

**THE INFLUENCE OF LEADERSHIP IN IMPROVING PRODUCTIVITY IN PUBLIC
SECTOR ORGANIZATIONS IN GHANA: A CASE STUDY OF HO POLYTECHNIC
AND HO MUNICIPAL HOSPITAL**

by

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CERTIFICATION

I hereby declare that this submission is my own work towards the CMBA and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

To the Almighty God: God the Father, God the Son and God the Holy Spirit. Amen

Then also to my lovely children Selorm, Selase, Akpene and Dela Tsigbeh for their obedience.

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ABSTRACT

Improving productivity has become a major goal in virtually every organization. There is considerable interest in productivity both from an organizational standpoint and national standpoint. High productivity can lead to economic growth and development. This explains why effective leadership and productivity issues seem to be paramount on the agenda of most world leaders especially those in Africa.

This research examines the influence of leadership in improving productivity in the public sector organizations in Ghana, with the Ho Polytechnic and the Ho Municipal Hospital as a case study. In all, ninety respondents were sampled and interviewed by way of questionnaires.

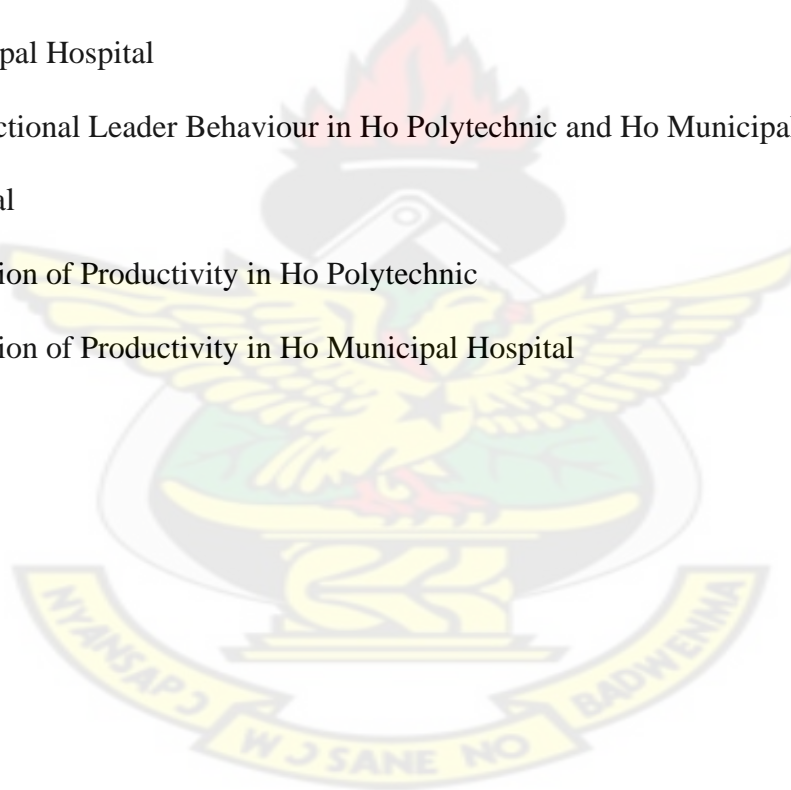
All respondents did establish that leadership's role in the attainment of productivity in the public sector organizations is crucial. Furthermore, though gaps exist, they are not due only to leadership style but also, structures and laid down principles; some are for example, the availability of funds and terms of reference.

Leadership behavior and attitude towards employees is that of cordiality most of the time but leadership sometimes acts without regards to the feelings and needs of subordinates. Meanwhile, they do sometimes have motivational packages for employees and also lead by example.

Effectiveness of leadership practices was seen where it was evident that most of them would not accept mediocrity but insist on the best performance at all cost. However leadership's weakness in this regards is the failure in formulating organizational productivity formula to serve as a guide to all workers in a bid to inculcating in them the sense of belonging hence improving on productivity.

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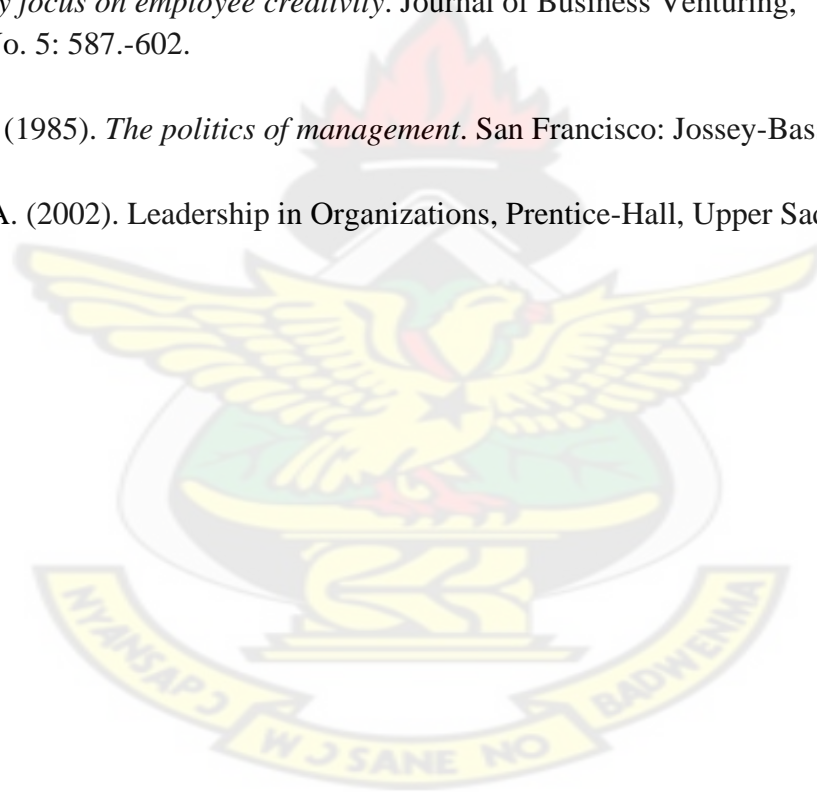
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KNUST



COVERING LETTER

THE INFLUENCE OF LEADERSHIP IN IMPROVING PRODUCTIVITY IN PUBLIC SECTOR ORGANIZATIONS IN GHANA (CASE STUDY: HO POLYTECHNIC AND HO MUNICIPAL HOSPITAL)

Dear Respondent,

It has become imperative to determine leadership factors that influence productivity in organizations. I am currently researching the above in order to determine and share effective practices on this topical issue.

I am Charity Agbeley (Ms) student of the KNUST Distance Learning Programme, Ho Polytechnic Campus offering a CEMBA Degree.

You have experiences that would be of value and would very much like to know your views on what it takes to get it right.

This work is purely academic and no information on the completed form would be let out, am aware of the need to treat it with utmost confidentiality and this is highly guaranteed.

Filling of the questionnaire should be solely anonymous and may take you about ten (10) minutes.

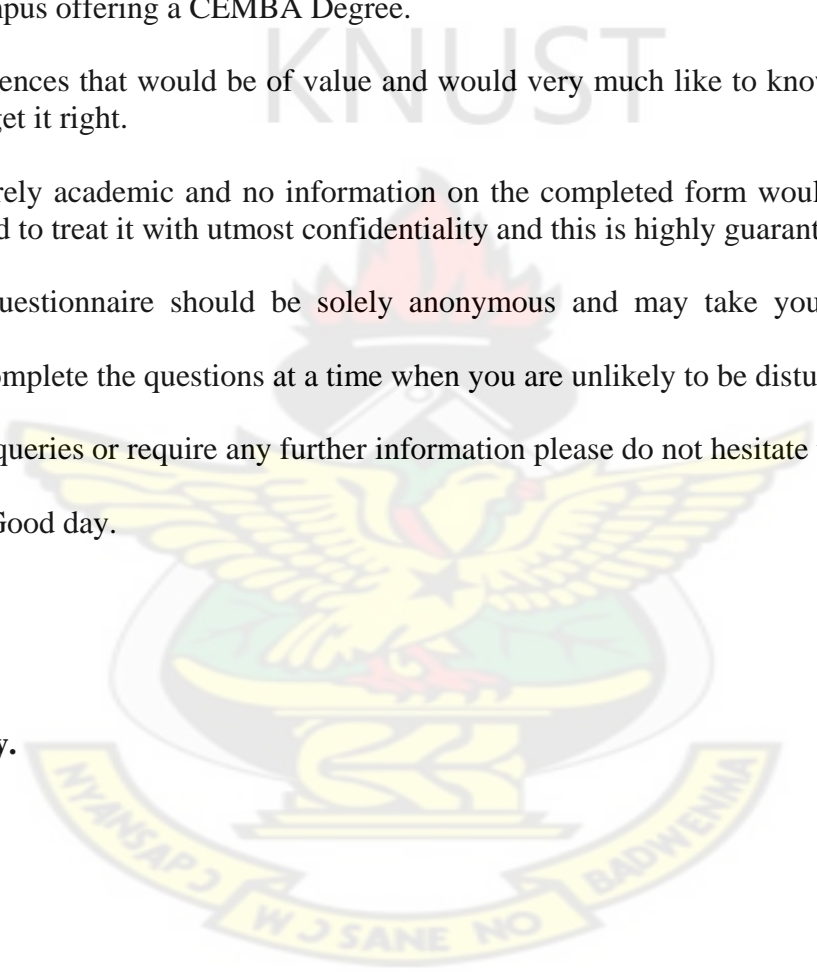
Please try and complete the questions at a time when you are unlikely to be disturbed.

If you have any queries or require any further information please do not hesitate to get in touch.

Thank you and Good day.

Yours sincerely,

Charity Agbeley.



THE INFLUENCE OF LEADERSHIP IN IMPROVING PRODUCTIVITY IN PUBLIC SECTOR ORGANIZATIONS IN GHANA (CASE STUDY: HO POLYTECHNIC AND HO MUNICIPAL HOSPITAL)

The questionnaire profiles six basic dimensions of the transformational leader.

INSTRUCTION: The questions below ask you about the way in which you influence others. Read each statement carefully and indicate the degree to which each of this particular influence tactics is descriptive of your leadership style?

The Leadership Practices Questionnaire is Likert-scale measuring five sub-scales where a higher value represents greater use of the leadership behavior which predicts whether a leader's performance is high, moderate or low. Please indicate the degree to which you agree with the sign **X** in the boxes available.

RATING/GRADING

- 1 = Rarely or very seldom do what is described in the statement
2 = Once in a while do what is described
3 = Sometimes do what is described
4 = Fairly often do what is described
5 = Very frequently or always do what is described in the statement

BIO – DATA

1. In which age group do you fall?

- A. 28 – 35 ☐ B. 36 – 44 ☐ C. 45 – 52 ☐ D. 53 – 60 ☐
E. 61 and above ☐

2. Marital Status

- A. Single ☐ B. Married ☐ C. Divorced ☐
D. Others: please specify:

.....

3. Number of children

- A. 0 – 2 ☐ B. 3 – 4 ☐ C. 5 – 6 ☐
D. Others: please specify:

.....

4. What level of education did you attain

- A. Diploma ☐ B. HND ☐ C. Bachelor ☐ D. Masters Degree ☐
E. PhD ☐ F. Others: please specify:

.....

5. How long have you been in this organization?

- A. 0 – 2 ☐ B. 3 – 5 ☐ C. 6 – 8 ☐ D. 10 and above ☐

6. Who is your employer?

.....

ARTICULATE VISION

1. Have a clear understanding of where we are going, develop highly formalized plans, goals, routines and areas of responsibility?

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

2. Paint an interesting picture of the future for my subordinates

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

3. Am always seeking new opportunities for the organization and members.

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

4. Inspire others with plans for the future.

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

5. Am able to get others to be committed to my dreams and visions for the organization.

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

PRODUCE APPROPRIATE MODEL (ROLE MODEL)

6. Lead by “doing,” rather than by “telling.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
7. Provide a good model for others to follow.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
8. Lead by example.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

FOSTER ACCEPTANCE OF GOALS

9. Foster collaboration among group employees.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
10. Encourage employees to be “team players.”
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

11. Get people to work together for the same goal.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
12. Develop a team attitude and spirit among employees.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

HIGH PERFORMANCE EXPECTATIONS

13. I expect a lot from others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
14. Insist on only the best performance.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
15. Will not settle for second best.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

INDIVIDUAL SUPPORT

16. Act without considering the feelings of others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
17. Show respect for the personal feelings of others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
18. Behave in a manner thoughtful of the personal needs of others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
19. Treat others without considering their personal feelings.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

INTELLECTUAL STIMULATION

20. Challenging others to think about old problems in new ways.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

21. Ask questions that prompt others to think.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
22. Stimulate others to rethink the way they do things.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
23. Have ideas that challenge others to reexamine some of their basic assumptions about work.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

TRANSACTIONAL LEADER BEHAVIOUR

24. Always give positive feedback when others perform well.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
25. Give special recognition when others' work is very good.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
26. Commend others when they do a better-than-average job.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

27. Personally compliment others when they do outstanding work.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
28. Do not acknowledge the good performance of others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
29. Set up a behaviourally focused reward system? Eg. Empowerment and job enrichment.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
30. Establish competent advisory staff unit.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
31. Increase professionalism of employees by way of training, workshops, seminars.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
32. Compliment people on their past accomplishment before asking them to do another?
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

33. Establish group-goals-setting and peer performance appraisal?

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

34. Emphasize experience and ability in selecting employees and give employees more training?

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

35. How do you perceive productivity at your work place?

Please indicate by ticking as many of the roman numbers that are closers to your view.

- i. Productivity is a measure of effective use of resource (Stevenson 2005) ☐
- ii. Productivity is the ratio of the value of a product or service over the cost of resources used. ☐
- iii. Productivity is the value of quality of output that can be produced by specified level of input. ☐
- iv. Productivity is an attitude of the mind that seeks improvement of continuous settlement. ☐
- v. Productivity is an everlasting effort that adopts economic activities to ever changing condition. ☐
- vi. Productivity is a firm belief in the progress of human beings ☐
- vii. Productivity is an index that measures output (goods & services) relative to the input. ☐
- viii. Productivity denotes efficiency and profitability. ☐
- ix. Productivity is the result or the sum of all efforts that it takes to deliver goods or services. ☐
- x. All of the above. ☐

36. Please state any other ways you influence your employees/subordinates to achieve productivity.

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COVERING LETTER

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If you have any queries or require any further information please do not hesitate to get in touch.

Thank you and Good day.

Yours sincerely,

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The questionnaire profiles six basic dimensions of the transformational leader.

INSTRUCTION: The questions below ask you about the way in which your leader influences others. Read each statement carefully and indicate the degree to which each of this particular influence tactics is descriptive of your leader's style?

The Leadership Practices Questionnaire is Likert-scale measuring five sub-scales where a higher value represents greater use of the leadership behavior which predicts whether a leader's performance is high, moderate or low. Please indicate the degree to which you agree with the sign **X** in the boxes available.

RATING/GRADING

- 1 = Rarely or very seldom do what is described in the statement
2 = Once in a while do what is described
3 = Sometimes do what is described
4 = Fairly often do what is described
5 = Very frequently or always do what is described in the statement

BIO – DATA

1. In which age group do you fall?
B. 28 – 35 ☐ B. 36 – 44 ☐ C. 45 – 52 ☐ D. 53 – 60 ☐
E. 61 and above ☐
2. Marital Status
B. Single ☐ B. Married ☐ C. Divorced ☐
D. Others: please specify:
.....
3. Number of children
B. 0 – 2 ☐ B. 3 – 4 ☐ C. 5 – 6 ☐
4. What level of education did you attain
B. Diploma ☐ B. HND ☐ C. Bachelor ☐ D. Masters Degree ☐
E. PhD ☐ F. Others: please specify:
.....
5. How long have you been in this organization?
B. 0 – 2 ☐ B. 3 – 5 ☐ C. 6 – 8 ☐ D. 10 and above ☐
6. Who is your employer?
.....

ARTICULATE VISION

1. My leader has a clear understanding of where we are going, develop highly formalized plans, goals, routines and areas of responsibility.

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

2. He paints an interesting picture of the future for his subordinates

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

3. He is always seeking new opportunities for the organization and members.

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

4. He inspires others with plans for the future.

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

5. He is able to get others to be committed to his dreams and visions for the organization.

- i. Rarely or very seldom do what is described in the statement ☐
- ii. Once in a while do what is described ☐
- iii. Sometimes do what is described ☐
- iv. Fairly often do what is described ☐
- v. Very frequently or always do what is described in the statement. ☐

PRODUCE APPROPRIATE MODEL (ROLE MODEL)

6. Leads by “doing,” rather than by “telling”.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
7. Provides a good model for others to follow.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
8. Leads by example.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

FOSTER ACCEPTANCE OF GOALS

9. Fosters collaboration among group employees.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
10. Encourages employees to be “team players.”
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
11. Gets people to work together for the same goal.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐

- v. Very frequently or always do what is described in the statement. ☐

12. Develops a team attitude and spirit among employees.

- i. Rarely or very seldom do what is described in the statement ☐
ii. Once in a while do what is described ☐
iii. Sometimes do what is described ☐
iv. Fairly often do what is described ☐
v. Very frequently or always do what is described in the statement. ☐

HIGH PERFORMANCE EXPECTATIONS

13. Shows that he expects a lot from others.

- i. Rarely or very seldom do what is described in the statement ☐
ii. Once in a while do what is described ☐
iii. Sometimes do what is described ☐
iv. Fairly often do what is described ☐
v. Very frequently or always do what is described in the statement. ☐

14. Insists on only the best performance.

- i. Rarely or very seldom do what is described in the statement ☐
ii. Once in a while do what is described ☐
iii. Sometimes do what is described ☐
iv. Fairly often do what is described ☐
v. Very frequently or always do what is described in the statement. ☐

15. He will not settle for second best.

- i. Rarely or very seldom do what is described in the statement ☐
ii. Once in a while do what is described ☐
iii. Sometimes do what is described ☐
iv. Fairly often do what is described ☐
v. Very frequently or always do what is described in the statement. ☐

INDIVIDUAL SUPPORT

16. Acts without considering the feelings of others.

- i. Rarely or very seldom do what is described in the statement ☐
ii. Once in a while do what is described ☐
iii. Sometimes do what is described ☐
iv. Fairly often do what is described ☐
v. Very frequently or always do what is described in the statement. ☐

17. Shows respect for the personal feelings of others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
18. Behaves in a manner thoughtful of the personal needs of others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
19. Treats others without considering their personal feelings.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

INTELLECTUAL STIMULATION

20. Challenges others to think about old problems in new ways.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
21. Asks questions that prompt others to think.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
22. Stimulates others to rethink the way they do things.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

23. He has ideas that challenge others to reexamine some of their basic assumptions about work.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

TRANSACTIONAL LEADER BEHAVIOUR

24. Always gives positive feedback when others perform well.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

25. Gives special recognition when others' work is very good.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

26. Commends others when they do a better-than-average job.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

27. Personally compliment others when they do outstanding work.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

28. He does not acknowledge the good performance of others.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

29. Sets up a behaviourally focused reward system? Eg. Empowerment and job enrichment.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
30. Establishes competent advisory staff unit.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
31. Increase professionalism of employees by way of training, workshops, seminars.
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
32. My head compliments people on their past accomplishment before asking them to do another?
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
33. He/she establishes group-goals-setting and peer performance appraisal?
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐
34. He/she emphasizes experience and ability in selecting employees and gives employees more training?
- i. Rarely or very seldom do what is described in the statement ☐
 - ii. Once in a while do what is described ☐
 - iii. Sometimes do what is described ☐
 - iv. Fairly often do what is described ☐
 - v. Very frequently or always do what is described in the statement. ☐

35. How do you perceive productivity at your work place?

Please indicate by ticking as many of the roman numbers that are closers to your view.

- i. Productivity is a measure of effective use of resource (Stevenson 2005) ☐
- ii. Productivity is the ratio of the value of a product or service over the cost of resources used. ☐
- iii. Productivity is the value of quality of output that can be produced by specified level of input. ☐
- iv. Productivity is an attitude of the mind that seeks improvement of continuous settlement. ☐
- v. Productivity is an everlasting effort that adopts economic activities to ever changing condition. ☐
- vi. Productivity is a firm belief in the progress of human beings ☐
- vii. Productivity is an index that measures output (goods & services) relative to the input. ☐
- viii. Productivity denotes efficiency and profitability. ☐
- ix. Productivity is the result or the sum of all efforts that it takes to deliver goods or services. ☐
- x. All of the above. ☐

36. Please state any other ways your leader influences you to achieve productivity.

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THE INFLUENCE OF LEADERSHIP IN IMPROVING PRODUCTIVITY IN PUBLIC SECTOR ORGANIZATIONS IN GHANA.

CHAPTER ONE

1.0 INTRODUCTION

This chapter discusses the overview of the study. These include, background of the study, problem statement, objectives, research questions of the study, methodology, significance and organization of the study.

1.1 BACKGROUND

Improving productivity has become a major goal in virtually every organization (Stevenson 2005; Robbins & Coulter 2002: 527; Daft 1999). There is considerable interest in productivity both from an organizational standpoint and national standpoint (Stevenson, 2005:53). High productivity can lead to economic growth and development. Haakonsson et al (2008) and Stevenson (2005) are of the view that government leaders are concerned with national productivity because of the close relationship between productivity and a nation's standard of living.

This explains why effective leadership and productivity issues seem to be paramount on the agenda of most world leaders especially those in Africa. (African Business Leaders Forum, November 19-21, 2008).

Core & Stuble (2000) states that citizens and businesses demand faster and more personalized service, and policies must be developed and implemented more quickly than before.

Experts like Wu et al (2008) have attempted to explain that although new technologies provide governments with opportunities to improve efficiency and responsiveness, it also poses a host of new challenges. They suggest that productivity improvement is an exercise to induce change and improve productivity in the face of resistance, unpredictabilities, complexities and variabilities. Success depends on recognizing and dealing with constraints and motivating and influencing actors to co-operate (Naidoo & Lord 2008).

Branch & Walter (2007) suggest that improved productivity, the result of effective leadership and agility in the public sector may be the solution to these challenges. These factors are key to allowing governments to better respond to different challenges and demands, and find new ways of delivering valuable public service. (Kearney, 2003)

Perera (2007) confirms the view that the approach to improved productivity is responsive public administration which has become increasingly more complex. Today, the view of public sector goes far beyond that of being simply the provider of public goods; rather, it is expected to be a facilitator or an engine of growth. Furthermore, wage and price increases not accompanied by productivity increases tend to create inflationary pressures on a nation's economy.

The goal in improving productivity is to provide better service through a better managed, more efficient organization that also becomes a more humane and fulfilling workplace. (Patel, 1994)

Experts have attempted to explain that productivity is variously defined as measurement of efficiency, effectiveness, and cost reduction, input minus output, management, improvement, performance, methods improvement, work standards

and programme evaluation. Its central concern is making better use of the tax payer's money. Patel (1999) and Mullins (2002) warn that to emphasize only profit, for instance, misdirects managers to the points where they may endanger the survival of organizations. To obtain profit today tend to undermine the future. To manage a business is to balance a variety of needs and goals.

For nonprofit organizations, higher productivity means lower costs; for profit-based organizations, productivity is an important factor in determining how competitive a company is.

For a nation, the rate of productivity growth is of great importance.

(Stevenson, 2005:47)

Productivity growth is the increase in productivity from one period to the next relative to the productivity in the preceding period. Productivity increases add value to the economy while keeping inflation in check. (Stevenson, 2005:47) Stevenson (2005) again stated that productivity measures are useful on a number of levels. For an individual department, and organization, productivity measures can be used to track performance overtime. This allows managers to judge performance and to decide where improvement is needed for example, if productivity has slipped in a certain area, operations staff can examine the factors used to compute productivity measures, also can be used to judge the performance of an entire industry or the productivity of a country as a whole. In essence, productivity measurement serves as score cards of the effective use of resources.

Leadership is more than simply holding a management position. (Cullen & Paraboteeah 2008:725). Leadership is about coping with change (Adei & Sarpong-Mensah 2006). Leadership is the ability of an individual to influence,

motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members (Cullen & Parboteeah 2008:735).

Leadership is a topic that is high on many agendas today, whether in politics, business or the church. This is because of a perceived leadership crises and vacuum in our organizations, churches and country. (Frimpong, 2008) Many people complain of the character of some of our leaders and the youth of today. These people are worried about the future of our country because of lack of good and effective leaders. To address this leadership problem, this study shares Mrs. Mary Chinery Hesse's views on "Obaa Mbo" a program on TV Africa that Ghana needs to grow leaders if our nation is to move forward. There is an urgent need for the purposeful cultivation of quality and effective leaders to save our organizations, churches and the country from mismanagement and total collapse (Frimpong, 2008)

There is growing interest in the role of leaders fostering employees to take initiative, embrace risk, stimulate innovation and cope with uncertainty (Spreitzer, 1995). Additionally, recent work on shared or distributed leadership emphasizes the importance of leaders empowering followers and accepting mutual influence to facilitate performance (Gronn 2000 and Bass 1985) and ultimately improving their performance. Leadership has always been the pivotal force behind any successful organization. Leadership is what gives an organization its vision and its ability to translate that vision into reality.

According to Avolio et al (1999) leaders need to focus on moving people and organizations forward by increasing the competency of staff and the co-operation of teams in order to improve the organization. Mullins (2002:253) maintains that

leadership is vitally important at all levels within a company from main board to the shop floor. Leadership is the moral and intellectual ability to visualize and work for what is best for the company and its employees. He maintains that the most vital thing the leader does is to create team spirit around him and near him, not in a schoolboy sense, but in realistic terms of mature adults. High levels of satisfaction and performance arguably require trust in the leader. Merely enacting leadership behaviours does not guarantee that followers will be satisfied or that they will be motivated to perform. Followers need to trust the leader in order to feel positive about the leader and to exert extra effort to perform effectively. If followers believe the leader is not genuinely concerned about their welfare, lacks integrity, or is incompetent, they will be unlikely to trust the leader and consequently they will be dissatisfied with the leader and not motivated to cooperate fully with the leader thereby adversely affecting their performance.

Following from the debate, it is important to emphasize that this study will focus on transformational leadership theory as opposed to other leadership theories. The search for and identification of those behaviours that increase a leader's effectiveness has been a major concern of leaders and leadership, and organizational productivity researchers for the past several decades (cf. Bass, 1981; House, 1971, 1988; House & Baetz, 1979; Stogdill, 1974; Yukl, 1989a, 1989b). Traditional views of leadership effectiveness have focused primarily, although not exclusively, on what Burns (1978) and Bass (1985) have called transactional leader behaviours founded on an exchange process in which the leader provides rewards in return for the subordinate's effort.

Transformational leadership which is the focus of this research adopts a symbolic emphasis on commitment to a team vision, emotional engagement, and fulfillment of higher-order needs such as meaningful professional impact or desires to engage in breakthrough achievements (Pearce 2004). Transformational leader's state future goals develop plans to achieve those goals, and innovate, even when their organization is generally successful (Eagly and Carli 2003). As stated by Hofmann and Jones (2005), transformational leaders communicate a clear vision while inspiring commitment to that vision.

1.2 STATEMENT OF PROBLEM

It takes strong leaders to effect the changes needed for survival. The problem for today's organizations is that there are too many people doing management, too few providing leadership and fewer still who have integrated the skills and quality needed for meeting both leadership and management challenge, (Daft 1999:8). There is leadership derailment. (Pierce and Newstrom 2000). Many organizations are paralyzed by situations in which people appeal for direction, feeling immobile and discouraged by the sense that they are not being led.

One can identify a number of problems and objectives that have been the focus of interest in the Third world countries from 1950s. These can be summarized as follows:

- (1) Enhancing economic growth to raise per capital income.

- (2) Enhancing redistribution of wealth to reduce inequity and to promote social justice.
 - (3) Reducing unemployment through promotion of economic activity.
 - (4) Improving the quality of life of citizens and
 - (5) Achieving a balance between human survival and physical environment.
- (Perera 2007)

To be able to achieve these, public sector organizations may have to undergo significant transformation in service delivery.

The question is, is there a link or relationship between leadership style and improved productivity in public sector organizations, which can address the above issue of concern?

What is the influence of leadership in public sector in achieving higher productivity?

These are some of the problems the study seeks to investigate and address using Ho Polytechnic and Ho Municipal Hospital as case studies.

1.3 RESEARCH OBJECTIVES

The general objective of the study is to examine the role of leadership in the attainment of productivity in the public sector organizations.

SPECIFIC OBJECTIVES

- i. To examine the role of leadership in the achievement of productivity in public sector organizations.
- ii. To identify the methods leaders use to motivate and influence their employees to achieve productivity.
- iii. To examine the effects of leadership on the behaviour and attitude of employees.
- iv. To evaluate the effectiveness of leadership practices on organizational productivity.

1.4 RESEARCH QUESTIONS

- (1) What role does leadership play in improving productivity in Ho Polytechnic and Ho Municipal Hospital?
- (2) In what ways do leaders motivate and influence employees to achieve productivity in Ho Polytechnic and Ho Municipal Hospital?
- (3) What is the effect of leadership on the behavior and attitude of employees?
- (4) How effective are the leadership practices on productivity in Ho Polytechnic and Ho Municipal Hospital?

1.5 METHODOLOGY

1.5.1 RESEARCH DESIGN

The study adopted both qualitative and quantitative approaches, employing comparative case study methodology. Qualitative based on meanings expressed through words and analysis through the use of conceptualization. Quantitative because of the data based on meanings derived from numbers.

The study focuses on the phenomenon of productivity in public sector organizations and the role of leadership expressed through the perspective and perceptions of personnel within the two organizations, Ho Polytechnic and Ho Municipal Hospital.

Variety of Empirical Materials e.g. grounded theory procedures, surveys observation were used, specifically interviews, relevant brochures and questionnaires were used for data collection and analysis. The survey was cross-sectional because the data were collected at one point in time.

In-depth interviews and questionnaire were the main instruments of the study.

The questionnaire was a well structured Likert-scale questionnaire measuring five sub-scales:

- (1) Rarely or very seldom do what is described in the statement.
- (2) Once in a while do what is described.
- (3) Sometimes do what is described.
- (4) Fairly often do what is described.
- (5) Very frequently or almost always do what is described in the statement.

The target population of the study is the leadership team at Ho Polytechnic and the Ho Municipal Hospital, which is made up of top and middle level management i.e.

Rector, Vice Rector, Registrar, Finance Officer, Librarian, Dean and all Heads of Departments. At the Municipal Hospital, Senior Medical Officers, medical officers and ancillary staff e.g. Accountant and Senior Nursing Officers formed the main structure of the population. This made the comparison of leadership practices and effectiveness in both organizations possible for better inference. Considering the number in the target population, the study was conducted using all members in the population therefore; there was no need for sampling, otherwise known as purposeful sampling or judgmental sampling. Purposeful or judgmental sampling employs the use of judgment to select cases which will best help answer the research question(s) and meet objectives. This form of sample is often used when working with very small samples such as in case study. To avoid bias, the (led) other workers in both organizations, were included in the population. Stratified random sampling of this category of workers from the two organizations was employed.

1.5.2 METHOD OF DATA COLLECTION

Two main sources of data used for the study were (1) Primary & (2) Secondary data. In depth interviews and questionnaire were used. The primary data was extracted from questionnaire, personal observations and personal interviews. The main advantage of primary data is that it is good at explaining “what is going on” in particular social situations. (Saunders et al 1997)

Secondary data on the other hand was obtained from textbooks, journals, magazines, and websites. This constitutes data collected from previous investigations for that matter provides a framework to build on. The main

advantage of using this secondary data was the enormous saving of resources in particular time . In general it is less expensive to use secondary data than to collect fresh data. It is often useful to compare data collected with secondary data. (Saunders et al 1997)

1.5.3 DATA ANALYSIS

Data collected were presented in the form of tables. The data so presented was analyzed using descriptive statistics. These include frequency distribution and percentages. These methods were chosen because they provide better interpretation and understanding of the data. The statistical tools employed for analysis of the data were Wilcoxon Rank Sum test and Kruskal-Wallis test. These tools were most appropriate because of the comparative nature of the study of two or more variables.

1.6 SIGNIFICANCE OF THE STUDY

The timing of this study is but one of several reasons that is significant and important. Currently, there are both internally and externally increasing pressure being placed upon public organizations for reforms for effectiveness and efficiency. Calls for reforms and restructuring in recent times have emphasized the importance of effective leadership, specifically:

- 1) The study will contribute to existing literature on leadership and productivity.

- 2) It will provide basis for further research on the influence of leadership and productivity in public sector organizations in Ghana.
- 3) The study will provide insight into Ho Polytechnic and Ho Municipal Hospital in accessing their role as public service providers.
- 4) Recommendations of the study when implemented will improve upon the efficiency and effectiveness of leaders and improve productivity in public sector organizations.

1.7 ORGANIZATION OF STUDY

The study is presented in Five Chapters.

Chapter one deals with the overview of the study which consists of the background to the study, the problem statement, objectives, research questions, methodology, the significance of the study and the organization of the research study.

Chapter two is devoted to the literature review including definitions of the study.

Chapter three contains the methods and procedures used in data collection, sampling techniques employed for the study and methods used in data analyses.

Chapter four covers the presentation and analysis of data and discussion of findings. Finally Chapter five concludes summarizes and gives recommendations based on the finding of the study.

CHAPTER TWO

2.0 INTRODUCTION

Chapter two covers literature review. These include the theoretical framework, the conceptual framework and definitions of the study.

2.1 DEFINITIONS AND THEORETICAL FRAMEWORK

2.1.1 PRODUCTIVITY

Productivity is a measure of the effective use of resources usually expressed as the ratio of output to input (Stevenson 2005:47). According to Perera (2007:14), Productivity is the ratio of the value of a product or service to the customer over the cost of resources used to produce that product or service.

2.1.2 PRODUCTIVITY IN THE SERVICE SECTOR

The increased importance of service industries over the last two decades and current concern over productivity growth has stimulated interest in productivity measures for this expanding sector of the economy. The growth of the service economy presents special challenges for productivity analysts; output is often difficult to quantify, and measurement of labour input requires great care. The service sector encompasses the major industry groupings of trade, finance, insurance, communications, public utilities, transportation, education, health, and government, as well as business and personal services. It accounts for almost three-fourths of employment and provides the greatest potential as well as some of

the greatest difficulties for developing productivity measures. (Triplet & Bosworth 2000, Jerome 1982).

2.2 PROBLEMS OF MEASURING OUTPUT IN THE SERVICE SECTOR

In many ways, the problems of measuring output in the service industries are similar to those of measuring output in the goods-producing industries. That is, the output indicator must be quantifiable and independent of the input measures. If an output measure for an activity is based on an input measure, as is the case in some instances in the national accounts, obviously no change in productivity can be ascertained. In the case of general government for example, output in the national income and product accounts is measured in terms of compensation of government employees. The deflated or constant-money measure is derived from changes in employment. Hence, changes in the output measure are closely related to changes in the input measure. (Triplet & Bosworth 2000, Jerome 1982).

Triplet & Bosworth (2000), Jerome (1982) further explained that it is also important to distinguish between intermediate and final services. In productivity measurement, there is an attempt to ensure that the indicators represent output flowing from the industry being measured rather than intermediate steps in the service flow. In this sense, productivity measurement differs from work measurement, which generally refers to the analysis of the operation of an activity and the labour requirements at each intermediate stage. Productivity measurement refers only to the final service and its relationship to input. In the case of an organization or an industry providing one type of service, output is merely a count of the units of this service, however defined. In the more usual case of an industry

producing a number of heterogeneous services, the various units must be expressed in some common basis for aggregation. For example, the output of franchised new-car dealerships should be a combination of the number of cars sold and the repair activities of the dealers with appropriate weighting. To obtain a productivity measure that is an average of the changes of individual components, the appropriate weights for combining the various elements in the output measure are in terms of their factor input requirements. In a labour productivity measure, the weights are unit labour requirements. (Triplet & Bosworth 2000, Jerome 1982).

2.3 COMPETITIVE PRIORITIES FOR SERVICES PRODUCTIVITY

1. **Low production cost:** Unit cost of each service including labor, material and overheads.
2. **Delivery Performance:** Fast delivery, on-time delivery.
3. **High quality service:** Customers perception of degree of excellence exhibited by services.
4. **Customer service and flexibility:** Ability to quickly change production to other products services, customer responsiveness. (Gaither & Frazier 2002:51)

2.4 LEADERSHIP THEORETICAL FRAMEWORK

A review of the leadership literature quickly reveals that there are a myriad of definitions that have been given to the leadership construct (Pierce & Newstrom, 2000). This diversity of definitions reveals in part, the complexity of the construct.

Some authors have chosen to treat leadership as a psychological phenomenon (i.e., the leader is a person who possesses certain desirable personality and demographic traits), while others see it as a sociological phenomenon (i.e. the leader is the result of a confluence of a person, a group, and the needs arising from a situation faced by each). (Pierce & Newstrom 2000:6)

Bass (1990) in the introductory chapter to “Bass & Stogdill’s Handbook of Leadership”, focuses on the concept of leadership.

He suggests that there are at least 12 different approaches to the definition. For the purpose of this study a single definition that delineates the essential elements of the leadership process is adopted. Leadership is an influence relationship among leaders and followers who intend real changes that reflect their shared purposes. The key elements in this definitions are summarized, leadership involves influence, it occurs among people, those people intentionally desire significant changes, and the changes reflect purposes shared by leaders and followers. Influence means that the relationship among people is not passive; however, also inherent in this definition is the concept that influence is multidirectional and non-coercive (Daft 1999:5)

2.5 PERSPECTIVES OF LEADERSHIP

According to Pierce & Newstrom there are additional conceptualizations and uses of the leadership construct. Among them are self-leadership, team leadership, strategic leadership, symbolic leadership, and organizational (Nation) leadership.

2.5.1 SELF-LEADERSHIP

The self-leadership concept is frequently employed in reference to the “self-leading the self” (Manz 1986). Self-leading individuals are described as self-starters, those who provide themselves with self-direction and motivation, providing themselves with feedback, rewarding personal accomplishment and chastising personal failure.

2.5.2 TEAM LEADERSHIP

The concept of team leadership, as employed here, makes reference to several individuals who as a team, share in the leadership function. Acting collectively as one, they attempt to exercise the influence necessary to move a larger group toward the achievement of a common goal. (Pierce & Newstrom 2000).

2.5.3 STRATEGIC LEADERSHIP

Hambrick (1989) focuses on the people who have overall responsibility for an organization. The term “strategic leadership,” according to Hambrick, connotes management of the overall enterprise. It makes reference to those individuals who occupy positions of power operating out of the organization’s upper echelon.

2.5.4 SYMBOLIC LEADERSHIP

Smircich and Morgan (1982) observe that the symbols, slogans, rituals, stories, and myths are among the “tools of leadership” (cf., Pfeffer, 1981; Pondy, Frost, Morgan, & Dandridge, 1982). Over time the use of these tools can become institutionalized in their ability to exercise a “leadership role.” Many individuals

(e.g., Buddha, Jesus Christ, Mohammad) have been able to sustain their role of leadership in absentia. In part, their leadership has been exercised through these various tools (instruments) of leadership.

2.5.5 ORGANIZATIONAL (NATION) LEADERSHIP

Some organizations such as Microsoft, Intel and General Electric have at one time or another been identified as major leaders in one context or another. (Pierce and Newstrom 2000)

2.6 LEADERSHIP THEORIES

2.6.1 TRAIT THEORY OF LEADERSHIP

There are some leaders that fascinate observers because of the enormous influence they have had: e.g. Martin Luther King Jr. Winston Churchill; Mahatma Gandhi; Nelson Mandela. (LeCouvie 2007:7)

It has been suggested that these types of leaders possess a unique set of traits that others do not have. Trait theory argues that leaders have certain personality, social and physical characteristics, known as traits, that influence person's actions as a leader. It was first introduced in the 1940's and originally proposed that individuals were born to be leaders. There have been hundreds of studies conducted that indicate that there is a relationship between specific personal characteristics and effective leadership. It is important to note that some leaders do not possess all of these traits but some ineffective leaders do demonstrate these traits. The research demonstrated that there was no specific set of traits that always

resulted in effective leadership. This inconsistency prompted researchers to seek out alternative explanations for effective leadership. The research indicated that traits could not be exclusively relied on as basis for selecting leaders. (LeCouvie 2007:7).

2.6.2 BEHAVIOURAL THEORIES OF LEADERSHIP

The behavioural approach makes it clear that leaders are made and not born. This is the opposite of the trait theorists' traditional assumptions. Given what is known about behaviour shaping and model-based training, leader behaviors can be systematically improved and developed. For example, a recent study demonstrated that employee creativity was increased when leaders were trained to;

1. Help employees identify problems and
2. Enhance employee's feelings of self efficacy

Behavioural styles research also reveals that, there is no one best style of leadership. The effectiveness of a particular leadership style depends on the situation at hand.

2.7 SITUATIONAL OR CONTINGENCY THEORIES OF LEADERSHIP

Leaders might display appropriate traits and behaviours, yet remain ineffective leaders. It has been suggested that this might be due to the wide variety of situations or circumstances under which leaders must perform. A Chief Executive Officer (CEO) of a large investment bank might not be an effective leader in a non-profit organization. Similarly, leaders must demonstrate appropriate behavior

when managing subordinates as well as reporting to superiors (a board of directors for example). Leaders face pressures from various levels within the organization to adjust leadership style. As a result, the environment in which leaders must perform influences their behavior and effectiveness. Two theories would be considered: situational or contingency theories of leadership: Fielder's Contingency Model, and Hersey and Blanchard's Situation Theory. (LeCouvie 2007:7 and Daft 1999).

2.7.1 FIEDLER'S LEADERSHIP CONTINGENCY THEORY

In the 1960s, Fred Fiedler established a theory that argued that group effectiveness is dependent on an appropriate match between the leader's style (a trait measure) and the demand of the situation. Success depends upon a proper match between a leader's style and the degree to which the situation gives control to a leader. Fiedler used an instrument known as the **least-preferred co-worker (LPC)** questionnaire, in an effort to determine whether employees were more interested in personal relations with co-workers (relationship-oriented) or productivity (task-oriented). (LeCouvie 2007:9), (Daft 1999)

2.7.2 HERSEY AND BLANCHARD'S SITUATIONAL THEORY

Hersey and Blanchard introduced the Situational Leadership Theory (SLT), and this model has been incorporated into hundreds of leadership training programs in organizations. This model also argues that there is no one best way to lead. This model compares the leader-follower relationship to a parent and child relationship. Similar to a parent-child relationship where children are given more control as

they mature, it is argued in this model that leaders should also do this with employees. Specifically, the theory suggests that it is the responsibility of the leader to select a behavior that will match a follower's ability and motivation.

If the follower is unable or unwilling to perform a task, then it is the leader's responsibility to provide very specific instructions and be highly directive.

(LeCouvie 2007:7; Daft 1999)

2.8 TRANSACTIONAL LEADERSHIP VERSUS TRANSFORMATIONAL TRANSACTIONAL LEADERSHIP

The basis of transactional leadership is a transaction or exchange process between leaders and followers. The transactional leader recognizes specific follower desires and provides goods that meet those desires in exchange for followers meeting specified objectives or performing certain duties. Thus, followers receive rewards for job performance while leaders benefit from the completion of tasks. Leadership is a series of economic and social transactions to achieve specific goals. The exchanges involve goods that are specific, tangible, and calculable. (Daft 1999: 427-429)

Transactional leaders focus on the present and excel at keeping an organization running smoothly and efficiently. They are good at traditional management functions such as planning and budgeting and generally focus on impersonal aspects of job performance. Transactional leadership can be quite effective. By clarifying expectations, leaders help build followers' confidence. In addition, satisfying the basic needs of subordinates may improve productivity and morale.

However, because transactional leadership involves a commitment to "follow the rules," transactional leaders often maintain stability within the organization rather than promoting change. Transactional skills are important for all leaders, but when an organization needs change, a different type of leadership is needed. (Daft 1999: 427-429)

2.9 CONCEPTURAL FRAMEWORK

TRANSFORMATIONAL LEADERSHIP

Following from the debate it is important to emphasize that conceptualization of the study is based on transformational leadership.

Transformational leadership has been defined in terms of articulating a compelling vision for followers, behaving self-sacrificially, intellectually stimulating followers, and providing them with individualized consideration (Bass, 1985; Klein and House, 1995). There is considerable empirical support for transformational leadership in terms of its positive effects on followers with respect to a variety of criteria including justice, value congruence, satisfaction, effectiveness, extra-role behaviours and organizational learning (e.g. Lowe et al., Garcia-Morales et al., 2006).

Transformational leadership has been shown consistently to be associated with trust in the leader (eg. Bass, 1990; Lowe et al., 1996). Transformational leadership facilitates the development of trust in the leader for several reasons: The leader's own determination and commitment to the vision, as evidenced by self-sacrificial behaviours, indicate that the leader is "walking the talk" and thereby builds

credibility (Conger and Kanungo, 1988; Kouzes and Posner, 1993); the leader's high level of self-confidence leads to perceptions of competence, which helps to engender trust because the leader is seen as capable of fulfilling the leadership role (Whitener et al., 1998) in terms of making sound decisions (Kirkpatrick and Locke, 1991) and having the ability to achieve the vision; espousing and embodying shared values causes followers to identify with and admire the leader (Bennis and Nanus, 1997; Jung and Avolio, 2000); positive emotions experienced by followers due to increased levels of self-efficacy (Shamir et al., 1993) and feeling that they are pursuing meaningful goals (Bennis and Nanus, 1997); individualized consideration (i.e. being concerned about the welfare of followers and attending to their individual needs) results in followers believing the leader cares about them as people rather than as means to an end; confidence in the intentions and motives of the leader result in perceptions of procedural justice and, in turn, trust (Pillai *et al.*, 1999); and acting as a mentor and paying close attention to followers' needs for productivity and growth (Kark and Shamir, 2002) indicate a concern for the welfare of followers, which is pivotal for trust.

2.9.1 KOUZES AND POSNER'S MODEL IN TRANSFORMATIONAL LEADERSHIP

The operationalization of the construct of leadership for this study is based on conceptualization of the Kouzes and Posner's leadership model. Their research, which they conducted over almost 20 years, suggested that leadership is not a position, but a collection of practices and behaviours. These practices serve as guidance for leaders to accomplish their achievements or to get extraordinary

things done (Kouzes and Posner, 1995:9). These practices seem to be essential components of the concept of transformational leadership. They were developed through intensive research on current leadership practices and have been recognized by many researchers as truly representative of highly effective leadership practices (Taylor, 2002). These practices are: **challenging the process, inspiring a shared vision, enabling others to act, modeling the way**, and encouraging the heart (Kouzes and Posner, 1995, 2002).

2.9.2 CHALLENGING THE PROCESS

Challenging the process is a way of life for transformational leaders. By either creating new ideas or recognizing and supporting new ideas, leaders show willingness to challenge the system in order to turn these ideas into actions and to get new products, processes, and services adopted. They seek out challenging opportunities that test their skills and abilities and look for innovative ways to improve their organizations. Transformational leaders are willing to change the status quo. They experiment and take risks with new approach. Learning, for them, is a lifelong behavior. In order to succeed, leaders must be prepared to make mistakes because every false step opens the door to a new opportunity. Instead of punishing failure, they encourage it. They learn from their mistakes rather than shift blame on someone else (Kouzes and Posner, 1995, 2002).

2.9.3 INSPIRING A SHARED VISION

Inspiring a shared vision is vital for bringing people in any organization together to foster a commitment to a shared future they seek to create. Transformational

leaders passionately believe that they can make a difference by envisioning the future and creating an ideal and unique image of what the organization can become. They inspire such a vision in their followers with a positive and hopeful outlook. They generate enthusiasm and excitement for the common vision from others through genuineness and skillful use of metaphors, symbols, positive language, and personal energy (Kouzes and Posner, 1995, 2002).

2.9.4 ENABLING OTHERS TO ACT

Enabling others to act is fostering collaboration and empowerment. Enabling others to act means involve others in planning and give them freedom of choice in the decision-making process. Enabling others to act allows followers to do their job and to realize their full potential. Transformational leaders strive to create an atmosphere of trust and human dignity and to help each person feel capable and powerful. They consider the needs and interests of others and let them feel as if they carry ownership and responsibility in the organization. (Kouzes and Posner, 1995, 2002).

2.9.5 MODELING THE WAY

Modeling the way means specifically leaders go first. Transformational leaders set an example and build commitment through daily acts that create progress and momentum. They create a program of excellence and then set the example for others to follow. To model the way leaders need to have a philosophy, a set of high standards by which the organization is measured, a set of principles concerning the way people should be treated and the way goals should be pursued that make the

organization unique and distinctive. These leaders show by example that they live by the values they advocate. They believe that the consistency between words and deeds build their credibility as transformational leaders (Kouzes and Posner, 1995, 2002).

2.9.6 ENCOURAGING THE HEART

People often need encouragement and motivation to achieve the goals set by the organization. Successful leaders have high expectations for themselves and their employees. Their credibility is based on their record of achievements, dedication, and daily demonstrations of what and how things need to be done. By influencing employee motivation, leaders attach rewards and recognition to job performance. Transformational leaders play a special role in the celebrating of individual or group achievements, because they are the most prominent personality in the organization and serve as role models. By celebrating achievements together, leaders let people feel that they are part of the group and part of something significant. When leaders encourage their employees through recognition and celebration, they inspire them to perform better (Kouzes and Posner, 1995, 2002). There is growing interest in the role of leaders fostering employees to take initiative, embrace risk, stimulate innovation and cope with uncertainty (Spreitzer, 1995). Additionally, recent work on shared or distributed leadership emphasizes the importance of leaders empowering followers and accepting mutual influence to facilitate performance (eg. Gronn, 2000). The empowerment of employees is vital for organizational products effectiveness.

2.10 TRANSFORMATIONAL LEADERSHIP AND TRUST IN THE LEADER

Leaders need to be trusted by their followers because trust is the mortar that binds the follower to the leader (Nanus, 1989). Trust in the leader correlates positively with various outcomes such as organizational product, citizenship behaviours, performance, and satisfaction (e.g. Jung and Avolio, 2000; Pillai et al., 1999). It is suggested that trust is a vital antecedent of satisfaction with the leader because both stem from affective states (e.g. admiration of the leader) and cognitive states (e.g. the leader is held in high esteem because of capabilities or attributes) rather than from observed behaviours of the leader (Conger et al., 2000).

Trust can be defined as a willingness to depend on another party (Mayer et al., 1995) as well as an expectation that the other party will reciprocate if one cooperates. Perceived ability (Cook and Wall, 1980) or competence is essential to trust in organizational leader-follower relationships because followers are unlikely to develop trust in their leader unless they believe the leader is capable of fulfilling the leadership role (Whitener et al., 1998).

Trust also stems from an individual's confidence in another party's intentions and motives towards oneself and others (Butler and Cantrell, 1984). Credibility and integrity are also cornerstones of trust (Kouzes and Posner, 1993).

2.11 TRUST AS A MEDIATOR OF LEADERSHIP EFFECTS AND PRODUCTIVITY

Transformational leadership involves intellectually stimulating followers thereby encouraging them to learn new ways to do their work (Bass, 1985) and ultimately

improving productivity. However, the creation and facilitation of an environment based on trust between the transformational leader and followers is necessary for leadership-driven learning to occur (Taylor, 2000).

High levels of satisfaction performance and productivity arguably require trust in the leader.

Merely enacting leadership behaviors does not guarantee that followers will be satisfied or that they will be motivated to perform. Followers need to trust the leader in order to feel positively about the leader and to exert extra effort to perform effectively. If followers believe the leader is not genuinely concerned about their welfare, lacks integrity, or is incompetent, they will be unlikely to trust the leader and consequently they will be dissatisfied with the leader and not motivated to cooperate fully with the leader thereby adversely affecting their performance.

Transformational leadership facilitates the development of trust in the leader because such leadership involves showing concern for the individual needs of followers as well as behaving in ways that are consistent with espoused values (Bass, 1985). Transformational leadership requires trust in the leader because of the uncertainty inherent in changing the status quo. Trust in the leader is therefore important because it is an antecedent of risk-taking behavior (Mayer *et al.*, 1995). Furthermore, followers need to trust the leader if they are to cooperate and commit fully to the leader's vision (Bass, 1985) as well as if they are to respond positively to intellectual stimulation. Trust in the leader has been shown to be an important mediating (or intervening) variable with respect to the relationship between transformational leadership and various outcomes such as organizational

citizenship behavior (OCB) (Pillai *et al.*, 1999; Podsakoff *et al.*, 1990), performance and satisfaction with the leader. (Gung and Avolio, 2000).

2.12 TRANSFORMATIONAL LEADERSHIP AND EMPOWERMENT

Followers need to be empowered by their leaders in order to perform optimally. There is growing interest in the role of leaders in fostering employees to take initiative, embrace risk, stimulate innovation, and cope with uncertainty (Laschinger *et al.*, 2001; Spreitzer, 1995). The concept of empowerment is embraced under the guise of the movement away from "control" towards a proactive and strategic "commitment" style of management (Walton, 1985); these views are consistent with the tenets of shared or distributed leadership. Nevertheless, there are those (e.g. Argyris, 1998) who argue that empowerment is a bogus concept in that many employees do not seek empowerment due to the responsibility that goes with it and that many managers continue to rely on methods (e.g. command and control) with which they are familiar.

2.13 EMPOWERMENT AS A MEDIATOR OF LEADERSHIP EFFECTS AND PRODUCTIVITY

Few studies have examined the mediating effects of empowerment on the relationship between transformational leadership and various outcomes such as productivity and job satisfaction. There is substantial empirical support for the relationship between empowerment and positive outcomes such as follower performance and productivity (see Spreitzer, 1995; Spreitzer *et al.*, 1997; Kirkman and Rosen, 1999), follower satisfaction (e.g. Laschinger *et al.*, 2001; Seibert *et al.*,

2004), and team effectiveness and productivity (Ozaralli, 2003).

In relation to meaning and impact, an important precondition of work satisfaction and productivity is the degree to which work is personally meaningful (Herzberg, 1966; Hackman and Oldham, 1980) and the perception that one's work affects the organization. In terms of competence, self-efficacy has a powerful direct effect on individual performance and organizational productivity (Locke, 1991); low self-efficacy leads to avoidance of all but routine tasks, resulting in low levels of performance (Bandura, 1977). In relation to self-determination, Spector's (1986) meta-analysis of 88 studies found strong evidence of positive associations between self-determination and both job performance, work satisfaction and organizational productivity.

Transformational leaders inspire their followers to higher levels of achievement by showing them that their work is worthwhile (Bennis and Nanus, 1997). Transformational leaders appeal to some fundamental human needs: The need to be important, to make a difference, to feel useful and to be part of a successful and worthwhile enterprise. Transformational leaders can also empower followers by providing both positive emotional support during times of stress and opportunities to experience task mastery. Moreover, followers can be empowered by words of encouragement and positive persuasion from the leader, and by a leader who acts as a role model (Bass, 1985).

A consequence of transformational leadership is the empowerment of followers such that followers are converted into effective leaders (Burns, 1978) and are encouraged to question the leader's values and beliefs (Bass et al., 1987). This effect is consistent with the notion of shared or distributed leadership that recognizes the

mutual influence between leaders and followers as well as the benefits, such as shared commitment (Gudge and Ryman, 2001) and problem solving, of dispersing leadership throughout the organization.

Empowering followers to attain organizational goals and performance targets is the very essence of transformational leadership (Avolio *et al.*, 2004; Bennis and Nanus, 1997). Indeed, transformational leadership acts as a catalyst for learning (Garcia-Morales *et al.*, 2006), and thus should enhance follower performance. Furthermore, empowering followers by providing them with autonomy to manage their work and by increasing their perceived meaningfulness of their work would arguably facilitate their work-related learning and thereby improve both their satisfaction with the leader and performance.

Cross cultural research would suggest that different cultural entities would probably have view regarding what effective leadership entails and would likely support different types of behaviours from leaders within those cultures (Fukushige and Spicer 2008; Wasti *et al.* 2007)

CHAPTER THREE

3.0 METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methods and procedure for the study. These include scope of the study, sources of data, sampling techniques, research instruments and methods of data analysis.

3.2 DESCRIPTION OF STUDY AREA

The study area is Ho the capital of Volta Region Ghana. The study takes an in-depth look at the influence of leadership on Productivity in Public Sector Organizations specifically in Ho Municipal Hospital and Ho Polytechnic.

The choice of Ho can be justified because of the proximity and ease of collection of data. It has the best of all Polytechnics in Ghana in terms of infrastructure, staff profile, academic excellence, a cosmopolitan area playing host to people of diverse background both from the other parts of the region and outside the region.

The people of this particular region have high interest in education, and health is a major concern.

Two institutions were selected one of education and another health namely: Ho Municipal Hospital respectively.

3.2.1 BACKGROUND OF HO MUNICIPAL HOSPITAL

The Hospital was commissioned in 1927 as a small health post and grew to a one hundred and fifty bed capacity hospital. Until the commissioning of a new ultra-modern hospital designated as a Regional Hospital in 1999, the current Municipal Hospital played the role of a Regional Hospital.

Even though the hospital continue to render valuable services to many people within its catchment area, it suffers from lack of proper physical planning, bureaucracy, inadequate and ageing critical staff, lack of residential accommodation for staff, neglect and lack of maintenance as well as poor attitude to work by some staff impacting negatively on service delivery of the hospital.

As a Municipal hospital, its main objective is to cater for the health needs of the people of Ho Municipality and its environs. It serves as the referral centre for numerous clinics and health centres within the municipality. It also serves as a diabetic centre for the Volta Region.

The daily management of the hospital is the main responsibility of the following officers:

- i. The Medical Superintendent, The Health Services Administrator, The Matron, The Accountant, The Pharmacist.

Ho Municipal Hospital has its vision as a Hospital of innovation and best practices. A centre of reference and the 1st stop provider of services. It emphasizes team and collaboration with all. It is Research-Spirit centered to deliver an individual client focused Holistic Quality Service with the heart of love understanding and harmony. (Ho Municipal Hospital Strategic Plan 2008 – 2013)

3.2.2 BACKGROUND OF HO POLYTECHNIC

Polytechnics are complex organizations that achieve outcomes through the interaction of the curriculum, the learning culture, leadership practices, teaching practices and organizational processes associated with effective schools. The quality of interaction between these factors determines in part the quality of desired outcomes and productivity.

The Polytechnic is located in a quiet suburb of Ho at the South Western end of the Ho Township off the Ho – Adidome road, opposite the Mawuli Estates. It is situated on a land area of 145,634 acres.

The Polytechnic has its vision as a reputable technological institution contributing actively to national development by providing career-focused education and skills training to the highest level possible and explaining opportunities for conducting practical research in close collaboration with business and industry. (Afeti, 2006).

3.3 RESEARCH DESIGN

The study adopted both qualitative and quantitative approaches, employing comparative case-study methodology. Qualitative research is where the study is done in its natural setting in an attempt to interpret phenomena through the meanings associated with them.

Correspondingly, this research focuses on the phenomenon of productivity in Public Sector Organizations a Leadership Perspective, interpreted through the perceptions of personnel within the two public sector organizations. (Ho Municipal Hospital & Ho Polytechnic)

This qualitative approach also involved the use and collection of a variety of empirical materials. e.g. Grounded theory procedures, surveys, observations etc.

Denzin & Lin Coln. (1994)

Specifically interviews, relevant brochure, and questionnaires were used for data collection and data analysis. The target population for this study is based on two service providing organizations. One educational and the other providing medical services.

3.4 POPULATION AND SAMPLE

The sample size for the study was drawn from Ho Polytechnic and Municipal Hospital.

An exploration of the practices, responsibilities and views of both the Rector and the key officers, Deans and heads of department of the Polytechnic, the non management staff of various ranking and also the medical officer in charge of the Municipal Hospital, Head of Nurses, Accountant and the heads of various sections.eg. Pharmacy, Laboratory etc.

Since the frame is small the entire population of the leadership was used, in other words known as purposive or judgemental sampling. These enable judgements to be employed to select cases which will help answer the research questions and meet objectives.

This form of sample is often used when working with very small samples such as in case-study research and when selecting cases that are particularly informative (Newman, 1991).

The large population of 90 typical of a study of this qualitative nature (Gay & Diehl, 1992) was considered appropriate, offering the opportunity to glimpse the complicated operations, character, and culture of both institutions.

The subject population was pre-selected based on the primary criteria of size of the Institutions.

Stratified random sampling technique was employed to select the other non-management employees. For the Polytechnics the two strata/groups were teaching and non teaching staff.

For the Municipal Hospital, Nurses and non nurses formed the two groups/strata. A simple random sampling was drawn for the final sample. A total of 90 questionnaires were distributed.

Stratified random sampling is a modification of random sampling in which population is divided into two or relevant and significant strata based on one or a number of attributes, e.g. teaching staff and non teaching staff, Nurses and non nurses. In effect the sampling frame is divided into a number of sub sets. A random sample (simple or systematic) is then drawn from each of the strata.

As a consequence stratified sampling shares many of the advantages and disadvantages of simple random and systematic sampling. Dividing the population into series of relevant strata mean that the sample is more likely to be representative as it ensures that each strata is represented proportionally within the sample which in the case of this study has been advantageous. Teaching and non teaching staff has been represented and nurses and non nurses equally represented.

3.5 INSTRUMENTATION

3.5.1 QUESTIONNAIRES

A Leadership Practices Likert-scale questionnaire adapted from (Abu-Tineh et al 2008; Pierce and Newstrom 2000; Pordsakoff et al 1990) measured five sub-scales challenging the process, inspiring a shared vision, enabling others to act, modeling the way and encouraging the heart was administered.

- i. Rarely or very seldom do what is described in the statement,
- ii. Once in a while do what is described,
- iii. Sometimes do what is described,
- iv. Fairly often do what is described,
- v. Very frequently or always do what is described in the statement.

3.5.2 INTERVIEWS

In an exploratory study in-depth interviews can be very helpful to find out what is happening and to seek new insights Robson (1993:42) Interviews may also be used to understand the relationships between variables and in this particular study the relationship between the led and leader was ascertained through interviews. In some cases follow-up unstructured interviews were held with relevant personnel to elicit more information and clarify matters raised in the questionnaires.

The targeted respondents were considered suitable on the premise that the participants, some senior officers were primarily responsible for the development formulation and implementation of key productivity processes and strategies. Consequently this research basically reflects the perspectives and perceptions of these participants.

3.5.3 VALIDATION

Ten questionnaires were pre- tested to refine the questionnaire so that respondents will have no difficulties in answering the questions and so that there will be no problem in recording the data. In addition, to obtain some assessment of the questions validity and reliability of the data collected.

The Pre-test was administered to similar groups to the final population in the study's sample thus the Ho Regional Hospital and the E.P. University College.

The Pre-test questions sought to address the following:

- i. How long the questionnaire took to complete.
- ii. The clarity of instructions.
- iii. Which, if any, questions the respondents felt uneasy about answering.
- iv. Whether in their opinion there were any significant topic omissions.
- v. Whether the layout was clear and attractive.
- vi. Any other comments.

The purpose was to re-design the questionnaire if there were evidences of difficulties in completing the questionnaire. In all 10 pre-test questionnaires were administered 5 for leaders and 5 for the led.

Respondents did not show any negative reaction which was a proof that questions were clear and understandable and therefore there was no need to re-design the questionnaires.

The result from the analyses of the pre-test were similar to the overall result. Most subordinates said leaders quite often act without considering the feeling of others. Leaders say the rarely do that.

Well structured questionnaires are used for descriptive or explanatory research. Descriptive research, such as that undertaken using attitude and opinion questionnaires and questionnaires on organizational practices help to identify and describe the variability in different phenomena, In contrast, exploratory or analytical research help to examine and explain relationships between variables, in particular cause and effect relationships.(Johnson 1991).

3.6 ANALYSIS

A variety of statistical techniques were utilized in the research. Descriptive statistics were used to show frequency distributions. A further statistical tool of Wilcoxon Rank sum test and the Kruskal Wallis test were used to compare two variables and three or more variables respectively. These tools are most appropriate because the variables are ordinal or nominal in nature and also failed to meet the normality requirement needed for a parametric test. (Keller and Warrack, 2003).

CHAPTER FOUR

STATISTICAL ANALYSIS OF DATA

4.0 INTRODUCTION

This chapter presents the responses received and provides a critical analysis of it to come out with reliable information as regarding leadership influence in improving productivity in the two institutions, Ho Polytechnic and the Ho municipal Hospital.

Responses received were all nominal in nature so a code book was prepared using a 5-point likert scale as defined in chapter three above. Analysis done in here are all comparative in nature, where responses given by leaders are compared with those from the subordinates. The entire findings from one institution are then compared to that of the second institution to identify similarities and differences. The analysis was grouped into eight thematic areas which are the various sub-headings under this chapter, hence finding answers to the objective.

The content of the responses is first analyzed by finding out counts of those in favor of a variable so that the general trend is seen. An advance statistical tool of Kruskal-Wallis tests is then used to determine the general perception of workers, both leaders and subordinates towards leadership influence in an organization. Findings for one institution are then compared with those of the other. The work was organized under various sub-headings as following:

4.1 ARTICULATION OF VISION

A vision is defined by the Oxford Advanced Learner's Dictionary as the ability to think about or plan the future with great imagination and intelligence. By this the research seeks to find how leadership in public sector organizations are applying themselves to this concise definition. So the subordinates were asked to rate leadership and asked leadership to respond to this as well.

Under this heading, leadership was weighed on five criteria as in the questionnaire. In the table below and under question, 1 to 5 representing the point criteria and under the heading rating, 1 to 5 represents the 5-point likert scale for how frequent management is perceived to be doing what is described. Number under leader and subordinate are the number of people who think the same way about the frequency with which management does the stated point.

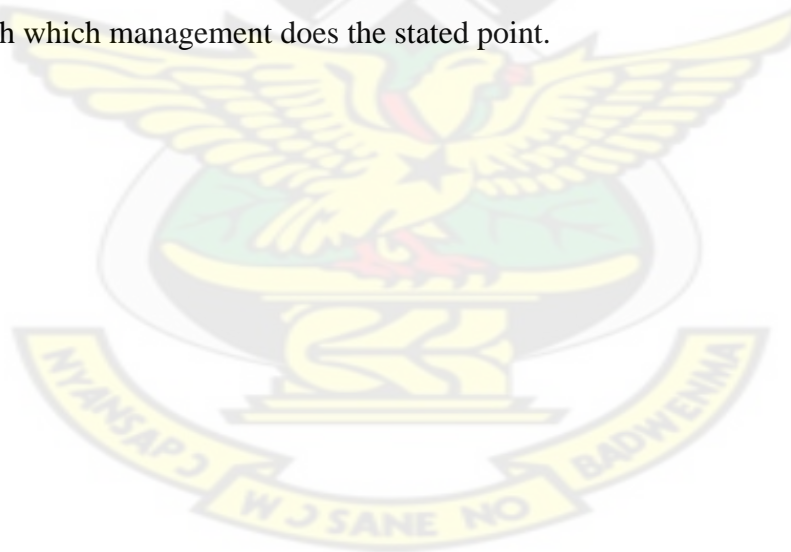


Table 4.1. Articulation of Vision at Ho Polytechnic and Ho Municipal Hospital

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
1	1	2	2	1	1
	2	6	2	0	3
	3	4	1	0	2
	4	4	3	3	6
	5	7	12	10	5
2	1	6	2	1	2
	2	2	2	0	5
	3	3	1	1	5
	4	9	8	2	3
	5	3	8	10	2
3	1	4	2	1	3
	2	9	2	1	6
	3	3	3	4	1
	4	3	6	7	4
	5	4	8	1	3
4	1	4	2	1	3
	2	4	2	3	2
	3	3	1	0	6
	4	6	5	2	5
	5	6	11	8	1
5	1	7	4	2	4
	2	3	2	0	4
	3	5	3	4	3
	4	4	6	2	4
	5	4	6	6	2

It could be observed from the table that leaders and subordinates in the two institutions do think that their leadership has a clear understanding of the way forward, develop highly formalized goals and plan more frequently. This is because the total numbers relative to scale 3 to 5, that is sometimes, fairly often and very frequently is greater for the two institutions for both leaders and subordinates than those relative to scales 1 and 2, thus seldom and once in a while. It is evident from the numbers once more that the same can be said about the

second point that leadership paints an interesting picture about the future. This may not be out of place since they seem to be frequently planning for the future. A critical look at the responses again suggests that leadership seems to be doing well in question 4; the numbers are highly loaded on scale 3 to 5 than scales 1 and 2, as seen earlier. However, it can be seen that numbers in questions 3 and 5 appear to be normally distributed across the scales. This might mean that leaders and subordinates are not too sure of how often they seek new opportunities and are able to get others to be committed to the dreams and visions for the organization.

It is now apparent from the above how well these institutions are performing with regards to the articulation of vision. There is the need now to summarize all what they are saying using a more advanced statistical tool if there were differences in what is being said concerning this vision articulation.

Table 4.2. Kruskal-Wallis Test for Articulation of Vision in Ho Polytechnic

Group	Rank Sum	Observations
<i>UNDERSTANDING</i>	3861.5	37
<i>PPICTURE</i>	3568	37
<i>SEEKING</i>	3266.5	37
<i>INSPIRES</i>	3508.5	37
<i>GETS OTHERS</i>	3000.5	37
H Stat		3.9774
Df		4
p-value		0.4091
chi-squared Critical		9.4877

The hypothesis to be tested here is that;

H_0 : All the people are saying concerning the five points describing articulation of vision are the same

H_1 : All they are saying about all the five points differ.

At a significant value of 0.05, the test appears to be not significant, because the p – value in the table, 0.4091 is far greater than 0.05. Statistically, the test is said to be calling for the acceptance of H_0 . This study concludes that what workers in Ho Polytechnic in general are saying about management's ability to articulate its vision are the same. It can be noticed that, that is not too far from what was seen earlier.

Table 4.3. Kruskal-Wallis Test for Articulation of Vision in Ho Municipal Hospital

Group	Rank Sum	Observations
<i>UNDERSTANDING</i>	4519	39
<i>PPICTURE</i>	3715.5	39
<i>SEEKING</i>	3686	39
<i>INSPIRES</i>	3890	39
<i>GETS OTHERS</i>	3299.5	39
H Stat		6.3863
Df		4
p-value		0.1721
chi-squared Critical		9.4877

The p – value here is 0.1721, which is also greater than the significant value of 0.05. The same conclusion can be drawn here just as it appeared in the content analysis. This further analysis has erased whatever doubt that one might have had when the content of the responses were viewed in a raw state. It is now clear that

in the two institutions management's ability to articulate its vision is in the direction of well thought out plan for the future which inspires others to be committed to but not every time do they explore new opportunities for their organizations.

4.2 PRODUCE APPROPRIATE MODEL

Here, the study seeks to find if management in public sector organizations with emphasis on Ho Polytechnic and Ho Municipal Hospital, do produce appropriate model for their subordinates or in other words, leads by example. The table for the comparative analysis is provided below. The description of the rows and columns of the table still remains the same as section 4.2 above. However in this case, there are only three points on which to scale management on five. The table is next.

Table 4.4. Role Modeling in Ho Polytechnic and Ho Municipal Hospital

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
6	1	4	1	2	2
	2	7	0	0	5
	3	2	0	0	3
	4	5	6	4	3
	5	5	14	8	4
7	1	4	1	1	2
	2	2	0	0	5
	3	6	0	0	2
	4	2	10	2	4
	5	9	10	11	4
8	1	5	1	2	2
	2	5	0	0	2
	3	2	1	0	6
	4	3	3	2	3
	5	8	16	10	4

Responses received from Ho Polytechnic appear to be inversely related to those received from the Ho Municipal Hospital. In Ho Polytechnic, responses from leaders are mixed while subordinates are emphatic that they see management fairly often do what is described. Again it can be seen that the responses are very uniform throughout the three questions posed. The Kruskal – Wallis test confirms this, which result is as shown below.

Table 4.5 . Kruskal-Wallis Test for Role Modeling in Ho Polytechnic

Group	Rank Sum	Observations
<i>LDOING</i>	1892	37
<i>MODEL</i>	2249.5	37
<i>EXAMPLE</i>	2074.5	37
H Stat		1.6673
Df		2
p-value		0.4345
chi-squared Critical		5.9915

The hypothesis is thus;

H₀: All the people are saying concerning the three points describing role model played by management are the same

H₁: All they are saying about in all the three points differ

The p – value here is 0.4345 and this being greater than 0.05 means an acceptance of the null hypothesis. It could be concluded that in Ho Polytechnic while leaders are divided over how frequent they lead by "doing", that is lead by providing good model as an example for others, the subordinates are strictly of the opinion that leaders do fairly often in that regard.

The results from Ho Municipal Hospital are in sharp contrast with the findings in the Ho Polytechnic. Here while leaders would rather rate themselves fairly often, subordinates are divided.

Table 4.6 Kruskal-Wallis Test for Role Modeling in Ho Municipal Hospital

Group	Rank Sum	Observations
<i>LDOING</i>	2316	39
<i>MODEL</i>	2174.5	39
<i>EXAMPLE</i>	2412.5	39
H Stat		0.6387
Df		2
p-value		0.7266
chi-squared Critical		5.9915

From the further test it can also be seen that uniformity exists in the responses concerning Ho Municipal Hospital on this subject under discussion. Leaders say they sometimes produce appropriate model for leading their subordinates by way of "doing" rather than "telling" as an example to others to follow. The subordinates are divided over the issue in question.

4.3 FOSTER ACCEPTANCE OF GOALS

Leadership's ability to foster the acceptance of setup goals in their organization is of critical concern in this section. Here respondents were required to scale leadership on its ability to foster collaboration among group employees, encourage employees to be "team players", get people to work together for the same goal and

also to develop a team attitude and spirit among employees. The summary of the responses are in the table below.

Table 4.7 Acceptance of goals among workers in Ho Polytechnic and Ho Municipal Hospital

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
9	1	4	3	1	2
	2	5	1	0	4
	3	5	1	0	3
	4	3	9	6	5
	5	6	7	7	3
10	1	5	2	1	3
	2	4	0	1	0
	3	3	0	0	5
	4	6	3	3	3
	5	5	16	9	6
11	1	6	1	2	1
	2	2	2	0	4
	3	5	1	2	2
	4	4	5	2	4
	5	6	12	8	6
12	1	4	2	2	3
	2	1	0	0	0
	3	6	2	1	5
	4	6	7	4	4
	5	6	10	7	5

The results from Ho Polytechnic as can be seen from the table above are not different from those seen under section 4.3. Where leaders appear to be uniformly divided over all the criteria and subordinates emphatic about the very frequent approach of leadership towards producing appropriate model for subordinates to follow. Following the trend of analyses so far it could be seen from the Kruskal –

Wallis test below that all respondents perceived all the four points under this section to be the same, hence rated leadership almost equally.

Table 4.8 Kruskal-Wallis Test for Acceptance of Goals in Ho Polytechnic

Group	Rank Sum	Observations
<i>FOSTER</i>	2749.5	37
<i>ENCOURAGE</i>	2785	37
<i>GOAL</i>	2680.5	37
<i>DEVELOP</i>	2811	37
H Stat		0.1413
Df		3
p-value		0.9865
chi-squared Critical		7.8147

The significant value (the p – value) is the smallest level of significance where the data collected would call for the rejection of the null hypothesis. This value is 0.9865, from the table. The study therefore fails to reject H_0 and concludes that what all the people are saying concerning the four points describing how leadership fosters acceptance of goals among workers are the same: and that perception is what was mentioned earlier.

Analyzing the second half of the table which is about Ho Municipal Hospital by taking a look at the Kruskal – Wallis test of verifying manner of responding to the topic. By this, the study is interested in finding if respondents accept all the four criteria as part of fostering acceptance of goals at the work place.

Table 4.9 Kruskal-Wallis Test for Acceptance of Goals in Ho Municipal Hospital

Group	Rank Sum	Observations
<i>FOSTER</i>	2581.5	39
<i>ENCOURAGE</i>	3461.5	39
<i>GOAL</i>	3168	39
<i>DEVELOP</i>	3035	39
H Stat		5.0559
Df		3
p-value		0.1677
chi-squared Critical		7.8147

From the table it is clear that anyone of the four points could be used in future to assess leadership's ability to foster acceptance of goals in Ho Municipal Hospital. From Table 4.7 above, it is obvious what both leaders and subordinates are saying in this respect. Observation shows that the two groups are saying that leadership very often undertakes to foster collaboration among group employees, encourages employees to be team players, get people to work together for the same goal and develop a team attitude and spirit among employees all in the bit to foster acceptance of goals among workers.

4.4 HIGH PERFORMANCE EXPECTATION

Following the intention to find the influence of leadership in improving productivity in public sector organizations in Ghana with Ho Polytechnic and Ho municipal Hospital as the case study, series of analyses have been done of data

received from samples of both leaders and subordinates in those sectors. In this section the analysis of the responses received about the measure of leadership's resolve or quest for high performance among workers are presented. Three points were used to rate leadership on this topic. The frequency distribution table of these measures is shown below.

Table 4.10 Leadership's Expectation of High Performance among workers in Ho Polytechnic and Ho Municipal Hospital

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
13	1	1	1	2	1
	2	2	4	1	0
	3	3	1	1	4
	4	8	10	5	6
	5	9	6	5	6
14	1	2	1	1	1
	2	2	2	0	0
	3	3	4	0	3
	4	7	6	1	5
	5	9	8	12	8
15	1	5	3	3	1
	2	4	2	0	3
	3	3	2	2	4
	4	7	5	1	6
	5	4	9	8	3

A look at the figures in the table above revealed that the trend of response from the people in this case is across the two institutions as seen in section 4.2, where both leaders and subordinates think the same way. They are of the same opinion that high performance expectation is a desire of leadership that is frequently driven and encouraged among workers.

Further analysis and its tables below has also confirmed the acceptance of the null hypothesis that the three measures or criteria for assessing leadership's quest are viewed equal and anyone could be used to judge leaders in this field.

Table 4.11 Kruskal-Wallis Test for High Performance Expectation in Ho Polytechnic

Group	Rank Sum	Observations
<i>EXPECT</i>	2070.5	37
<i>INSIST</i>	2389.5	37
<i>NSETTLE</i>	1756	37
H Stat		5.2349
Df		2
p-value		0.073
chi-squared Critical		5.9915

The significance value of 0.073 is greater than 0.05 and hence the conclusion that Ho Polytechnic workers unanimously accepts that leadership's quest for high performance could be judged by its continuous desire to have others do more or insisting on the best at all cost or refusal to condone mediocrity from workers. The story is not different in the Ho Municipal Hospital.

**Table 4.12 Kruskal-Wallis Test for High Performance Expectation in Ho
Municipal Hospital**

Group	Rank Sum	Observations
<i>EXPECT</i>	2257.5	39
<i>INSIST</i>	2502.5	39
<i>NSETTLE</i>	2143	39
H Stat		1.5034
Df		2
p-value		0.4716
chi-squared Critical		5.9915

It can be seen that the p – value of 0.4716 is greater than 0.05 and similar conclusion could be drawn as in Table 4.11 concerning High Performance Expectation in Ho Polytechnic.

4.5 INDIVIDUAL SUPPORT

Questions 16, 17, 18 and 19 are featured under this section. Leaderships' relation with workers on individual basis is assessed. It is believed that inter-personal relationship between leadership and subordinates is crucial in affecting productivity at work. Questions 16 and 19 are negative statements and so it is expected that a high rate for it means leadership may not be doing well in that regard and vice versa.

Table 4.13 Kruskal-Wallis Test for Individual Support in Ho Polytechnic

Group	Rank Sum	Observations
<i>ACT</i>	2431.5	37
<i>RESPECT</i>	3352.5	37
<i>BEHAVE</i>	3189	37
<i>TREATS</i>	2053	37
H Stat		16.8076
Df		3
p-value		0.0008
chi-squared Critical		7.8147

It can be seen from the Ho Polytechnic table that the test is highly significant. The p – value of 0.0008 is far smaller than 0.05 and this is to say that all four points were rated independent of each other.

Table 4.14 Kruskal-Wallis Test for Individual Support in Ho Municipal Hospital

Group	Rank Sum	Observations
<i>ACT</i>	2418	39
<i>RESPECT</i>	3874.5	39
<i>BEHAVE</i>	3833	39
<i>TREATS</i>	2120.5	39
H Stat		32.1079
Df		3
p-value		0
chi-squared Critical		7.8147

From the Ho Municipal Hospital the same can be said, here the significance value is 0 (zero) and suggests the same conclusion as that of the Ho Polytechnic. It is known that the manner of answering the questions is independent of each question in the two institutions. This is to say that respondents are considered each differently but responded same.

Table 4.15 Leadership's Show for Individual Support among workers in Ho Polytechnic and Ho Municipal Hospital

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
16	1	5	13	6	4
	2	0	5	2	1
	3	5	0	3	6
	4	8	0	1	3
	5	5	4	2	3
17	1	4	1	1	2
	2	0	3	1	4
	3	3	4	1	1
	4	9	3	3	3
	5	7	11	8	7
18	1	3	1	1	2
	2	5	1	0	4
	3	4	3	0	5
	4	4	4	6	4
	5	7	12	7	2
19	1	7	14	6	4
	2	4	4	1	6
	3	4	2	3	2
	4	6	1	2	2
	5	2	0	2	3

The evidence to what was seen in the Kruskal – Wallis test and what was said is clear in the table above. Responses to questions 16 and 19 are seen to be of similar manner but more clearly seen among subordinates in Ho Polytechnic

than all other groups. The issue about the four questions considered independently is also very clearly seen throughout the table. For question 16, leaders appear to have rated it high while subordinates rated it rather low in Ho Polytechnic. At Ho Municipal Hospital, leaders rated it low while subordinates rated quite high. Most leaders in Ho Polytechnic are saying that they quite often act without considering the feelings of others but their subordinates say leadership once in a while do that. What an interesting contrast! Could it be that leaders are candid or subordinates have something to hide in this case?

In the Municipal Hospital however, leaders think they rarely or once in a while ignore the feelings of others but subordinates say it more frequent than leaders think. The contrast is here again; this time in the opposite direction. This could be revealing how personal or sensitive workers take this question to be.

For question 17, in both organizations, leaders and subordinates alike rated it high. They both agree to the fact that respect for personal feelings is necessary but leaders in Ho Polytechnic say they quite frequently ignore it while leaders in the Ho Municipal Hospital say they consider those feelings as well. Interestingly, their subordinates are of opposite opinion.

Results from question 18 are mixed for leaders in Ho Polytechnic and subordinates in Ho Municipal Hospital. Responses from leaders in Ho Municipal Hospital and subordinates in Ho Polytechnic are of the view that leadership fairly often behave in a manner thoughtful of the personal needs of others. Responses from question 19 are mixed for leaders in Ho Polytechnic, subordinates in Ho Municipal Hospital and to some extent, leaders in the Hospital. Subordinates at Ho Polytechnic however say that leaders once in a while treat others without

considering their personal feelings; this is not far from what was established in question 16.

4.6 INTELLECTUAL STIMULATION

Another way by which leadership can influence subordinates towards improved productivity is intellectual stimulation and it comes by either challenging others to think about old problems in new ways or ask questions that prompt others to think positively, stimulate others to rethink the way they do things or having ideas that challenge others to re-examine some of their basic assumptions about work. To this end the respondents were asked to rate leadership according to these four points. The table below holds the numbers.

Table 4.16 Intellectual Stimulation of workers in Ho Polytechnic and Ho Municipal Hospital

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
20	1	6	3	2	1
	2	4	1	1	3
	3	5	1	2	5
	4	4	10	5	2
	5	4	7	4	6
21	1	5	1	2	2
	2	1	2	1	3
	3	3	2	3	4
	4	9	7	5	5
	5	5	10	3	3
22	1	5	2	1	2
	2	2	1	0	3
	3	5	5	1	6
	4	7	6	6	3
	5	4	8	6	3
23	1	5	2	3	2
	2	4	3	0	0
	3	6	4	1	8
	4	4	7	3	3
	5	4	5	7	4

It could be seen from the table that both leaders and subordinates in the two organizations have rated leadership highly for initiatives towards stimulating their intellectual ability. The Kruskal – Wallis tests are as follows.

Table 4.17 Kruskal-Wallis Test for Intellectual Stimulation in Ho Polytechnic

Group	Rank Sum	Observations
<i>CHALLENGING</i>	2550.5	37
<i>PROMPTS</i>	2818	37
<i>STIMULATES</i>	2953.5	37
<i>REEXAMINE</i>	2704	37
H Stat		1.2911
Df		3
p-value		0.7313
chi-squared Critical		7.8147

That of the Hospital staff is as shown below.

Table 4.18 Kruskal-Wallis Test for Intellectual Stimulation in Ho Municipal Hospital

Group	Rank Sum	Observations
<i>CHALLENGING</i>	3198.5	39
<i>PROMPTS</i>	3214	39
<i>STIMULATES</i>	2914.5	39
<i>REEXAMINE</i>	2919	39
H Stat		1.0545
Df		3
p-value		0.7881
chi-squared Critical		7.8147

This clearly suggests that all four points used in measuring the stimulus package of leadership in the two organizations are all perceived to be the same and hence one can use anyone in assessing management in respect of this topic. What it further means is that since leadership succeeds in challenging others to think about old problems in a new way, it is likely to be doing well in asking questions that prompts others to think, stimulating people to rethink the way they do things as well as do well in instituting ideas that challenges others to re-examine some of their basic assumptions about work.

4.7 TRANSACTIONAL LEADER BEHAVIOR

Transactional leadership behavior is the next factor with which to measure the influence of leadership on improving productivity in Ho Polytechnic and the Ho Municipal Hospital. Here, eleven different criteria were set for respondents to rate leadership on a five – point scale.

The expectation is to find out if leadership always gives positive feedback when others perform well, give special recognition when others' work is very good, commend others when they do a better – than – average job or personally compliment others when they do outstanding work. Other criteria are whether leadership does not acknowledge the good performance of others, sets up a behaviorally focused reward system, establishes competent advisory staff unit, or increases professionalism of employees by way of training, workshops, seminars. The rest are whether leadership compliments people on their past accomplishment

before asking them to do another, establishes group – goals – setting and peer performance appraisal or do emphasize experience and ability in selecting employees and give employees more training.

As usual it would be of interest to first find out if respondent's ratings do in any way suggest that all the eleven points are influencing productivity in the same direction or are differently viewed in the context of transactional leader behavior.

The test to reveal this is the Kruskal – Wallis test.

Table 4.19 Kruskal-Wallis Test for Transactional Leader Behavior in Ho Polytechnic

Group	Rank Sum	Observations
<i>POSITIVE</i>	9675.5	37
<i>RECOGNITION</i>	7926.5	37
<i>COMMENDS</i>	7980.5	37
<i>COMPLIMENTS</i>	8918.5	37
<i>DACKNO</i>	5519.5	37
<i>FOCUSED</i>	5922.5	37
<i>ADVISORY</i>	6325	37
<i>TRAAINING</i>	8171.5	37
<i>PAST</i>	7799	37
<i>ESTABLISH</i>	6555.5	37
<i>EMPHASIZE</i>	8234	37
H Stat		32.9977
Df		10
p-value		0.0003
chi-squared Critical		18.307

**Table 4.20 Kruskal-Wallis Test for Transactional Leader Behavior in Ho
Municipal Hospital**

Group	Rank Sum	Observations
<i>POSITIVE</i>	10472	39
<i>RECOGNITION</i>	10423.5	39
<i>COMMENDS</i>	10248.5	39
<i>COMPLIMENTS</i>	10269.5	39
<i>DACKNO</i>	4162.5	39
<i>FOCUSED</i>	6799	39
<i>ADVISORY</i>	6455.5	39
<i>TRAAINING</i>	8634.5	39
<i>PAST</i>	9096	39
<i>ESTABLISH</i>	8171	39
<i>EMPHASIZE</i>	7503	39
H Stat		68.3778
Df		10
p-value		0
chi-squared Critical		18.307

Tables 4.19 and 4.20 above have revealed that the test is highly significant with significant values of 0.0003 and 0(zero) respectively, which is calling for the rejection of the null hypothesis that the variables, or in this case, the eleven criteria are the same. The alternate hypothesis stands that they are differently viewed or scaled, which again implies that rating of the various points was done independently. Nonetheless, a critical look at the rank sums on the upper part of the two tables above could show that some variables are near equal sum. The table for the content analysis is provided below.

Table 4.21 Transactional Leader Behavior in Ho Polytechnic and Ho Municipal Hospital

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
24	1	3	1	1	5
	2	1	0	0	0
	3	7	1	2	3
	4	3	8	1	6
	5	9	11	10	3
25	1	5	2	1	1
	2	4	1	1	1
	3	4	2	2	4
	4	7	5	4	7
	5	3	11	6	4
26	1	5	2	1	2
	2	2	0	0	3
	3	6	3	3	1
	4	5	4	3	9
	5	5	12	7	2
27	1	3	1	1	1
	2	3	1	0	2
	3	6	2	2	5
	4	6	7	3	5
	5	5	10	8	4
28	1	11	15	5	7
	2	3	1	0	3
	3	5	2	2	6
	4	3	2	3	0
	5	1	1	4	1
29	1	8	5	5	4
	2	3	2	3	6
	3	4	4	1	2
	4	6	7	3	4
	5	2	4	2	1

Table 4.21 Contd.

Question No.	Rating	Ho Polytechnic		Ho Municipal	
		Leader	Subordinate	Leader	Subordinate
30	1	10	8	5	1
	2	4	1	1	7
	3	1	2	3	4
	4	2	10	1	4
	5	5	1	4	1
31	1	4	5	1	2
	2	6	3	2	2
	3	2	2	2	3
	4	6	6	3	4
	5	4	6	5	6
32	1	4	2	1	1
	2	7	2	1	2
	3	6	3	1	5
	4	3	7	4	8
	5	3	8	6	1
33	1	9	5	1	1
	2	3	1	3	4
	3	4	3	1	2
	4	5	9	7	8
	5	2	4	2	2
34	1	7	3	1	5
	2	3	1	1	1
	3	2	6	2	6
	4	5	7	4	4
	5	3	5	6	1

The contents of the tables have strongly supported the earlier test conducted and presented in Tables 4.19 and 4.20. It is clear that each question was treated different from the other, except questions 25 and 26, where leaders in Ho Poly were divided in their response whereas their subordinates, as well as workers in Ho Municipal Hospital, are of the strong view that leadership does well in giving special recognition when others' work is very good and also commend others when they do a better – than – average job.

Also, responses to questions 29 and 31 appear to be quite mixed for all categories of workers in the two institutions. They aren't sure of how frequent leadership sets up a behaviorally focused reward systems like, empowerment and job enrichment and also increases professionalism of employees by way of training, workshops or seminars.

Similarly for question 33 and 34, leaders in Ho Polytechnic are quite mixed but all others say productivity is influenced frequently by leadership establishing group – goals – setting and peer performance appraisal and also emphasizing experience and ability in selecting employees for more training.

For question 24, all workers in both institutions say leadership does influence productivity fairly often by giving positive feedbacks when others perform well.

Response to question 27 was mixed for leaders in Ho Polytechnic but their subordinates say leadership frequently personally compliments others when they do outstanding work. Leaders in Ho Municipal Hospital say they do same while their subordinates were quite divided over the issue.

Both leaders and subordinates in Ho Polytechnic say they seldom acknowledge the good performance of others; leaders in Ho Municipal Hospital are mixed but subordinates say it is seldom done.

For how often leadership establishes competent advisory staff unit, leaders in Ho Polytechnic say that is not done often, subordinates are mixed as well as staff of the Ho Municipal Hospital.

It can also be seen that responses for question 32 are mixed for both leaders and subordinates of Ho Polytechnic; leaders of Ho Municipal Hospital are sure they

frequently do compliment people on the past accomplishment before asking them to do another but their subordinates are also quite mixed or divided over the same issue.

4.8 DEFINITION OF PRODUCTIVITY AT THE WORK PLACE

Improvement in productivity at work depends on how workers perceive productivity at their work place. This perception in productivity is part of the institutions' mission statement and core role in society. By this, all workers are made to adhere to and support for maximum output. So it is important how workers perceive productivity. So the respondents were asked to indicate how productivity is defined in their respective work places. This is to provide a clue as to whether individuals have different definitions for productivity at work places. Nine standard definitions for productivity were provided, these are;

- i. Productivity is a measure of effective use of resource (Stevenson 2005)
- ii. Productivity is the ratio of the value of a product or service over the cost of resources used.
- iii. Productivity is the value of quality of output that can be produced by specified level of input.
- iv. Productivity is an attitude of the mind that seeks improvement of continuous settlement.
- v. Productivity is an everlasting effort that adopts economic activities to ever changing condition.
- vi. Productivity is a firm belief in the progress of human beings

- vii. Productivity is an index that measures output (goods & services) relative to the input.
- viii. Productivity denotes efficiency and profitability.
- ix. Productivity is the result or the sum of all efforts that it takes to deliver goods or services.

The Kruskal – Wallis Test for the responses are provided for the two institutions below with the hypothesis, in each case, to be;

H_0 : All the people have the same definition for productivity at work

H_1 : People have different or individual definition for productivity at work

Table 4.22 Definition of Productivity in Ho Polytechnic

Group	Rank Sum	Observations
<i>DEFINITION 1</i>	6771	37
<i>DEFINITION 2</i>	6105	37
<i>DEFINITION 3</i>	6937.5	37
<i>DEFINITION 4</i>	5272.5	37
<i>DEFINITION 5</i>	5106	37
<i>DEFINITION 6</i>	4939.5	37
<i>DEFINITION 7</i>	7104	37
<i>DEFINITION 8</i>	6438	37
<i>DEFINITION 9</i>	6937.5	37
H Stat		17.3174
Df		8
p-value		0.027
chi-squared Critical		15.5073

Table 4.23 Definition of Productivity in Ho Municipal Hospital

Group	Rank Sum	Observations
<i>DEFINITION 1</i>	7078.5	39
<i>DEFINITION 2</i>	5674.5	39
<i>DEFINITION 3</i>	8482.5	39
<i>DEFINITION 4</i>	5323.5	39
<i>DEFINITION 5</i>	5850	39
<i>DEFINITION 6</i>	6727.5	39
<i>DEFINITION 7</i>	7429.5	39
<i>DEFINITION 8</i>	7078.5	39
<i>DEFINITION 9</i>	8131.5	39
H Stat		23.5909
Df		8
p-value		0.0027
chi-squared Critical		15.5073

From the two tables above, the p – values for Ho Polytechnic and Ho Municipal Hospital are obtained to be 0.027 and 0.0027 respectively. These suggest that the test performed is quite significant for Ho Polytechnic and very significant for the Ho Municipal Hospital. The null hypothesis in each case is therefore rejected and conclusion is drawn about the definitions claimed by the respondents on how productivity is perceived at the work place is varied and differ for each individual. However, it must not go unnoticed that the situation is better at Ho Polytechnic than in the Ho Municipal Hospital. Could this be a recipe for differences in setting goals towards maximum productivity at work?

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 SUMMARY

The focus of this work is to measure the impact of leadership on productivity in public sector organizations.

Having gone through all the eight systematic analyses and having come across critical points of concern regarding the topic of interest from the research analyses and interviews it has been found out that the influence of leadership in improving productivity at work is not what could be relegated to the background. Key findings that emerged are;

Leadership in both institutions have a clear understanding of the way forward, goals and plans are developed frequently and that management of the two institutions have the ability to articulate its vision in the direction of well thought out plans for the future which inspires others to be committed to the visions of the institution but do not every time explore new opportunities for their organizations.

In providing appropriate model for subordinates to follow, It came to light that in Ho Polytechnic while leaders are divided over how frequent they lead by "doing", that is lead by providing good model as an example for others, the subordinates are strictly of the opinion that leaders do fairly in that regard. In the Ho Municipal Hospital leaders say they sometimes produce appropriate model for leading their subordinates by way of "doing" rather than "telling" as an example to others to follow. The subordinates are divided over the issue in question. Here the institutions differ in opinion concerning leadership's ability to lead by example.

The leadership of both institutions are also seen to be very frequently fostering collaboration among group employees, encouraging employees to be team players, get people to work together for the same goal and develop a team attitude and spirit among employees all in the bit to foster acceptance of goals among workers.

Workers in Ho Polytechnic and the Ho Municipal Hospital unanimously accept that leadership's quest for high performance could be judged by its continuous desire to have others do more or insisting on the best at all cost or refusal to condone mediocrity from workers. Anyone of those measures at any time could determine how well leadership is influencing improvement in productivity by way of high performance expectations.

Most leaders in Ho Polytechnic say they quite often act without considering the feelings of others but their subordinates say leadership once in a while do that.

In the Municipal Hospital however, leaders think they rarely ignore the feelings of others but subordinates say it more frequent than leaders think.

In both organizations, leaders and subordinates alike think that respect for personal feelings is necessary but leaders in Ho Polytechnic say they quite frequently ignore it while leaders in the Ho Municipal Hospital say they consider those feelings as well.

Mixed responses were received for leaders in Ho Polytechnic and subordinates in Ho Municipal Hospital concerning leadership's behavior towards the personal needs of others. From leaders in Ho Municipal Hospital and

subordinates in Ho Polytechnic leadership fairly behave in a manner thoughtful of the personal needs of others.

Concerning acts that go a long way to affect the personal feelings of others, leaders in Ho Polytechnic, subordinates in Ho Municipal Hospital and to some extent, leaders in the Hospital are divided over the issue and cannot be very emphatic as to whether leadership is guilty or not. Subordinates in Ho Polytechnic however say that leaders once in a while treat others without considering their personal feelings.

It was also revealed from the two institutions that leadership frequently succeeds in challenging others to think about old problems in a new way and by so doing, it is likely to be doing well in asking questions that prompts others to think, stimulating people to rethink the way they do things as well as do well in instituting ideas that challenges others to reexamine some of their basic assumptions about work.

Leaders in Ho Polytechnic were divided in their response whereas their subordinates, as well as workers in Ho Municipal Hospital, are of the strong view that leadership does well in giving special recognition when work is very good and also commend others when they do a better – than – average job.

All categories of workers in the two institutions are not sure of how frequent leadership sets up a behaviorally focused reward systems like, empowerment and job enrichment and also increases professionalism of employees by way of training, workshops or seminars.

Leaders in Ho Polytechnic are quite mixed but all others say productivity is influenced frequently by leadership establishing group – goals – setting and peer

performance appraisal and also emphasizing experience and ability in selecting employees for more training.

Workers in the two institutions say leadership does influence productivity fairly by giving positive feedbacks when others perform well.

Mixed responses were received from leaders in Ho Polytechnic but their subordinates say leadership frequently compliments others personally when they do outstanding work. Leaders in Ho Municipal Hospital say they do same while their subordinates were quite divided over the issue.

Both leaders and subordinates in Ho Polytechnic say they seldom acknowledge the good performance of others; leaders in Ho Municipal Hospital are mixed but subordinates say it is seldom done.

For how often leadership establishes competent advisory staff unit, leaders in Ho Polytechnic say that is not done often, subordinates are mixed as well as staff of the Ho Municipal Hospital.

Finally, divided responses were also received for both leaders and subordinates of Ho Polytechnic; leaders of Ho Municipal Hospital are sure they frequently do compliment people on the past accomplishment before asking them to do another but their subordinates are also quite mixed or divided over the same issue.

5.1 CONCLUSION

This research has brought to light that leadership does have some level of influence on the productivity in the organization. The study established that

leadership's role in the attainment of productivity in the public sector organizations is crucial. Furthermore, though gaps exist, they are not due only to leadership style but also the structure and laid down principles; some are for example, the availability of funds and terms of reference.

Leadership behavior and attitude towards employees is that of cordiality most of the time, only that leadership sometimes act without regards to the feelings of subordinates. Meanwhile, they do sometimes have motivational packages for employees and also lead by example.

Effectiveness of leadership practices was seen where it was evident that most of them would not accept mediocrity but insist on the best performance at all cost.

However the research results identified problems such as inappropriate employee attitudes and productivity inefficiencies alongside leadership development problems. The result indicates that these organizations are underestimating the importance of leadership development and do not understand that employees who are lacking the support and guidance of strong leader corp. cannot possibly be effective, productive and motivated. This research has proved resoundingly that failure to establish competent advisory staff units by the leadership and the seldom acknowledgement of good performance of others impacts negatively on the performance of employees. From the results, it seems that problems experienced from poor leadership are never ending. Organizations focusing on leadership research among others will have better results. In conclusion, organizations should understand that there is indirect impact of leadership on productivity among other variables. However leadership's weakness

in this regard is the formulating of organizational productivity formula to serve as a guide to all workers in a bit to inculcating in them the sense of belonging hence improving on productivity.

5.2 RECOMMENDATIONS

In view of the findings, the following recommendations are made;

1. Leaders in the two institutions should consider their actions carefully for improved productivity, since it came out at certain places that subordinates viewed and interpreted their actions differently.
2. Each institution or organization should consider having a common definition for productivity in the work place so that common goals can be understood and followed by all.
3. People tend to be more loyal if they are a part of a united focused team, employees that do not feel a part of the team will also lack motivation and drive. Therefore employees should be empowered, trained and supported to become more productive.
4. Leadership must attract and retain adequate number of staff who are also trained and developed to strengthen the human resource base.
5. Leadership must institute incentive schemes for staff.
 - i. Acquire adequate infrastructure especially for Ho Municipal Hospital to curb the existing deteriorated physical infrastructure.

- ii. Manage efficiently and effectively the resource of the two institutions.
6. Leadership must consider the feelings of others before actions are taken.
 7. An awards day may be instituted to recognize and appreciate the contributions of hardworking employees of the two institutions. This may go a long way to boost the morale of the employees.
 8. Transparent criteria for appointment by merit not only in print for all positions. This culture has not been deepened and people become mechanical just to obey the rules but may not be loyal to the institution or buy into the vision of the institution.
 9. Probation periods must be monitored and proper supervision would be helpful for the right caliber of employee for enhanced productivity.

