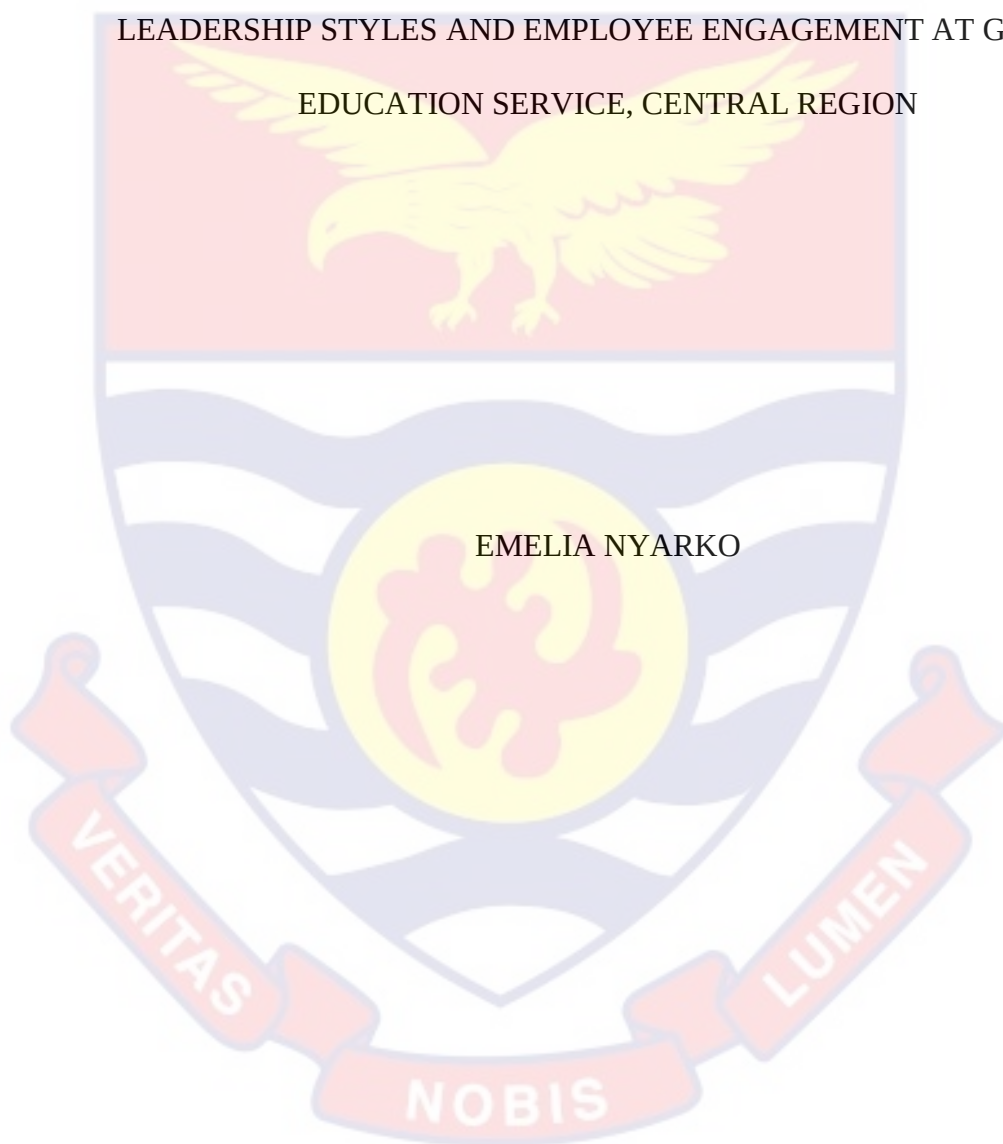


UNIVERSITY OF CAPE COAST

LEADERSHIP STYLES AND EMPLOYEE ENGAGEMENT AT GHANA
EDUCATION SERVICE, CENTRAL REGION

EMELIA NYARKO



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UNIVERSITY OF CAPE COAST

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EDUCATION SERVICE, CENTRAL REGION

BY

EMELIA NYARKO

Dissertation submitted to the Department of Human Resource Management,
School of Business of the College of the Humanities and Legal Studies,
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award of Master of Business Administration degree in Human Resource
Management

FEBRUARY 2024

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate' Signature..... Date.....

Name: Emelia Nyarko

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature..... Date.....

Name: Prof. Nana Yaw Oppong

ABSTRACT

This study aimed at examining the effect of leadership styles on employee engagement in Ghana Education Service. Three specific objectives were stated. These objectives were; to assess the level of engagement among staffs in the Ghana Education Service; to examine the leadership style utilized by management of the Ghana Education Service; to analyse the effect of leadership style on employee engagement at the Ghana Education Service. Centered around trait theory and employed explanatory design to test the relationships between different variables. Data was collected through questionnaires, and a quantitative approach was employed for analysis. A simple random sampling technique selected 340 respondents. To analyze the data, both multiple regression and descriptive statistics were used. The study revealed that employees are enthusiastic about spending their entire careers with the organisation and perceive the institution's challenges as their own. They feel a strong sense of belonging and family within the institution, experience physical energy while working, and find that time passes quickly during work hours. Additionally, employees are highly focused on their tasks and work longer hours, finding it challenging to detach from their work. The research found that transformational leadership was the predominant style used by the management of the Ghana Education Service. Transformational, democratic, laissez-faire, and transactional leadership styles all had a positive and significant impact on employee engagement, whereas autocratic leadership style had a negative but significant effect. The study recommended that policy makers should engage leaders on how appropriate leadership style can enhance employee engagement.

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DEDICATION

To my two sons, Kwaku Nyamekye Nyarko n Yaw Nyameye Nyarko, my
mum Emma Ewusie-Mensah and all my siblings



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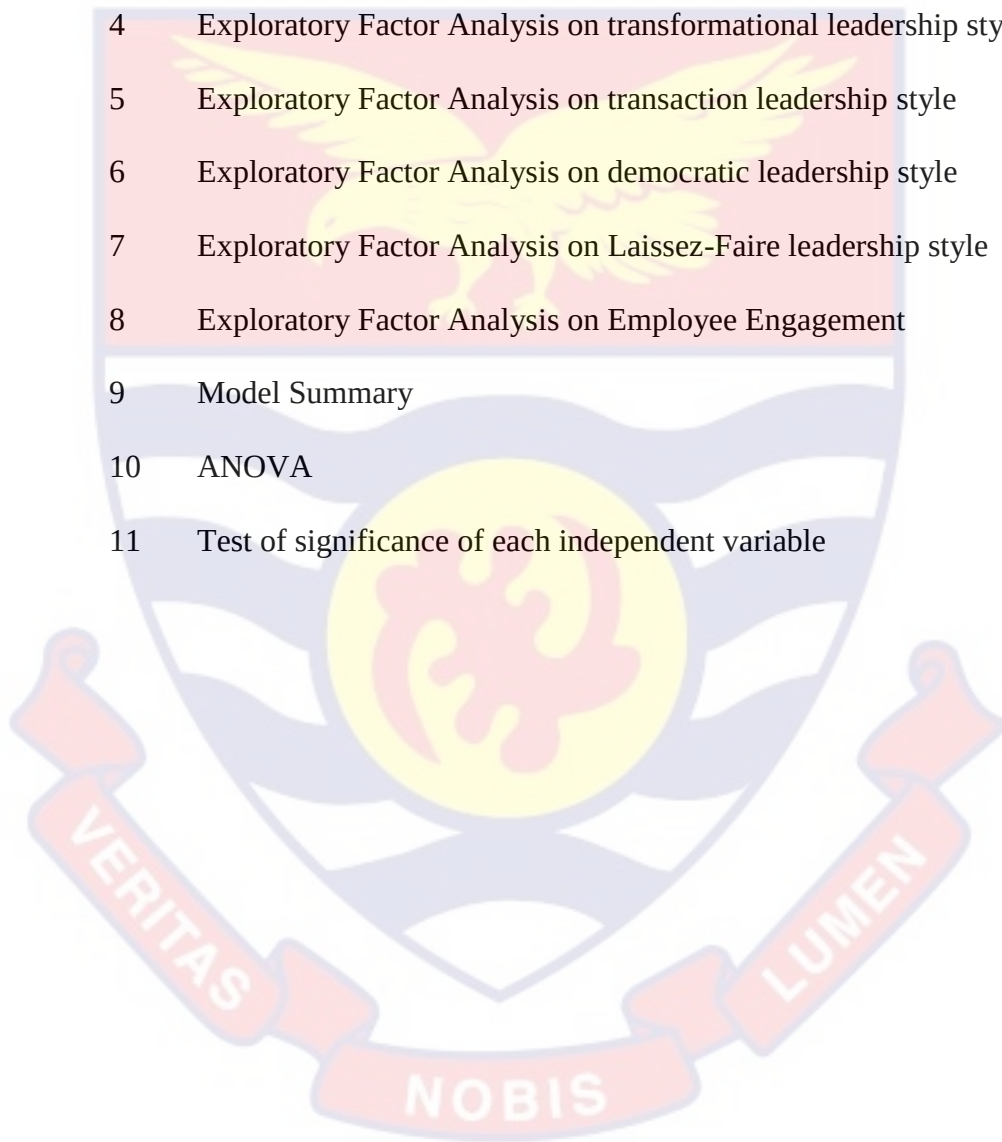
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CHAPTER ONE

INTRODUCTION

This research seeks to explore the prevalent leadership practices within the Ghana Education Service, Central Region, and examine how these styles affect employee engagement. There are five chapters and this is the first chapter. It covers the background to the study, statement of problem, purpose of the study, research objectives, research questions, significance of the study and the limitations of the study.

Background to the Study

Organisations are concentrating their efforts on developing a supportive work environment through the implementation of successful leadership styles in order to increase employee happiness and engagement (Mihe, Muda, & Ahmed, 2019). This is in response to a move towards retaining employees rather than continually recruiting new ones into the workforce. According to research conducted all over the world, highly engaged employees have the potential to produce significant organisational success, including better performance and the maximisation of profits from the organisation. High levels of employee engagement have been shown to significantly contribute to a company's performance and competitive advantage, according to studies (Bakker & Albercht, 2018; Soliman & Wahba, 2019; Budriene & Diskiene, 2020; Djoemadi, Setiawan, Noermijati & Irawanto, 2019; Soni & Mehta, 2020). This growing interest in employee engagement over the past decade is supported by these studies. Leading firms, which are aware of the challenges faced by their workforce, consistently implement innovative tactics to improve employee engagement. Peter et al.

(2014) conducted research that indicates that there is a strong correlation between employee engagement and the performance of an organisation.

The growth and sustainability of an organisation are directly correlated to the degree to which its employees are engaged in their work. Employees are more likely to be engaged in their work when they are devoted to their responsibilities and when management demonstrates trust in them (Soares & Mosquera, 2019). A significant amount of research on engagement addresses individual-level characteristics. Engaged employees are those who provide positive feedback, are committed to their organisations, and make substantial efforts, according to the findings of a global survey that included over 6,000 companies from 155 different countries. Trends from around the world indicate that the level of employee engagement is directly proportional to the deliberate activities and decisions made by organisations, which ultimately result in increased employee engagement. Over the course of five years (2017-2021), the global level of employee engagement increased from 56% to 62%, according to an annual analysis that analysed trends on international employee engagement. The productivity of businesses with high engagement scores increased by 18%, while the amount of innovative work produced by these businesses increased by 59%. In addition to this, their employee turnover rate was forty percent lower than those of businesses with lower levels of employee engagement (Gallup, 2019).

Othman, Harmzah, Abas, and Zakuan (2017), Thanh and Quang (2022), Saad, Sudin, and Shamsuddin (2018), Erwin, Rahmat, Angga, and Semerdanta (2019), and Amah (2018) are only few of the studies that have investigated approaches to improve employee engagement. When it comes to

leadership style, it is a crucial factor. In accordance with Milhem, Muda, and Ahmed (2019), leadership style is widely acknowledged as a significant factor in determining employee productivity and engagement among workers. The impact of different leadership styles, such as democratic, autocratic, and socially orientated leadership, on the outcomes of organisations, including employee engagement, has been investigated by research scholars.

The literature on organisational development is giving more and more attention to the significance of leadership and the impact it has on employee engagement in the workplace (Hayden & Miura, 2022). According to Taghavi (2019), leadership may be articulated as a process in which an individual seeks the voluntary participation of subordinates in order to accomplish the objectives of the organisation. Two essential features are highlighted by this definition: the importance of the leader in bringing people together to accomplish shared goals, and the effect that leaders have through a variety of leadership styles and techniques. According to Chong, Shang, Richards, and Zhu (2018), leadership occurs when one facilitates the efforts of both individuals and groups in order to accomplish common objectives. According to Ab Rahman and Jantan (2020), relationship leadership refers to the relationship that exists between an individual and a group that is founded on shared interests and in which the behaviour of the group is directed by the leader. On a fundamental level, the purpose of leadership is to accomplish particular targets or destinations.

According to Thisera and Sewwandi (2018), the leadership style of an organisation is extremely important for fostering employee engagement, particularly in the context of interactions between leaders and followers.

(Lysenko & Vazquez, 2019) Workforces that are more engaged are produced by organisations that make use of the combined influence of employees, leaders, and organisational processes. According to Iqbal, Ahmad, Nasim, and Khan's research from 2020, leading employees has the most ability to influence the psychological attachment they feel to their work. The behaviours of leaders can have a substantial impact on the level of engagement that their employees exhibit (van Assen, 2020). Leaders are responsible for creating environments that support and develop engagement.

Recognising that strong leadership is essential for increasing employee engagement is one of the goals of the Ghana Education Service, which is working to keep its current workforce and reduce turnover. Consequently, it is vital to do research into the ways in which various leadership styles influence employee engagement in this industry. From the perspective of the Ghana Education Service, this study will conduct an in-depth analysis of the connection that exists between different leadership styles and staff engagement.

Statement of Problem

The future success of any country is closely linked to the effectiveness of its educational sector (Ntanos et al., 2018). In Ghana, the educational sector has encountered several challenges, including poor student performance in final exams and instances of student misconduct. The Ghana Education Service, which is tasked with providing public education, has faced criticism for not adequately addressing these issues (Siahaan et al., 2016). A significant factor contributing to the suboptimal performance of GES staff could be the inconsistent level of employee engagement (Razak et al., 2018).

Employee engagement is a critical determinant of organizational success, particularly in the education sector. Engaged employees are more likely to exhibit higher levels of productivity, job satisfaction, and commitment to organizational goals. However, the Ghana Education Service has been grappling with issues such as low employee morale, lack of motivation, and dissatisfaction, which could be attributed to ineffective leadership styles and inconsistent engagement practices (Siahaan et al., 2016). Inadequate leadership can lower employee satisfaction and engagement, ultimately resulting in reduced overall organizational performance (Razak et al., 2018). When employees are unhappy, they often become emotionally detached from their organization, which negatively impacts their performance and the organization's growth (Nasurdin, Ahmad, & Razalli, 2014). Nawoselng'ollan and Roussel (2017) highlight that while some researchers have explored the relationship between leadership and engagement, current findings remain inconclusive and challenging to interpret, making direct comparisons difficult. Mohammed et al. (2014) also point out that, in Africa, there is still a lack of comprehensive knowledge on effectively applying leadership styles to enhance employee engagement, revealing significant gaps and unanswered questions.

Despite some progress in understanding leadership traits, there remains a notable gap in literature concerning the application of these traits in specific contexts, such as the Ghanaian education sector. While existing studies have explored the relationship between leadership styles and employee engagement in various industries—telecommunications (Thompson & Webber, 2016), energy (Malcalm & Tamatey, 2017), healthcare (Mawoli & Harunna, 2013),

hospitality (Quintana, Park, & Cabrera, 2015), insurance (Wachaga, 2017), and construction (Nidadhavolu, 2018)—the education sector in Ghana has been largely overlooked. This research aims to address this critical gap by focusing on the staff of the Ghana Education Service.

By examining how different leadership styles impact employee engagement within GES, this study seeks to provide valuable insights that could lead to improved organizational practices and policies. Understanding and enhancing employee engagement in GES is crucial, given the sector's significant contribution to national development and economic growth. Engaged employees are more likely to be proactive, innovative, and dedicated to their roles, which can lead to better educational outcomes for students and overall improvements in the quality of public education.

The study will utilize a multidimensional scale to measure employee engagement, offering a comprehensive analysis of how various leadership styles influence engagement levels. This research will contribute to the existing body of knowledge by providing context-specific insights and practical recommendations for improving employee engagement in the Ghanaian education sector. Addressing the engagement levels of employees at GES not only has the potential to enhance individual and organizational performance but also plays a crucial role in advancing the broader educational objectives of the nation.

Purpose of the Study

The main objective of the study is to analyse the effect of leadership style on employee engagement at the Ghana Education Service.

Research Objectives

Specifically, the objectives of the study are to;

1. assess the level of engagement among staffs in the Ghana Education Service.
2. examine the leadership style utilized by management of the Ghana Education Service.
3. analyse the effect of leadership style on employee engagement at the Ghana Education Service.

Research Questions

The overarching question of the study is how has leadership style influenced the level of employee engagement at the Ghana Education Service.

1. What is the level of engagement among staffs at the Ghana Education Service?
2. What are the leadership styles utilized by management of the Ghana Education Service?
3. How does leadership style influence employee engagement at the Ghana Education Service?

Significance of the Study

This study is significant as it offers valuable insights into the current dynamics between leadership styles and employee engagement within the Education Directorate of Ghana. It aims to confirm, refute, or adjust existing findings from previous research, thereby addressing a gap in the literature specific to Ghana's work context. By contributing to fields such as public administration, human resource management, organisational behavior, and leadership studies, this research extends the academic discourse on the subject.

For the institution in question, the study provides empirical evidence that can inform leaders, human resource managers, and other stakeholders about the relationship between different leadership styles and employee engagement.

Understanding which leadership styles are most effective in enhancing employee engagement will enable these stakeholders to implement more targeted strategies. Consequently, the study's recommendations could lead to the recalibration of educational policies and strategies to boost staff engagement and improve organisational performance. Furthermore, the findings of this research pave the way for future studies, particularly those exploring the relationship between leadership styles and employee engagement in the Ghanaian context.

Delimitation

Several issues affect educational directorate staffs across the country. However, this study was limited to leadership styles and employee engagement. This is due to the fact that less research of this area in the sector. The study was limited to only Ghana Education Service. Respondents included: all staff of the directorate. The study focused on relationship between leadership styles and employee engagement in the Ghana Education Services in the Central Region. As such, all other educational directorates are excluded from this study. However, can adopt the recommendation of the study.

Limitations of the Study

The study on leadership styles and employee engagement at Ghana Education Service, Central Region, encounters several limitations that could influence the generalizability and depth of the findings. First, the study is

geographically limited to the Central Region, which means that the results may not fully capture the broader dynamics of leadership styles and employee engagement across the entire Ghana Education Service (GES). Leadership behaviors, cultural factors, and employee expectations can vary significantly across regions, leading to potentially different outcomes in other parts of the country. Therefore, the findings may not be fully applicable to all areas of GES.

Second, the reliance on self-reported data through surveys or questionnaires introduces the potential for response biases. Participants may offer socially desirable answers or may not fully understand certain aspects of leadership styles, leading to skewed results. While self-reported measures are a convenient and widely accepted method for collecting data, they do not always provide an entirely accurate reflection of actual leadership practices or employee engagement levels.

Additionally, the study may be limited by its cross-sectional design, which captures data at one point in time. This approach may not adequately account for the dynamic nature of leadership and engagement, which can change over time due to organisational changes, policy shifts, or personal developments in leaders and employees. A longitudinal study would provide a more comprehensive understanding of how leadership styles impact employee engagement over time, but time and resource constraints often limit the ability to implement this design.

Another limitation could be the focus on only certain leadership styles. Leadership is multifaceted, and limiting the study to a few common styles, such as transformational or transactional leadership, may overlook other

influential approaches that are relevant within GES. Broader consideration of a variety of leadership styles may yield more nuanced insights into how leadership impacts employee engagement.

Lastly, external factors such as organisational culture, resource availability, and policy changes within GES were not controlled for in the study, which might affect employee engagement beyond leadership styles. These variables could act as confounding factors, complicating the interpretation of the direct relationship between leadership and engagement. Therefore, future studies should consider incorporating these additional dimensions to provide a more holistic analysis.

Definition of Terms

Leadership Styles: Leadership styles refer to the behavioral approach a leader adopts in guiding, motivating, and managing their team. Common leadership styles include transformational leadership, which inspires employees through vision and change; transactional leadership, which focuses on clear structures and rewards; and laissez-faire leadership, where leaders take a hands-off approach and allow employees to self-manage. Each style affects employee engagement differently.

Employee Engagement: Employee engagement refers to the emotional commitment and involvement an employee has toward their organisation and its goals. Engaged employees are enthusiastic about their work, exhibit higher levels of performance, and contribute positively to the organisation's success. It encompasses factors such as job satisfaction, motivation, and the willingness to go beyond the basic requirements of the job.

Organisation of the Study

The study was grouped under five chapters with Chapter one presenting the study's introduction. The chapter discussed the following: background to the study, statement of the problem, research objectives, research questions, significance of the study and organisation of the study. Chapter two discussed review of relevant literature and it focused on theoretical review, empirical review and conceptual framework. The chapter reviewed literature along the following thematic areas: leadership style, employee engagement, and studies on the connection between leadership style and employee engagement. Chapter three discussed the research methods comprising research design, study area, population, sampling techniques and procedure, sample size, sources of data collection, instrument of data collection, data processing and analysis. Chapter four focused on the study's results and discussions based on the research objectives and questions. The discussion is done within the remit of the theoretical, comparative and empirical literature. Finally, chapter five discussed the study's summary, conclusions and recommendations and concluded with suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter of the dissertation is devoted to the review of the relevant literature on the subject matter. The chapter is divided into four sections. The first section explains the concepts underpinning the study. The concept of leadership and its styles as well as work engagement has been explained under this section. The second section examines the theories backing the study. The third section is the empirical review which reviews the findings of other researchers on the subject matter. The final section is on the conceptual framework which gives a pictorial representation of how the variables underpinning the study links to each other.

Theoretical Review

This section analyses the theories underpinning the study. The trait theory and leader-member exchange (LMX) theory was the underpinning theory in the study.

Trait theory

The concept of trait theory has its origins in the Great Man theories, as articulated by Thomas Carlyle in his 1841 work *On Heroes, Hero-Worship, and the Heroic in History*. Trait theory is frequently recognized as one of the earliest approaches to studying leadership. This perspective assumes that leaders are born with inherent qualities rather than being developed through experience or training (Carlyle, 1841). According to Yadav, Choudhary, and Jain (2019), certain physical, social, and personal characteristics are innate in individuals, differentiating leaders from non-leaders. Mufeed (2018) defines

traits as a range of individual attributes, including aspects of personality, temperament, needs, motives, and values. Examples of such traits include self-confidence, extroversion, emotional maturity, and high energy levels. Hassan, Ariffin, Sumardi, and Mat (2020) argue that some individuals are born with social traits that make them exceptional leaders, and the theory further explores which specific traits contribute to effective leadership in various domains such as business, social settings, politics, or the military.

Researchers have sought to identify a universal set of traits that can distinguish leaders from non-leaders (Bass, 1990). For instance, Tahani and Kim (2020) investigated how traits influence leadership behavior. Stogdill's approach aimed to provide evidence that certain intrinsic characteristics result in effective leadership. However, Stogdill was unable to establish a consistent set of traits that reliably differentiated leaders from non-leaders, leading to significant criticism (Stogdill, 1974). This criticism led several researchers to question the validity of a unique set of traits defining leadership and to shift their focus to studying leadership behavior within the work context, eventually giving rise to behavioral theories (Hossan, Mansor, Mamun, Saif, & Jantan, 2022).

Early theorists believed that natural leaders were distinguished by specific physical and personality traits. Trait theories did not address whether these traits were genetic or acquired. Jenkins identified two types of traits: emergent traits, which are heavily influenced by heredity (such as height, intelligence, attractiveness, and self-confidence), and effectiveness traits, which are developed through experience or learning (such as charisma) (Ekvall & Arvonon, 1991). Max Weber described charisma as a transformative

force capable of instilling a profound commitment from followers who perceive their leaders as possessing almost supernatural qualities (Weber, 1947). This focus on distinguishing traits between leaders and non-leaders suggested that only minor differences exist between the two groups (Burns, 2003).

In the context of this study, trait theory indicates that leaders with specific traits can significantly influence employee outcomes. For instance, leaders with autocratic traits may drive employees to work harder, but this pressure could negatively impact their engagement levels. Conversely, leaders exhibiting democratic traits are more likely to enhance employee engagement and satisfaction. Thus, trait theory provides a framework for understanding the links between leadership styles and employee engagement.

Conceptual Review

This section analyses and explains the concepts underpinning the study. The concept of leadership and employee engagement has been examined under this section.

Leader-Member Exchange (LMX) Theory

Leader-Member Exchange (LMX) Theory provides a valuable framework for understanding the relationship between leadership style and employee engagement. Developed by George Graen and Mary Uhl-Bien (1995), LMX Theory focuses on the quality of the relationship between leaders and their subordinates. According to the theory, leaders develop unique, differentiated relationships with each of their followers, which can be categorized into high-quality exchanges (in-group) and low-quality exchanges

(out-group). These relationships are central to understanding how leadership styles impact employee engagement.

LMX Theory rests on several key assumptions. First, it assumes that leaders establish different types of relationships with their subordinates, leading to variations in the quality of these relationships. Second, it posits that high-quality relationships are characterized by mutual trust, respect, and reciprocal influence, which foster a more supportive and engaging work environment. Third, the theory assumes that the nature of these relationships significantly affects subordinate behavior and attitudes, including their level of engagement and commitment (Graen & Uhl-Bien, 1995).

Transformational leadership, which emphasizes inspiration, motivation, and personal development, is likely to result in high-quality LMX relationships. Transformational leaders often engage in behaviors that enhance trust and respect, such as providing individualized support, encouraging innovation, and aligning followers with organizational goals. This type of high-quality exchange contributes to increased employee engagement, as employees feel valued, motivated, and more connected to their work and the organization (Graen & Uhl-Bien, 1995). Transformational leaders' focus on personal development and visionary goals creates a positive work environment that fosters higher levels of engagement and job satisfaction.

Conversely, transactional leadership tends to result in lower-quality LMX relationships. Transactional leaders focus on maintaining performance through a system of rewards and punishments and emphasize compliance with established standards and goals. This approach can lead to more formal, less personal interactions with subordinates, which may result in lower levels of

trust and engagement. The transactional nature of these relationships often limits the scope for personal development and emotional connection, potentially reducing overall employee engagement (Graen & Uhl-Bien, 1995).

Empirical studies support these theoretical insights. Gerstner and Day (1997) found that high-quality LMX relationships were positively related to job satisfaction, organizational commitment, and performance, indicating that such relationships foster greater employee engagement. Erdogan and Bauer (2010) reported that employees with high-quality LMX relationships exhibited higher levels of organizational citizenship behaviors and commitment, further enhancing their engagement. Cropanzano and Mitchell (2005) emphasized that the quality of leader-member relationships significantly impacts employee outcomes, including engagement, with high-quality exchanges contributing to increased job satisfaction. Additionally, Bauer and Green (1996) demonstrated that employees experiencing high-quality LMX relationships reported superior job performance and engagement compared to those with lower-quality exchanges.

LMX Theory illustrates how different leadership styles affect employee engagement by influencing the quality of leader-member relationships. High-quality exchanges, characteristic of transformational leadership, promote greater engagement and commitment, while lower-quality exchanges associated with transactional leadership can diminish these outcomes. Understanding these dynamics helps organizations tailor their leadership approaches to enhance employee engagement and performance.

Leadership

According to Koontz and O'Donnell (1986), leadership is described as the process of guiding people to willingly work towards achieving group objectives. Leadership involves the actions and behaviors of individuals who direct others in their activities within an organized setting (Koontz & O'Donnell, 1986). Davis (2010) also defines leadership as the capacity to inspire others to actively pursue specific goals. It represents the human element that unites a group and drives it towards its objectives (Davis, 2010). Leadership influence can stem from formal sources, such as holding a managerial position within an organization, or from informal sources, where influence arises outside of the official organizational hierarchy. Informal leadership is significant as it emerges from interactions between leaders, followers, and the leadership context (Koontz & O'Donnell, 1986). The leadership process encompasses all these components, with leaders, followers, and the context being central to effective leadership (Davis, 2010).

Leadership Style

This section discusses the various forms of leadership styles that are practiced and witnessed in governance, corporate business, educational centers, institutions, and many human settings where leadership is required to steer affairs. These styles include democratic, autocratic, transformational, laissez-faire, and transactional leadership (Bass & Bass, 2008; Northouse, 2018). At the Ghana Education Service (GES), policies and instructions are given from above, following a hierarchical structure. Leaders at the Metropolitan, Municipal, and District Assemblies (MMDAs) level usually implement policies that have already been designed at higher levels of the

GES (Ampofo, 2019). In this framework, leaders play a role in convincing staff to follow the instructions and policies to ensure consistency and alignment with organizational goals (Owusu, 2017).

Transformational Leadership

Burns (1978) explained transformational leadership as a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in followers with the end goal of developing followers into leaders (Burns, 1978). Some of the characteristics of transformational leadership, according to Hall, Johnson, Wysocki, and Kepner (2002), are idealized influence (exemplary role models for followers), inspirational motivation (motivates followers to commit to the vision of the organization), intellectual stimulation (encouraging innovation and creativity by challenging normal beliefs or views of a group), and individual consideration (acting as a coach or advisor to followers) (Hall, Johnson, Wysocki, & Kepner, 2002). Jabnoun and Rasasi (2005) enumerated the qualities of a transformational leader to include openness to new thinking, talent for broadening minds, commitment to active listening, tolerance for intelligent risks, willingness to accept responsibility, trust in team members, and the ability to inspire participation (Jabnoun & Rasasi, 2005).

Transformational leadership has both positive and negative impacts. Chen, Ning, Yang, Feng, and Yang (2018) stated that some merits of transformational leadership include the establishment of strong relationships, serving as an ideal influence, bringing enthusiasm and motivation, and

reducing employee turnover (Chen, Ning, Yang, Feng, & Yang, 2018). On the other hand, one of the weaknesses of transformational leadership is that it can lack focus. Transformational leadership works by inspiring team members to motivate themselves, which can cause a lack of focus on essential tasks. There is also potential for burnout when transformational leadership is practiced. If employees are not receiving any external motivation while sustaining high levels of internal motivation, they may start to feel overworked, underappreciated, and burnt out (Chen et al., 2018). Moreover, there are fewer checks and balances. The transformational leadership model requires people in leadership positions to be highly influential and to directly shape how their employees think. Because the basis of transformational leadership is to encourage employees to adopt a shared mindset about promoting company success, it can make it more difficult for individuals to raise any concerns (Chen et al., 2018). This dissertation examines the degree to which transformational leadership is practiced at the GES and how it has shaped employee engagement.

Transactional Leadership

Bass (1985) indicates that transactional leaders generally focus on marginally improving and maintaining performance, replacing one goal with another, decreasing resistance to particular actions, and executing decisions. This form of leadership emphasizes the clarification of goals, work principles and standards, assignments, and equipment. Transactional leaders implement rules and regulations, establish authority, prescribe and focus on specific goals, and direct employees to achieve predetermined tasks (Bass & Avolio, 1994).

Transactional leaders concentrate their energies on task completion and compliance and rely on organizational rewards and punishments to influence employee performance, with rewards being contingent on followers carrying out roles and assignments as defined by the leader (Bass, 2000; Mahfouz, 2019). Over time, the skills and experience of employees are maximized through a system of rewards and punishments for good and poor performance (Kasraje & Burgess, 2019).

This leadership phenomenon does not span a long period but rather reorients the organizational profile and gears dynamics towards certain desired standards. The focal point of transactional leadership is on role clarification. The leader assists the follower in understanding precisely what needs to be achieved to meet the organization's objectives (Bass, 1985). Transactional leadership includes four attributes: contingent rewards, contingent punishments, management-by-exception (active), and management-by-exception (passive) (Bass, 1990).

Transactional leaders are able to motivate subordinates to perform and achieve desired outcomes by promising rewards and benefits for task accomplishment (Bass, 1990). Bass describes the transactional leader's relationship with subordinates as having three phases. Firstly, the leader recognizes what subordinates want from their work and ensures they receive it if their performance is satisfactory. Secondly, rewards and promises of rewards are exchanged for employees' efforts. Lastly, the leader responds to employees' immediate self-interests if these can be met through completing the work (Bass, 1990). Transactional leaders are those who implement

structure and are understanding towards their employees (Mwesigwa, Tusiime, & Ssekiziyivu, 2020).

Some of the demerits of transactional leadership include its lack of focus on building relationships and discouragement of creativity. The transactional leadership style has poorer leadership development compared to the transformational leadership style, which trains followers to become leaders (Mwesigwa, Tusiime, & Ssekiziyivu, 2020).

Democratic Leadership

According to Iqbal, Javed and Muhammad (2020), democratic leaders actively encourage and stimulate group decisions and group discussions. Moodley (2019), defined characteristic of democratic leaders as influential, helpful, knowledgeable, a good listener, encouraging, guiding, respecting and situation-centred (as cited in Rezaei, Hackney & Zeng, 2022). Banji and Fombad (2019) stated that democratic leadership style centralised more on people and interaction is greater within the group.

Olajide (2018) highlighted that the key features of democratic leadership style include high employee engagement, many opportunities for brainstorming and institution of a company's culture that encourages teamwork. Moodeley (2019) considered the advantages of democratic leadership to include wide range of ideas, complex problems being solved through collaboration, and increment in job satisfaction of employees. Moodeley (2019) also fished out some of the disadvantages of democratic leadership style to include delays in decision making, expertise may not be taken into account, and challenges with rejections.

Autocratic Leadership

Khan et al. (2015) emphasized that it is one in which the manager retains as much power and decision-making authority as possible. The manager does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments.

According to Iqbal, et al. (2015) autocratic leaders are characterized by an I tell philosophy; autocratic leaders tell other people what to do. Idowu (2020) and Amegayibor (2021) described autocratic style as a leadership style where leaders exclusively make decisions and production is emphasised at the expense of any human consideration (Akor, 2014).

Hunt and Fitzgerald (2018) highlighted on advantages and disadvantages of autocratic leadership. Some of the advantages include faster decision making, better communication, and productivity boosts. Moreover, effective handling of crises and reduction in employee stress are also merits of autocratic leadership. Hunt and Fitzgerald (2018) stated that the main disadvantages of autocratic leadership include low employee morale, development of system of dependence and finally, autocratic leadership styles lead to resentment.

Laissez-faire Leadership

According to Bass & Avolio (1997), and Hartog and Van Muijen (1997), laissez faire leaders avoid making decisions, the provision of rewards and the provision of positive/negative feedback to subordinates. Miranda (2019) describes laissez-faire leadership as leadership in an inactive form

characterized by unwillingness to be actively involved and a view that the best leadership comes from disassociation from activities. Kalsoom, Khan and Zubair (2018) stated that these leaders avoid active participation in responsibility of goal setting and avoid being involved when leadership direction is needed (Al Shebli & Alhosani, 2022). All authority or power is given to the employees and they must determine goals, make decisions, and resolve problems on their own within the framework of the general organisational objective. The laissez-faire leader generally adopts a hands-off-deck approach in organisational leadership.

According to Khan et al. (2015), this is an effective style to use when: employees are highly skilled, experienced, and educated, employees have pride in their work and the drive to do it successfully on their own, outside experts, such as staff specialists or consultants are being used and when employees are trust worthy and experienced. However, it is worthy to note that this style should not be used when: it makes employees feel insecure at the unavailability of a manager, the manager cannot provide regular feedback to let employees know how well they are doing, managers are unable to thank employees for their good work and lastly, the manager doesn't understand the responsibilities and is hoping the employees can cover up.

Employee Work Engagement

The term engagement in human resource management has been used interchangeably to mean: employee, work, personal, or job engagement (Men, O'Neil & Ewing, 2020). Employee engagement has been differently defined by different researchers. For example, Ajibola, Mukulu, & Simiyu (2019) refers to it as, employees that are attracted, inspired, committed, and

fascinated with their job. These employees, according to Ajibola et al., (2019), are concern about the organisation's future and are willing to put out energies to ensure its growth. It is the attitudinal commitment of an employee to the work and, organisation, the willingness to work in the best interest of the organisation, and the ability to make discretionary attempts to achieve organisational goals and objectives (Gull, Khan & Sheikh, 2020).

A worker in an organisation could be engaged, not engaged, or disengaged (Chandani, Mehta, Mall & Khokhar, 2016). Engaged workers are the ones who strive for the goals of the organisation with zeal. A non-engaged worker is one seen as working without zeal and commitment to the goal of the organisation. Disengaged workers are the ones who are not happy with their jobs and acts out of their unhappiness. Busse and Regenberg (2019) asserts a three- dimensional construct where employees can be physically, emotionally (affectively), and cognitively engaged. Accordingly, Busse and Regenberg (2019) describe cognitive engagement as employees in the organisation who are reasonably conscious of their role and responsibility; emotional (affective) engagement as those emotionally connected to others and physically engagement as those employees who physically express their engagement, such as, performing extra-role.

Empirical Review

This section presents the empirical review.

Odunlami, Awosusi and Awolusi (2017) investigated the influence of leadership styles on employee engagement in selected private universities in Ogun State in Nigeria. The study revealed that only transactional leadership style has no significant influence on employees' engagement. Charismatic and

transformational leadership styles had a positive and significant influences on employees' engagement in selected private universities in Ogun State, Nigeria.

Tamatey and Malcalm (2017) examined the effect of leadership style on employee engagement in the public sector of Ghana. The results from the analysis showed that all the leadership styles do not have any effect on employee engagement. However, the leaders were found to be exhibiting a mixture of transformational and transactional leadership attributes.

Mwombeki (2017) studied on the effects of leadership style on employee performance of selected institutions in Arusha. Findings of the study revealed that democratic leadership was seen to exist at selected institutions in Arusha. The study further revealed that respondents perceived the type of leadership that exist at selected institutions as good. The study also indicated that the existing type of leadership affected the employee's performance both positively and negatively. Finally, the study found that there a were various measures that can be used to address the negative effects caused by the existing type of leadership. The study concluded that democratic style of leadership was dominantly used at selected institutions in Arusha. It was also indicated from the study that employees were satisfied with the leadership style existing at institutions because the leadership style existed promoted employees' performance.

Agbozo (2018) assessed the effect of transactional leadership on employees' work engagement among employees of some selected indigenous banks in Ghana. The study found that transactional leadership did not have any significant impact on employee's work engagement. However, other

leadership styles such as democratic leadership style had a significant relationship on employee's engagement.

Mohammed, Datche and Kisingu (2018) assessed the effect of leadership styles on employee engagement in the Somali National Civil Service Commission and found that transformational leadership, transactional leadership, laissez-faire leadership and servant leadership were found to play a big role in effect of leadership styles on employee engagement and performance in the Somali National Civil Service Commission. Thus, the Somalia National Civil Service Commission should encourage the use of transformational leadership, transactional leadership, laissez-faire leadership and servant leadership in employee engagement in the Somali National Civil Service Commission so as to enable quality service delivery.

Ali (2019) investigated the impact of transactional leadership on employee commitment, using evidence from Bacha Khan University Charsadda in Pakistan. The study found a significant positive relationship between transactional leadership style and organisational commitment.

Abasilim, Gberevbie and Osibanjo (2019) analysed leadership style and employee's commitment in Nigeria. The results showed that there is a significant positive relationship between transformational leadership style and employees' commitment, whereas transactional leadership style shows an insignificant negative relationship with employees' commitment. In addition, laissez-faire leadership style has an insignificant positive relationship with employees' commitment in the study's context. The study, therefore, recommended that employees' commitment is more likely to be achieved when the appropriate leadership style is adopted and specific demographic

variables like gender, age, marital status, academic qualification, and employment status are taken into account regarding the role they play in the relationship between leadership styles and employees' commitment of Lagos State Civil Service Commission of Nigeria.

Wachaga (2017) examined the influence of leadership styles on performance of insurance projects at Eagle Africa Insurance, Kenya. The study established that there existed a significant positive relationship between transformative leadership, democratic leadership and insurance project performance. In addition, the findings showed there exist a significant and negative relationship between autocratic leadership and insurance project performance. The study also found that increased in permissive leadership had a significant positive impact on insurance project performance in insurance companies.

Nidadhavolu (2018) studied on the impact of leadership styles on employee job satisfaction and organisational commitment in the construction sector in India. The study revealed that the application of transformational leadership led to stronger job satisfaction and organisational commitment among employees of company in the construction sector in India.

Basit, Sebastian and Hassan (2017) analysed the influence of leadership style on organisational engagement of Primary Teachers Training Colleges (PTTCs) in Lake Victoria Region of Kenya. The study found that both laissez faire and autocratic leadership styles were less exhibited by principals of PTTCs in Lake Victoria Region of Kenya. Laissez faire leadership style was least exhibited. The study also revealed that both laissez faire and autocratic leadership styles negatively influenced the employee

engagement of PTTCs. Lastly demographic characteristics did not have statistically significant influence on organisational performance of PTTCs in the Lake Victoria Region of Kenya.

Dastane (2020) also studied on the impact of leadership styles on employee performance deploying gender as a moderating factor. The study found a positive and significant relationship between the transformational, laissez faire, and democratic leadership styles towards employee performance in Malaysia, respectively. Furthermore, the relationship between autocratic leadership and employee performance was statistically insignificant following the hypothesis testing. Meanwhile, the impact of transformational and laissez faire leadership styles on employee performance was fully moderated by gender, whereas the correlation between democratic leadership and employee performance was only partially moderated. In contrast, gender posed a statistically insignificant impact for autocratic leadership and employee performance association. Moreover, the effect of transformational leadership on employee performance was more pronounced in males compared to females. The effect of laissez-faire leadership on employee performance was more pronounced in 'female' compared to 'male'. Meanwhile, the effect of democratic leadership on employee performance was more pronounced in females compared to males, but with a minimum difference.

Hoxha (2019) analysed the effect of leadership style (namely transformational and transactional leadership style) on employee engagement. This study found that the transformational leadership style had positive effect on employee engagement.

Ozcan (2020) also studied on the impact of organisational culture and leadership styles on employee engagement on employee performance in the banking industry. The study found that there was a positive significant relationship between transactional-transformational leadership and individual engagement.

Otieno and Njoroge (2019) also examined the effects of leadership styles on employee performance in the Technical University of Kenya. The findings showed that most exhibited style at Technical University of Kenya was transformational leadership followed by the transactional leadership style and laissez-faire with autocratic being the least used. Employee performance was found to be above average. This implies that leadership style had a significant effect on employee performance.

Donkor (2021) studied on transformational and transactional leadership styles and employee performance in public sector organisations in Ghana. The results indicated that organisational commitment positively moderates transformational leadership while transactional leadership does not. The researcher realized that when transformational leadership is high, organisational commitment goes up, thereby increasing employee performance. On the other hand, when transactional leadership goes up, organisational commitment decreases, causing employees performance to dwindle. Therefore, transactional leaders should augment their approach with transformational leadership to increase employee performance.

Ohemeng, Amoako-Asiedu and Darko (2018) studied the relationship between leadership style and employee performance with the Ghanaian public service in context. The study found that, transactional leadership style,

transformational leadership style and democratic leadership style had a positive and significant effect on employee performance.

This dissertation makes a modest contribution to the existing literature on leadership and employee engagement in Ghana's public sector as it does not only discuss leadership style in isolation but how it influences employee engagement with the GES in perspective.

Conceptual Framework

This section presents the conceptual framework of the study. A conceptual framework shows the researcher's idea on how a study is explored. It dwells on time tested theories that embody the findings of numerous investigations on how the phenomena occur. A conceptual framework, therefore, displays the relationships between the variables of interest – leadership styles (transactional leadership style, transformational leadership style, autocratic leadership style, democratic leadership style and laissez-faire leadership style) and employee engagement. This study's conceptual framework is shown in Figure 1.

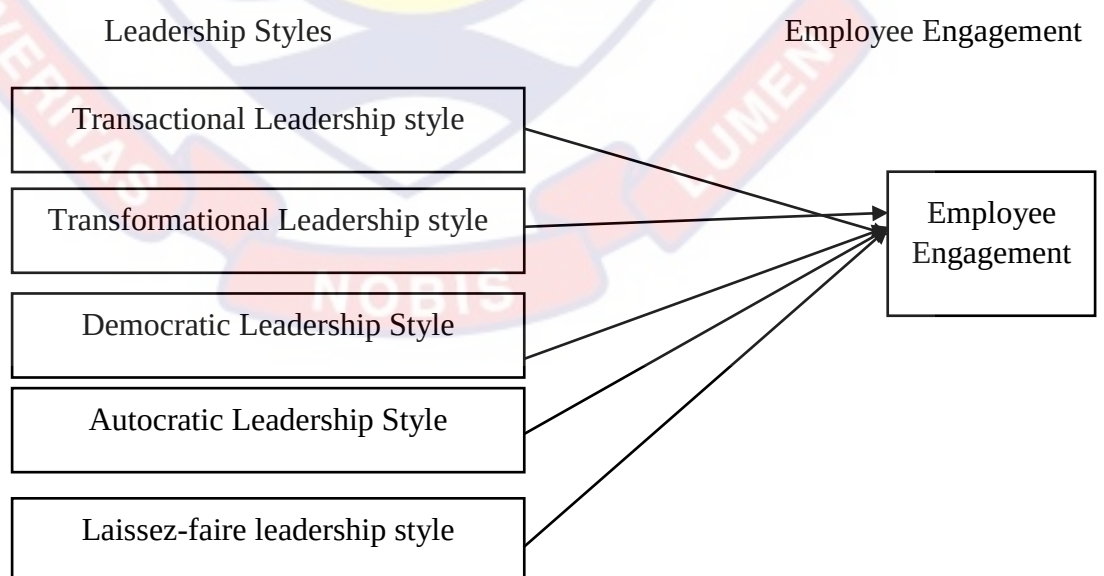


Figure 1: Conceptual Framework
Source: Author's Construct (2023)

Figure 1 depicts the main purpose of the study. As aforementioned, the conceptual framework showed how leadership styles relates to the employee engagement. From the table, the leadership styles considered were the transformational style, transactional style, democratic style, autocratic style and the laissez-faire style, which are the independent variables, and employee engagement is the dependent variable.

Chapter Summary

This chapter analysed and reviewed the literatures in relations to the leadership style and employee engagement. The chapter had four sections. The conceptual review which explained the various concept underpinning the study. The other sections also reviewed literature on theories underpinning the study and the various studies on the relationship between leadership styles and employee engagement. The final section examined the conceptual framework which gave a pictorial representation of the concepts being analysed. The review found that most of the studies reviewed showed that there was a positive significant relationship between leadership style and employee engagement. This study complements the existing body of knowledge as it focuses on the GES.

CHAPTER THREE

RESEARCH METHOD

Introduction

This chapter outlines the research methodology that underpins the study and examines the methods that were used to meet the study's objectives.

This chapter covers the research design, the research approach, study area, population, sample and sampling procedure, data collection instrument, data collection procedures and data processing analysis, finally, the ethical consideration.

Research Design

A research design according to Egharevba, Pharr, van Wyk and Ezeanolue (2017), is a structured methodology followed by a researcher to answer a research question. It is a detailed outline of how the research would be conducted. It entails ways of data collection, the instruments employed, and how they are used and the means of analysing the collected data. The researcher adopted for this study, an explanatory and descriptive survey research. The study had a broader purpose to examine the effect of leadership style on employee engagement. The study was based on the descriptive survey design because it allows for the gathering of opinions, beliefs, or perceptions about a current issue from a large group of people (Mavchira, 2019).

The main thrust of survey design was to collect appropriate data which work as a basis for getting results and drawing conclusion. Bartels (1997), opines that, in descriptive surveys, the events or conditions either exist or have occurred and the researcher merely selects the relevant variables for the analysis of the relationships and reports the way things are. This research

design was therefore suitable for the study because data was collected through questionnaire, to answer the research questions concerning leadership style and employee engagement. Polio (2012) indicated that, there are some difficulties involved in the use of survey design. They give the following as some of the difficulties; to ensure the questions are very clear and not deceptive, getting respondent to honestly and thoughtfully answer the questions as well as getting enough of the questionnaires completed and returned to enable meaningful analysis to be made. To minimize these difficulties, the questionnaires were reviewed by the expertise. Moreover, few respondents were piloted to analyse their responses. This enabled the researcher to check if the responses given were in line with the study's objectives. Also, the researcher allowed respondents to answer the questions willingly. This also enhanced the honesty that was needed from the respondents since only those who were ready to partake in the study were considered.

Polio (2012) added that, despite these disadvantages, descriptive survey helps researchers to observe, describe and record situations as they occur naturally. Based on this, descriptive survey design was seen as the most appropriate for the study.

Research Approach

The qualitative approach operates on the interpretivism assumption that people have a different individual interpretation of knowledge (Flick, 2014). This method is flexible and can be adjusted to capture new issues as they immerge. However, critics have pointed out that the qualitative approach is time-consuming, lacks objectivity and comes with analysis and

interpretation difficulties (Tindana et al., 2021).

Quantitative research approach, on the other hand, explains a phenomenon by gathering arithmetical data and analysing the data mathematically (Rahman, 2016). It focuses on the aspects of behaviour that can be quantified rather than finding out or interpreting the reasons for the actions that yielded the result. It emphasises how many, how much or to what extent. The quantitative approach is widely used for its objectivity, speed, economy, and wide coverage. However, the method is not flexible and not suitable for studies involving no arithmetical data. The quantitative approach has also been criticised for its failure to ascertain a much deeper understanding of the respondents' actions, experiences, and perspective (Ary et al. 2013). It overlooks the common meanings of the social phenomenon and hence has the tendency of prescribing a snapshot of the phenomenon (Denzin & Lincoln, 2003).

The inherent weaknesses in both methodologies have generated a triangulation of research approaches. Triangulation is the use of both qualitative and quantitative research methodologies in studying the same phenomenon (McNeil & Chapman, 2005). Proponents of the triangulation methodology assume that the weaknesses of one methodology can be catered for by the strength of the other (Amaratunga et al., 2002; Schoonenboom & Johnson, 2017). Furthermore, Neuman and Kreuger (2003) proposed that the qualitative and quantitative research methodologies are not mutually exclusive, neither are they divergent or antithetic. However, they must be combined because they are complementary methodologies that focus on different dimensions of the same phenomenon (Schoonenboom & Johnson,

2017). From the above discussion, this study adopted a quantitative approach to research.

Profile of Ghana Education Service

The Ghana Education Service (GES) is a government agency under the Ministry of Education responsible for implementing government policies that ensure that Ghanaians of school-going age irrespective of their ethnicity, gender, disability, religious and political dispositions receive quality formal education. The Ghana Education Service is governed by a fifteen-member council called the GES council. The agency was established in 1974 by the National Redemption Council. It partners with organisations and is demarcated into various units to ensure the effective execution of its mandate to the Ghanaian society. It is mandated to provide overseeing Basic Education, Senior High Education, Technical Education as well as Special Education. They also register, supervise and inspect private pre-tertiary educational institutions.

Population

The target population were staff working in the Ghana education service. The staffs working at the Ghana Education Service was the study's target population. The total staffs at the Ghana Education Service were 2,861 (GES report, 2022).

Sample Size and Sampling Procedure

Sampling is the process of selecting a subset from a larger population to represent that population. Often, data is not collected from the entire population due to practical constraints (Thygesen & Ersbøll, 2014). The main goal of sampling is to choose a group that accurately reflects the

characteristics of the broader population (Ritchie, Lewis & Elam, 2013).

For this study, a simple random sampling technique was used to select the sample for data collection. Simple random sampling involves randomly choosing individuals from the entire population, ensuring that every member of the population has an equal chance of being selected. This method was chosen to avoid biases and to ensure that the sample accurately represents the population (Sekaran & Bougie, 2010).

The use of simple random sampling is appropriate for studies like this one because it provides a fair and unbiased way to select participants. By giving each member of the population an equal opportunity to be included, the method helps in achieving a representative sample that can offer reliable insights. Additionally, simple random sampling facilitates the collection of data without the complications associated with convenience sampling, such as unpredictability in staff availability and varying schedules (Al-Shaalan, 2014).

Using the sampling size computation propounded by Krejcie and Morgan (1970) ($n = \left(\frac{385}{1 + \frac{385-1}{2861}} \right)$), with the appropriate parameters ($z=1.97$, $e = 0.05$, $p=0.5$ and $N = 2,861$), the appropriate sample size was 340. The study's sample size was 340 respondents.

Data Collection Instruments

Self-administered questionnaires were used to collect data from the sample. Plano and Badiie (2010), defines questionnaire as a set of questions with a definite purpose designed for a target group of people to be administered by themselves within a particular time frame. Plano and Badiie, (2010) continues that questionnaire guarantees high efficiency in data collection and high generalizability of results over the more intensive research

designs. Questionnaire was chosen for the data collection because it is a self-reported measure which guarantees confidentiality (Plano & Badiee, 2010). It is also more likely to elicit truthful response with regard to the information required from the respondents. Also, appropriate language was used to avoid ambiguity and to attract respondent's interest.

The questionnaire was developed using a combination of existing scales across two themes of the research: leadership style (Gonos & Gallo, 2013; Goldman, 1998) and employee engagement (Al Mehrzi & Singh, 2016; Sun & Bunchapattanasakda, 2019). The questionnaire comprised 50 items grouped under two main sections (i.e., Section I-III). Section I consisted of five statements determining the demographic information of the respondents. Section II comprised five sub sections (transformational leadership style, transactional leadership style, democratic leadership style, autocratic leadership style, and laissez faire leadership style), which measured the leadership style of employees of the Ghana Educational Service. This consisted of 30 items of questionnaires. The third section looked at the questionnaires on employee engagement. Seven questions were extracted for this section.

All the variables which include leadership styles and employee engagement were measured on a Likert-scale. Leadership style which was the independent variable for the study was measured on a five-point Likert-scale where 1 was strongly disagree and 5 was strongly agree. Similar measurement was used to measure the dependent variable, employee engagement. A Likert scale was used because it eliminates the development of response bias amongst the respondents; it assesses attitudes, beliefs, opinions and perception;

makes the response items standard and comparable amongst the respondents; responses from the Likert scale questions are easy to code and analyse directly from the questionnaires (Cant, 2003).

Validity

Validity in research simply means the extent to which instruments (questionnaires or structured interview schedules) measure what they intend to measure. In other words, validity means the extent to which the selected tool measures the intended research objectives (Bowling, 2009).

In the context of this study, several strategies were undertaken to validate and refine the content of the questionnaire. To address the face validity, the researcher read the questionnaires and corrections were made before administering them. All efforts and views of experts on the content of the questionnaire was taking into consideration hence, adding or dropping of some items in the questionnaire. Simple language was used to enhance clarity and to be assured that the instrument is entirely applicable.

Reliability

With regards to reliability, it can be seen as the extent to which the application of a scale produces consistent results if repeated measures are taken (Anwer et al, 2021). It is achieved when keeping results at a consistent level despite changing in time and place (Bowling, 2009). Internal consistency: internal consistency comprises testing the homogeneity that assesses the extent to which personal items are inter-correlated, and the extent to which they correlate with overall scale findings, and this can be performed by using Cronbach's alpha test (Hertzog, 2008). In terms of observation, reliability of observations refers to the same inferences or activities of intra-

observation (one observation at different time) and inter-observation reliability (more than one observer) (Hertzog, 2008).

The Cronbach's coefficient alpha (α) was used in this study to determine the reliability of items in the questionnaire. The value of Cronbach's alpha ranged from 0 to 1. It is worthy to note that, the closer the value of α to 1, the better its reliability. In order to measure the reliability of the gathered data, Cronbach's alpha was used. The results of the reliability tests have been presented on Table 3, Table 4 and Table 5.

Source of Data

Saunders et al (2007) posited that there are two main types of data source. These include the primary data source and secondary data source. Due to the nature of the study's respondents, the primary data source was appropriate for the study. The primary data was collected through a survey instrument administered to staff of Ghana Education Service. Opinions and responses were generated from respondents through the administration of questionnaires.

Data Collection Procedure

An introductory letter from the Department of Human Resource, School of Business of the University of Cape Coast. Thereafter, permission was sought from the Ghana Education Service at Central Region, the sector which was considered in the study. Respondents were given the full assurance that the study was for academic purposes and that their responses would be treated with the utmost confidentiality. The respondents were given one week to return answered questionnaires.

Data Processing and Analysis

After one weeks, 340 questionnaires were retrieved, and all were used in the study. Response rate was therefore 100% which is an acceptable rate. According to (Mugenda & Mugenda, 2003; Kuria, 2017) response rate of 50% is adequate, 60% is good, while over 70% is very good. The 215 questionnaires were later assigned numerical values (coded) and keyed into SPSS. SPSS was used in analysing demographic variable and the descriptive statistics, while analyses of the objectives of the study was done using multiple regression. Presentation and discussion of the findings were done after following acceptable assessment criteria of the measurement and structural models of the multiple regression.

Ethical Considerations

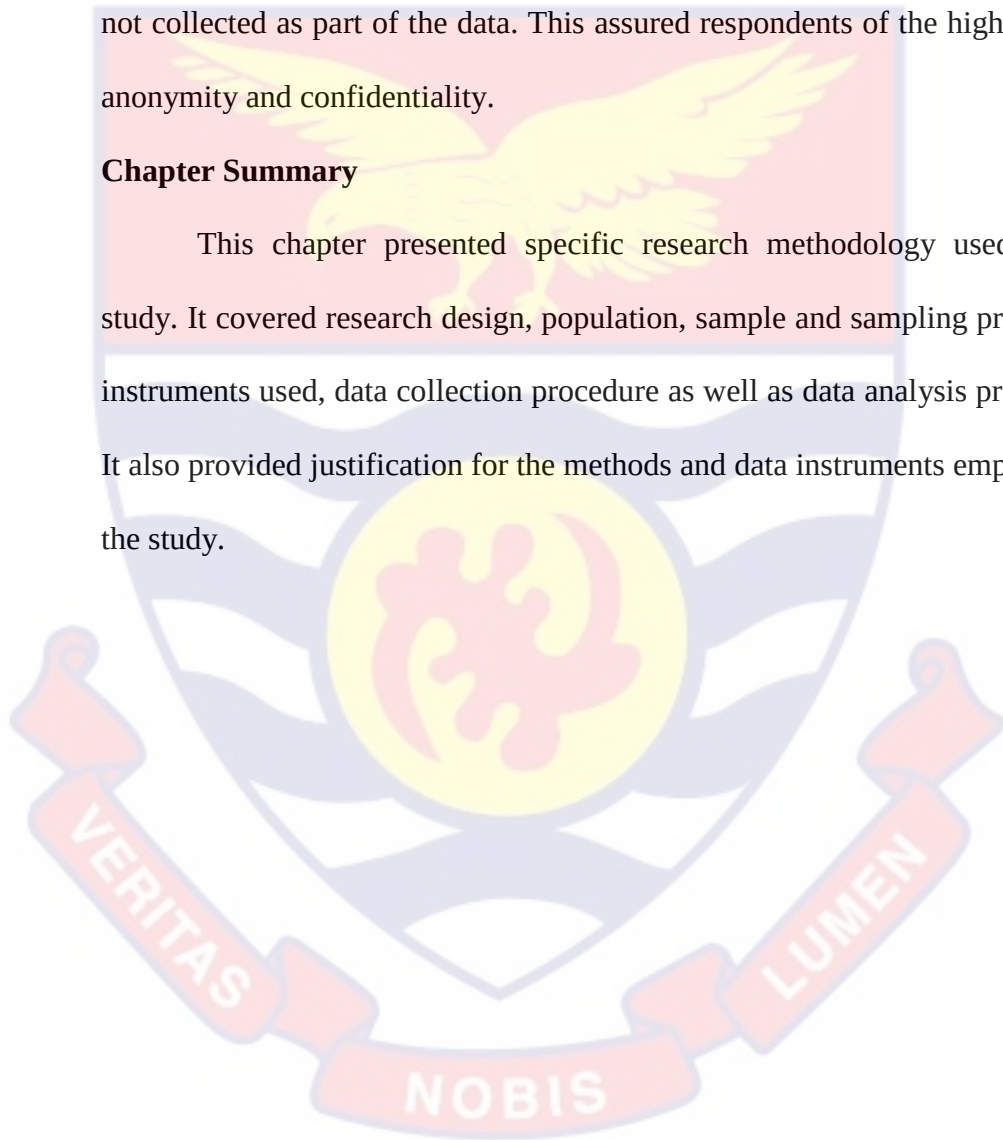
According to Mundalamo, Ramakuela and Ndou (2018), ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities. It is therefore important that everyone who is engaged in research be aware of the ethical concern (Rubin & Babbie, 2016). The researcher employed every effort to avoid possible violation of ethical principles.

A conscious effort was made in this study to protect the right and prevent any potential effect of the study on participants. First, prior to data collection, ethical clearance was secured from the University of Cape Coast Institutional Review Board. Secondly, at every data point, the researcher tendered the letter of introduction from the department to the director and gave a verbal overview of the study. The researcher assured the participants of confidentiality and gave them the opportunity to willingly participate or opt

out from participating in the study. Also, respondents were assured that the responses provided would be used solely for the purpose of the study and under no circumstance shall the responses be given to a third party or used for a different purpose. To win the trust of participants, personal details such as managers name, telephone number or address and name of the business were not collected as part of the data. This assured respondents of the high level of anonymity and confidentiality.

Chapter Summary

This chapter presented specific research methodology used in the study. It covered research design, population, sample and sampling procedure, instruments used, data collection procedure as well as data analysis procedure. It also provided justification for the methods and data instruments employed in the study.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The result and discussion are dealt with in the chapter. This study was aimed on the examination of the leadership styles on employee engagement of employees of Ghana Education Service.

Preliminary Analysis

The descriptive statistics of the data obtained is covered by the preliminary data analysis. It analyzed the demographic characteristics of the data.

Descriptive Analysis

The analysis evaluated the demographic profiles of the gathered data from the respondents. The respondents were asked to state their experience and other characteristics. Table 1 shows the demographic characteristics of the respondents.

Table 1: Demographic Characteristics

Variables	Frequency	Percent
Gender		
Male	219	64.4
Female	121	35.6
Age		
21-30	79	23.2
31-40	139	40.9
41-50	57	16.8
51-60	65	19.1
Highest Educational Level		
SHS/SSS	32	9.4
Diploma	194	57.1
First Degree	83	24.4
Postgraduate	31	9.1
Length of Service		
Less than 5	77	22.6
6 - 10	42	12.4

11-15	119	35.0
16-20	55	16.2
Above 20	47	13.8
Rank		
Junior	66	19.4
Senior	274	80.6
Total	340	100

Source: Field Survey (2023)

From table 1, out of 340 respondents, 219 were males. This represented 64.4 percent of the respondents. 121 were females which also represented 35.6 percent of the respondents. Respondents who were between the ages of 31 to 40 were 139. This recorded a percentage of 40.9 percent. Employees between the age bracket of 21 to 30 were 79. This also represented 23.2 percent of the respondents. Fifty-seven (57) of the respondents were between the ages of 41-50 years. This also recorded a percentage of 16.8 percent. Respondents between the ages of 51 to 60 years were 65. This also represented 19.1 percent of the whole respondents understudied.

With respect to the educational level, 194 of the respondents were had diploma as their highest level of education. This recorded a percentage of 57.1. 83 of the respondents were holding degree as their highest level of education. This also recorded a percentage of 24.4 percent of the respondents. Respondents holding SHS/SSS certificate were 32. This reorded a percentage of 9.4 percent. Postgraduate staffs were 31. This represented 9.1 percent of the respondents.

Employees who had worked for less than 5 years were 77. This represented 22.6 percent of the respondents. 42 of the respondents had 6 to 10 years length of service. This also represented 12.4 percent of the respondents. 119 of the respondents had served for 11 to 15 years. This also represented

35.0 percent of the respondents. 55 of the respondents had served for 16 to 20 years. This represented 16.2 percent of the respondents. 47 of the respondents had also serve for more than 20 years. This represented 13.8 percent of the total respondents.

Finally, 274 of the respondents were senior staff where as 66 of the respondents were junior staffs. These represented 80.6 percent and 19.4 percent respectively.

Level of engagement among staffs in the Ghana Education Service

The first objective of the study was to analyse the perceived level of engagement among staffs in the Ghana Education Service. This objective was achieved by using the descriptive statistics. Mean and Standard deviation were used. The result is presented on Table 2.

Table 2: Perceived Level of Employee engagement

Employee Engagement	N	Mean	Std. Deviation
I forget everything around me and concentrate on my work during working period.	340	3.19	1.244
I am able to work for longer period of time during working period.	340	3.09	1.408
It is very difficult for me to detach myself from my work.	340	3.03	1.233
I feel like I am part of the family of this institution.	340	3.00	1.133
Time moves faster when I am at work.	340	2.98	1.109
I will love to spend the reminder of my working life in this institution.	340	2.94	1.197
During working time, I am energized physically to work.	340	2.92	1.036
I feel this institution's burden is my own burden	340	2.89	1.019

Source: Field Survey (2023)

From the Table 2, employees forgetting about everything around them and concentrating on their work during working period recorded the highest average. This indicates that, employees are highly engaged to their work by concentrating on their work during working hours. This ensures proper concentration which can improve organisational performance and employee creativity and innovation. This factor recorded an average of 3.19 with a corresponding standard deviation of 1.244.

The second level of engagement that employees of Ghana Education Service perceive is the ability to work for longer period of time during working hours. Only employees who are highly engaged to their work would be ready to work for longer time period. This usually enables them to clear backlogs from their previous assignment. This item recorded the second highest average of 3.09 with a corresponding standard deviation of 1.233.

The third perceived level of employee engagement among staffs of Ghana Education Service is the difficulty they find in detaching themselves from their work. This indicates that, staffs of GES would be ready to undertake any activity that is given to them. This explains how engaged they are to the work they do. This item recorded an average of 3.03 which is the third perceived employee engagement with a higher average. The item recorded a corresponding standard deviation of 1.233.

The feelings of being part of the institution was the fourth item with the highest average. Their feelings of being part of the institution improves their belongingness. This feeling can be attained when the management of the organisation allows them to partake in decision making. This level of

involvement can also be attributed to employee's engagement. This item recorded an average of 3.00 with a corresponding standard deviation of 1.133.

Time moving faster when at work indicates how employees enjoy the work they do. Anytime an employee is highly engaged to the work they do, they don't really get tired on the work they do. This explains how the staffs are highly engaged and committed to Ghana Education Service. This item recorded an average of 2.98 with a corresponding standard deviation of 1.109.

Also, the next perceived employee engagement with a higher average was the love of staffs to spend their remainder of their working life at the institution. Anyone who claims to work with an institution for their entire life explains how engaged and happy they are in the institution. This item recorded an average of 2.94 with a corresponding standard deviation of 1.197.

Being energized physically to work during working time was the last but not the least perceived employee engagement. Employees develop love for their work only when they are engaged to their work. This item recorded an average of 2.92 with a corresponding standard deviation of 1.036.

Finally, the feelings of taking the institution's burden to be your own burden was the least perceived level of employee engagement among staffs of Ghana Education Service. When staffs work hard to reduce the threats and challenges affecting the institution, it is considered as one of the ways an employee is committed and engaged to the institution they work. This item records the least average of 2.89 with a corresponding standard deviation of 1.019. Thus, the least perceived level of employee engagement among staffs is the feelings of having institution burden as their own burden.

The findings of the study are consistent with the study by Avery, McKay and Wilson (2007). In their study, they found that there was a the level of employees engagement is above average. One of the keys engaged activities the study found was the ability to overwork during working hours. Also, the study by Einsenberger, Malone and Presson (2016) found that employees working in the educational sector has a high level of engagement to the work they do.

Leadership style utilized by management of the Ghana Education Service

The second objective of the study was to analyse the perceived leadership style utilized by the management of Ghana Education Service. The descriptive statistics was employed in achieving this objective. Specifically, the mean and standard deviation was also used. The result is presented on Table 3.

Table 3: Perceived leadership style utilized by management

	N	Mean	Std. Deviation
Transformational Leadership Style	340	3.18	1.141
Democratic Leadership	340	3.16	1.326
Laissez-Faire Leadership	340	3.13	1.228
Transaction Leadership Style	340	3.13	1.252
Autocratic Leadership	340	3.06	1.238

Source: Field Survey (2023)

Table 3 shows the perceived leadership style implemented at Ghana Education Services. From the table, it can be found that, most of the supervisors use the transformational leadership style. This recorded an average of 3.18 with a corresponding standard deviation of 1.141. Transformational leaders know how to encourage, inspire and motivate employees to perform in

ways that create meaningful change. The result is an engaged workforce that's empowered to innovate and help shape an organisation's future success.

Democratic leadership style was the second leadership style supervisors of Ghana Education Service employs. According to them, democratic leaders can encourage brainstorming and get a wide range of ideas from other group members. This can lead to innovation, unique problem-solving processes, and creative solutions. Democratic leadership also encourages empowerment for team members. This recorded an average of 3.16 with a corresponding standard deviation of 1.326.

Laissez-faire leadership style was the third leadership style supervisors of Ghana Education Service usually employ in leading their subordinates. The respondents claim that, Laissez-faire leaders have an attitude of trust and reliance on their employees. They do not micromanage or get too involved; they do not give too much instruction or guidance. Instead, laissez-faire leaders let their employees use their creativity, resources, and experience to help them meet their goals. This leadership style recorded an average of 3.13 with corresponding standard deviation of 1.228.

The fourth leadership style that is used by the Ghana Education Service was transaction leadership style. This style recorded an average of 3.13 with a corresponding standard deviation of 1.252. The respondents explained that, transactional leaders have a high degree of clarity. Employees know exactly what their leader expects from them. As a result, they feel productive in reaching clearly defined goals and objectives. This leads to effective leadership where group performance matters.

Autocratic leadership was the least leadership style employed by the supervisors of Ghana Education Service. This recorded an average of 3.06 with a corresponding standard deviation of 1.238. The respondents said the autocratic leadership is not mostly employed because autocratic leaders make decisions without consulting the group. People in the group may dislike that they are unable to contribute ideas. It has also been found that autocratic leadership often results in a lack of creative solutions to problems, which can ultimately hurt the group from performing.

The findings are consistent with Kadiyono et al. (2020). They found that most institutions do not use the autocratic leadership styles. Purwanto et al (2020) also found similar findings.

Leadership style and employee engagement at the Ghana Education Service

The third objective of the study was to analyse the effect of leadership styles on the employee engagement of Ghana Education Service. From the review, leadership style was divided into five components. These components included transformational leadership style, transaction leadership style, democratic leadership style, autocratic leadership style and laissez faire leadership style. These components were regressed on the dependent variable, employee engagement. The results are presented on the tables below.

Reliability and Validity Test

Reliability and validity in research projects are significant to determine the degree to which the scales of the measurements are valid and reliable. To conduct this, the Cronbach Alpha test was used to investigate internal consistency of the constructs. The Cronbach Alpha acceptable test rate was

70% or 0.7 and any construct recording below this limit indicates poor internal consistency. The factor analysis was applied to examine the measurement scale validity. For an acceptable factor analysis number of vital hypothesis is important. For example, Kaiser-Meyer-Olkin (KMO) values must be 50% (0.50) or more and the probability of Bartlett's Test of Sphericity must be significant ($p\text{-value} < 0.05$). Furthermore, the factor loadings of the elements or items must be greater than 0.6 and the Average Variance Extracted (AVE) must be 0.5 or better (Hair, 2010). The reliability and validity of the individual constructs have been presented in detail below.

Validity and reliability results for Transformational Leadership Style

In assessing the construct, five elements were used to measure transformational leadership style. After the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (0.797), determinant (.076) and Bartlett's Sphericity Test ($X^2(10) = 865.891$; $p < 0.05$) assumptions were met, factor analysis was conducted on all five items. The five components used to measure the construct were highly loaded ($> .5$). On the five (5) items using the Cronbach Alpha, reliability tests were carried out. Cronbach's Alpha was registered at 0.867. This suggests that the five elements were accurate in measuring the construct, transformational leadership style. The naïve method was used to measure the transformational leadership style variable.

Table 4: Exploratory Factor Analysis on transformational leadership style

	Factor Loading
My supervisor makes others feel good to be around him/her.	.812
I have complete faith in my supervisor	.802
I am proud to be associated with my supervisor.	.797
My supervisor expresses in a few simple words what we could and should do.	.852
My supervisor expresses in a few simple words what we could and should do.	.777
Cronbach Alpha	0.867
Eigenvalue	3.363
% of Variance	67.26
KMO=0.797; $\chi^2=865.891$; df=10; p-value=0.000	

Source: Field Survey (2023)

Validity and reliability results for transaction leadership style

In assessing the construct, five elements were used to measure competence. After the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (.742), determinant (0.271) and Bartlett's Sphericity Test ($X^2(10) = 439.048$; $p < 0.05$) assumptions were met, factor analysis was conducted on all five items. The five components used to measure the construct were highly loaded ($> .5$). On the five (5) items using the Cronbach Alpha, reliability tests were carried out. Cronbach's Alpha was registered at 0.768. This suggests that the five elements were accurate in measuring the variable transaction leadership style. The naïve method was used to measure the transaction leadership style variable.

Table 5: Exploratory Factor Analysis on transaction leadership style

	Factor Loading
My supervisor tells others what to do if they want to be rewarded for their work.	.719
My supervisor provides recognition/rewards when others reach their goals.	.722
My supervisor calls attention to what others can get for what they accomplish	.783
My supervisor is always satisfied when others meet agreed-upon standards	.681
As long as things are working, my supervisor does not try to change anything.	.699
Cronbach Alpha	0.768
Eigenvalue	3.788
% of Variance	75.76
KMO=0.742; $\chi^2=439.048$; df=10; p-value=0.000	

Source: Field Survey (2023)

Validity and reliability results for autocratic leadership style

In assessing the construct, five elements were used to measure autocratic leadership style. After the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (0.821), determinant (0.142) and Bartlett's Sphericity Test ($X^2(10) = 657.430$; $p < 0.05$) assumptions were met, factor analysis was conducted on all five items. The five components used to measure the construct were highly loaded ($> .5$). On the five (5) items using the Cronbach Alpha, reliability tests were carried out. Cronbach's Alpha was registered at 0.844. This suggests that the five elements were accurate in measuring the autocratic leadership style variable. The naïve method was used to measure the autocratic leadership style variable.

Exploratory Factor Analysis on autocratic leadership style

	Factor Loading
My supervisor believes employees need to be supervised closely they are not likely to do their work.	.720
As a rule, my supervisor believes that employees must be given rewards or punishments in order to motivate them to achieve organisation objectives.	.783
I feel insecure about my work and need direction	.781
My supervisor is the chief judge of the achievements of employees	.839
My supervisor gives orders and clarifies procedures.	.796
Cronbach Alpha	0.844
Eigenvalue	6.287
% of Variance	69.854
KMO=0.821; $\chi^2=657.430$; df=10; p-value=0.000	

Source: Field Survey (2023)

Validity and reliability results for democratic leadership style

In assessing the construct, five elements were used to measure democratic leadership style. After the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (0.819), determinant (.072) and Bartlett's Sphericity Test ($X^2(10) = 883.758$; $p < 0.05$) assumptions were met, factor analysis was conducted on all five items. The five components used to measure the construct were highly loaded ($> .5$). On the five (5) items using the Cronbach Alpha, reliability tests were carried out. Cronbach's Alpha was registered at 0.871. This suggests that the five elements were accurate in measuring the variable, democratic leadership style. The naïve method was used to measure the construct, democratic leadership style.

Table 6: Exploratory Factor Analysis on democratic leadership style

	Factor Loading
There is good collaboration between me/colleagues and supervisors.	.884
I can challenge existing ways of doing things.	.877
My supervisors value all the ideas and skills I bring to the discussion.	.812
Supervisors generally understands the problems I face in my job	.790
Supervisors give me regular feedback on my performance	.696
Cronbach Alpha	.871
Eigenvalue	3.502
% of Variance	50.030
KMO=0.819; $\chi^2=884.758$; df=10; p-value=0.000	

Source: Field Survey (2023)

Validity and reliability results for Laissez-Faire leadership style

In assessing the construct, five elements were used to measure laissez-faire leadership style construct. After the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (.677, determinant (.068) and Bartlett's Sphericity Test ($X^2(10) = 902.971$; $p < 0.05$) assumptions were met, factor analysis was conducted on all five items. The four out of five components used to measure the construct were highly loaded ($> .5$). On the four (4) items using the Cronbach Alpha, reliability tests were carried out. Cronbach's Alpha was registered at 0.781. This suggests that the four elements were accurate in measuring the variable, laissez-faire leadership style. The naïve method was used to measure the construct, laissez-faire leadership style.

Table 7: Exploratory Factor Analysis on Laissez-Faire leadership style

	Factor Loading
In complex situations my supervisor allows me to work my problems out on my own way.	.845
My supervisor stays out of the way as I do my work.	.902
As a rule, my supervisor allows me to appraise my own work.	.852
In most situations I prefer little input from my supervisor.	.422
In general, my supervisor feels it's best to leave subordinates alone	.551
Cronbach Alpha	.781
Eigenvalue	6.238
% of Variance	62.385
KMO=0.677; $\chi^2=902.971$; df=10; p-value=0.000	

Source: Field Survey (2023)

Validity and reliability results for Employee Engagement

In assessing the construct, eight elements were used to measure employee engagement construct. After the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (.747), determinant (.036) and Bartlett's Sphericity Test ($X^2(28) = 1119.013$; $p < 0.05$) assumptions were met, factor analysis was conducted on all eight items. The six out of eight components used to measure the construct were highly loaded ($> .5$). On the six (6) items using the Cronbach Alpha, reliability tests were carried out. Cronbach's Alpha was registered at 0.854. This suggests that the six elements were accurate in measuring the variable, employee engagement. The naïve method was used to measure the construct, employee engagement.

Table 8: Exploratory Factor Analysis on Employee Engagement

	Factor Loading
I will love to spend the remainder of my working life in this institution	.719
I feel this institution's burden is my own burden	.787
I feel like I am part of the family of this institution	.655
During working time, I am energized physically to work.	.826
Time moves faster when I am at work	.835
I forget everything around me and concentrate on my work during working period.	.757
I am able to work for longer period of time during working period.	.428
It is very difficult for me to detach myself from my work	.331
Cronbach Alpha	.854
Eigenvalue	6.238
% of Variance	62.385
KMO=0.747; $\chi^2=1119.013$; df=28; p-value=0.000	

Source: Field Survey (2023)

Effect of leadership style on employee engagement

The output from the regression analysis between leadership styles (transformational, transactional, democratic, autocratic and laissez faire leadership style) and employee engagement has been explained and analysed in the subsequent sections.

Diagnostic Tests

A diagnostic test was used to derive conclusions about the connections between the research variables. The tests were run to assess whether or not it was necessary to conduct an empirical analysis of the data using multiple regression analysis. When the essential assumptions are followed, as Greene (2002) explains, regression may be properly calculated. As a result, it was determined that multicollinearity and auto correlation among the research

variables were present. The variance inflation factor (VIF) was used to test for collinearity, while the Durbin Watson test was used to test for independence.

Test of Multicollinearity

The variance inflation factor was used to test multicollinearity in the study (VIF). VIF values less than 10 and tolerance values more than 0.2, as described by Field (2009) and Landau and Everitt (2004), rule out the likelihood of multicollinearity among the research variables. Table 11 summarizes the findings of the multicollinearity investigation.

The VIF values for the predictor variables were less than 5, indicating that there was no chance of multicollinearity among the research variables, as described by Field (2009) and Landau et al (2004). The results indicate that all of the variables met the necessary threshold and that there was no evidence of multicollinearity. As a result, regression may be used because the variables are unrelated.

Test of Independence

The independence of error terms, commonly known as the autocorrelation test, denotes the independence of observations. It was checked using the Durbin Watson (DW) test to make sure the model's residuals were not autocorrelated. DW values ranging from 0 to 4 and scores between 1.5 and 2.5, according to Garson (2012), imply independent observations.

Table 9 shows that the residuals of the empirical model are not autocorrelated, with D.W = 2.229 ranging between 1.5 and 2.5, implying that all variables passed the necessary threshold of less than 2.5 and that all variables exhibited no auto correlation, as specified by Garson (2012).

Relationship Testing

Multiple regression analysis was used to experimentally evaluate whether any of the five-leadership style has effect on employee engagement. To determine the degree and amplitude of the link between the variables, regression analysis was used. To reach a conclusion, the analysis was tested at a 95 percent confidence level.

Goodness of Fit

Table 9 displayed the model summary findings, which were estimated to demonstrate the explained differences between leadership styles (transformational, transactional, democratic, autocratic and laissez faire leadership styles) and employee engagement through R^2 change. The table shows an adjusted R-square of 0.482. This implies that the 48.2 percent of the variations in employee engagement is being explained by leadership styles (transformational, transactional, democratic, autocratic and laissez faire leadership styles). This indicates that, 51.8 percent of the variations in employee engagement are being explained by other factors which was not considered by the researcher.

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.700 ^a	.490	.482	.61565	2.229

a. Predictors: (Constant), Laissez_Faire, Autocratic, Transformational, Transaction, Democratic

b. Dependent Variable: Engagement

Source: Field Survey (2023)

Joint Significance

The ANOVA results were calculated to illustrate the model fitness by F-ratio findings between leadership styles and employee engagement, as shown in Table 4.10.

The regression findings in Table 10 showed an excellent fit of the model, with a significant value of ($F(5, 339) = 64.091, p < 0.05$), indicating that the suggested model fit well.

Table 10: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	121.461	5	24.292	64.091	.000 ^b
	Residual	126.594	334	.379		
	Total	248.056	339			

a. Dependent Variable: Engagement

b. Predictors: (Constant), Laissez_Faire, Autocratic, Transformational, Transaction, Democratic

Source: Field Survey (2023)

Table 11: Test of significance of each independent variable

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Error Std.	Beta			Tolerance	VIF
1	(Constant)	.978	.168		5.809	.000		
	Transfo.	-.081	.048	-.095	-1.677	.094	.471	2.122
	Transa.	.182	.062	.161	2.951	.003	.511	1.959
	Auto.	-.299	.051	-.321	-5.900	.000	.518	1.931
	Demo.	.256	.060	.298	4.240	.000	.308	3.243
	Laisse	.553	.061	.527	9.054	.000	.451	2.216

a. Dependent Variable: Engagement

Source: Field Survey (2023)

Test of significance of each independent variable

Table 11 provides regression results for number of leadership style on employee engagement. Each independent variable was tested to determine the effect on employee engagement.

From Table 11, there was no significant relationship between transformational leadership and employee engagement [$B = -0.081$; $t(339) = -1.677$; $p > 0.05$]. The finding from Table 11, indicating no significant relationship between transformational leadership and employee engagement ($B = -0.081$; $t(339) = -1.677$; $p > 0.05$), suggests that, in this particular context, transformational leadership may not have a direct or measurable impact on employee engagement. This result is somewhat surprising given the well-established theoretical framework that generally links transformational leadership with increased employee engagement.

Transformational leadership is often associated with enhanced employee engagement because it focuses on inspiring and motivating employees, fostering a sense of purpose, and promoting personal development. Transformational leaders typically encourage innovation, provide individualized support, and articulate a compelling vision for the future (Bass, 1985; Graen & Uhl-Bien, 1995). These factors are expected to lead to higher levels of employee engagement, as employees who feel inspired and valued are more likely to be engaged in their work.

However, the results in this study suggest that the expected positive impact of transformational leadership on employee engagement may not hold true in every context. Several factors could explain this discrepancy. For instance, the specific characteristics of the organizational culture, the nature of

the work environment, or the leadership practices in place might influence how transformational leadership is perceived and its effectiveness in fostering engagement.

Empirical studies provide a mix of findings regarding the relationship between transformational leadership and employee engagement. For example, Shuck et al. (2011) found a positive relationship between transformational leadership and employee engagement, supporting the idea that transformational leaders can effectively enhance engagement through their inspirational and supportive behaviors. Similarly, Breevaart et al. (2014) demonstrated that transformational leadership positively affects employee engagement by increasing job satisfaction and organizational commitment.

Conversely, some studies report findings that are more consistent with the result of this study. Avolio and Bass (2004) found that while transformational leadership generally has a positive effect on employee outcomes, the relationship with engagement might vary depending on contextual factors. For instance, Judge and Piccolo (2004) suggested that the impact of transformational leadership on engagement might be moderated by situational variables and individual differences, indicating that the strength of this relationship is not uniform across all settings.

The regression table showed that there was a positive and significant relationship between transactional leadership and employee engagement [$B = 0.182$; $t(339) = 2.951$; $p < 0.05$]. A unit increase in transactional leadership style would lead to a 0.182 increase in employee engagement. A leader who employs a transactional leadership style believes in granting rewards based on employee performance. They function in a heavily structured environment that

encourages employees to achieve their best through rules and regulation. This would enhance employee engagement. The finding is similar to studies by Syakur et al (2020 and Xie et al., (2018) who found that there was a positive relationship between transaction leadership style and employee engagement.

The regression table found a negative and significant relationship between autocratic leadership style and employee engagement [$B = -0.299$; $t(339) = -5.900$; $p < 0.05$]. A unit increase in autocratic leadership style would lead to a 0.299 decrease in employee engagement. The relationship was significant at 5 percent. Authoritarian leadership is significantly negatively correlated with employee engagement, and is significantly negatively correlated with vigor and dedication. Moreover, because autocratic leaders are less likely to value creative ideas from subordinates, employees might feel less valued and this has the potential to increase employee turnover. This is consistent with the study by Maryati et al (2020) who found that autocratic leadership style affect employee engagement negatively.

Democratic leadership style had positive and significant effect on employee engagement [$B = 0.256$; $t(339) = 4.240$; $p < 0.05$]. A unit increase in democratic leadership style would lead to a 0.256 increase employee engagement. High employee engagement is a signifier of effective democratic leadership. This type of leadership style requires team participation during the decision-making process. Good democratic leaders actively encourage their team members to come up with ideas and creative solutions, and they listen to these suggestions. This is consistent with studies by Avery et al (2007) and Kadiyono et al. (2016). Their studies found that democratic leadership style has a positive effect on employee engagement.

There was a positive and significant relationship between laissez-faire leadership styles and employee engagement [$B = 0.553$; $t(339) = 9.054$; $p < 0.05$]. A unit increase in laissez-faire leadership styles would lead to a 0.553 increase in employee engagement. The relationship was significant at 1 percent significant level. Employees are highly motivated by laissez-faire leadership. They are not motivated by the specific expectations or instructions, rather they are motivated by their own thoughts and ideas. They know they have autonomy over their part of the project, and feel excited about showing what they can do. The result is similar to studies by Razak et al. (2018) and Syakur et al. (2020) who found that laissez faire leadership style has a positive and significant effect on employee engagement.

Chapter Summary

This chapter analysed and discussed the five objectives of study. The chapter begun with explaining the demographic characteristics of the study. Exploratory factor analysis was done on all variables that were measured on Likert Scale. Multivariate regression was run to analyse the effect of leadership styles on employee engagement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Introduction

This section presents the summary, conclusion and recommendations for the study. The sought to analyse the effect of leadership styles and employee work engagement: Evidence from Ghana Education Service in Central Region.

Summary of the Study

This study was aimed on the examination of the leadership styles on employee engagement of employees of Ghana Education Service. The specific objectives of the study were to assess the level of engagement among staffs in the Ghana Education Service; to examine the leadership style utilized by management of the Ghana Education Service; and to analyse the effect of leadership style on employee engagement at the Ghana Education Service. The study was centered on the trait theory. The study employed the explanatory research design since the study tested the relationship between the various variables. The data collection instruments were questionnaire. The study employed the quantitative research approach. The simple random sampling technique was used in selecting a respondent of 340. Multiple regression and descriptive statistics were employed to analyse the objectives of the study.

Summary of the Findings

With respect to the first objective of the study which analysed the perceived level of employee engagement among staffs in the Ghana Education Service, the study found that, employees would love to spend the remainder of

their working life in the work. Also, employees feel the institution's burden is their own burden. Employees feel to be part of the family of the institution. Also, during working time, employees are energized physically to work. Moreover, employees feel that, time moves faster when they are at work place. Employees also concentrate on their work during working period. Last but not least, employees work for longer period of time during working period. Finally, employees find it difficult to detach themselves from their work.

With respect to the second objective, the study found that transformational leadership style was the key leadership styles which was utilized by the management of Ghana Education Service. The next leadership style that was constantly used was democratic leadership style. Laissez-faire leadership style was the third style which was usually used by the management of GES. The next style of leadership used among the managers of GES was transaction leadership. Autocratic leadership style was the least style used by the managers of GES.

The third objectives showed that, transformational leadership style, democratic leadership style, laissez-faire leadership and transaction leadership style had a positive and significant effect on employee engagement. Autocratic leadership style had a negative but significant effect on employee engagement.

Conclusions

The overall purpose of this study was to investigate and understand effect of leadership style on employee engagement. After the analysis of the obtained data the following conclusions were drawn.

The research found out that transformational leadership style is the most exhibited style of leadership in the Ghana Education Service, Central

Region followed by democratic leadership style, laissez faire and then transactional leadership. Democratic leadership style was least style adopted by the education service.

From the study and findings, it can be concluded that employees of Ghana Education Service are highly engaged. They consider the burdens of the organisation to be their burden also. Finally, the study concludes that, transformational leadership style, transactional leadership style, democratic leadership style and laissez faire leadership style would lead to an improved employee engagement. Democratic leadership style on the other side has a negative effect on employee engagement.

Recommendations

The following recommendations are based on the conclusions drawn from this study;

The findings of the study indicate that the management of the Ghana Education Service (GES) should prioritize maintaining their credibility when implementing leadership strategies aimed at enhancing employee engagement. This involves ensuring that systems used to measure the effectiveness of leadership behaviors are continuously updated and refined.

Additionally, it is recommended that the GES management, through its research department, conduct periodic assessments of the leadership needs of its employees. Such research will help the administration stay informed about current leadership issues and employee concerns. By identifying and addressing these needs, GES can introduce targeted programs that cater to the evolving leadership requirements of its staff, which, in turn, is expected to enhance employee engagement.

Furthermore, the study suggests that senior managers and supervisors within the GES should be given opportunities to participate in leadership training programs. These programs are known to have a positive impact on leaders' performance, motivation, and skill development. Ensuring that supervisors have access to such training will not only improve their leadership capabilities but also boost overall staff engagement. By investing in the development of its leaders, the GES can foster a more motivated and engaged workforce.

Suggestions for Further Research

The main limitation of the study was how different culture distribution impacted the relationship between supervisors and employees. The study was conducted in the Ghana Education Service and it was important to consider the values and beliefs of employees their culture and how it impacted the roles of individuals within the work place. Future research could focus on other factors that might also affect employee engagement and not only the leadership styles.

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APPENDIX A

QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

I am a student of University of Cape Coast, offering Master of Business Administration (Human Resource Management). This questionnaire is designed to ascertain information for my research work on the topic: **LEADERSHIP STYLES AND EMPLOYEE WORK ENGAGEMENT: EVIDENCE FROM GHANA EDUCATION SERVICE IN CENTRAL REGION**. All the answers you provide will be treated with the utmost confidentiality and for academic purpose only. Please feel free to answer the questions as candid as possible.

SECTION I – DEMOGRAPHIC CHARACTERISTICS

1. Gender 1. Male [☐] 2. Female [☐]
2. Age (years) 1. 21 – 30 [☐] 2. 31-40 [☐] 3. 41-50 [☐] 4. 51-60 [☐]
3. Highest level of education
1. SHS/SSS [☐] 2. Diploma [☐] 3. First Degree [☐] 4. Postgraduate [☐]
4. Length of service (in years)
1. Less than 5 [☐] 2. 6 - 10 [☐] 3. 11 - 15 [☐] 4. 16 - 20 [☐]
5. Above 20 [☐]
5. Rank
1. Junior [☐] 2. Senior [☐]

SECTION II – PERCEIVED LEADERSHIP STYLE

With regards to perceived leadership style engagement in your organisation, I entreat you to tick [√] the appropriate box indicating the extent to which you agree or disagree with the following statements using the scale: **[1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree]**

No		1	2	3	4	5
1	Transformational Leadership Style					
2	Transaction Leadership Style					
3	Autocratic Leadership					
4	Democratic Leadership					
5	Laissez-Faire Leadership					

SECTION III: LEADERSHIP STYLES

With regards to leadership style in your organisation, I entreat you to tick [√] the appropriate box indicating the extent to which you agree or disagree with the following statements using the scale: **[1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree]**

No		1	2	3	4	5
Transformational Leadership style						
1	My supervisor makes others feel good to be around him/her.					
2	I have complete faith in my supervisor					
3	I am proud to be associated with my supervisor.					
4	My supervisor expresses in a few simple words what we could and should do.					
5	My supervisor expresses in a few simple words what we could and should do.					
Transactional Leadership Style						
1	My supervisor tells others what to do if they want to be rewarded for their work.					
2	My supervisor provides recognition/rewards when others reach their goals.					
3	My supervisor calls attention to what others can get for what they accomplish					
4	My supervisor is always satisfied when others meet agreed-upon standards					

5	As long as things are working, my supervisor does not try to change anything.					
Autocratic Leadership						
1	My supervisor believes employees need to be supervised closely they are not likely to do their work.					
2	As a rule, my supervisor believes that employees must be given rewards or punishments in order to motivate them to achieve organisation objectives.					
3	I feel insecure about my work and need direction					
4	My supervisor is the chief judge of the achievements of employees					
5	My supervisor gives orders and clarifies procedures.					
Democratic Leadership						
1	There is good collaboration between me/colleagues and supervisors.					
2	I can challenge existing ways of doing things.					
3	My supervisors value all the ideas and skills I bring to the discussion.					
4	Supervisors generally understands the problems I face in my job					
5	Supervisors give me regular feedback on my performance					
Laissez-Faire Leadership						
1	In complex situations my supervisor allows me to work my problems out on my own way.					
2	My supervisor stays out of the way as I do my work.					
3	As a rule, my supervisor allows me to appraise my own work.					
4	In most situations I prefer little input from my supervisor.					
5	In general, my supervisor feels it's best to leave subordinates alone					

SECTION IV – EMPLOYEE ENGAGEMENT

With regards to employee's engagement in your organisation, I entreat you to tick [✓] the appropriate box indicating the extent to which you agree or disagree with the following statements using the scale: **[1=low, 2=average, 3=high]**

No		1	2	3	4	5
1	I will love to spend the remainder of my working life in this institution					
2	I feel this institution's burden is my own burden					
3	I feel like I am part of the family of this institution					
4	During working time, I am energized physically to work.					
5	Time moves faster when I am at work					
6	I forget everything around me and concentrate on my work during working period.					
7	I am able to work for longer period of time during working period.					
8	It is very difficult for me to detach myself from my work					