

**INFLUENCE OF LEADERSHIP STYLES ON EMPLOYEES ENGAGEMENT IN PUBLIC UTILITY  
ORGANIZATIONS: A CASE OF AUWSA- ARUSHA.**

**BY**

**SYLIVESTER SAMWEL**

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF MASTER DEGREE OF BUSINESS ADMINISTRATION IN LEADERSHIP  
AND GOVERNANCE OF THE INSTITUTE OF ACCOUNTANCY ARUSHA**

**November, 2022**

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## **CERTIFICATION**

I, the undersigned certify that I have read and hereby recommend for acceptance by Institute of Accountancy the dissertation titled: "The Influence of Leadership Styles on Employees Engagement in Public Organizations with a case of AUWSA- Arusha.", in partial fulfillment of the requirements for the degree of Master of Business Administration in Leadership and Governance of the Institute of Accountancy of Arusha.

.....

**Dr. Elias Mbuti**

Date.....

## DECLARATION

I, **Sylvester Samwel**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any University or Institute for similar or any other degree award.

Signature.....

Date.....

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**2022@**

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The list is tall and I cannot mention all who were involved in various ways for the completion of this work. I Thank you all- "God richly bless you all".

## **DEDICATION**

I dedicate this dissertation to dear my wife Anna Burton Mboya and children Gladness and Gardner.

## **LIST ABBREVIATIONS AND ACRONYMS**

ALQ	Authentic Leadership Questionnaire
ANOVA	Analysis of Variance
APA	American Psychological Association
AUWSA	Arusha Urban Water and Sanitation Authority
CEO	Chief Executive Officer
DDI	Development Dimensions International
EE	Employee Engagement
HRD	Human Resource Development
ISO	International Organization for Standards
MLQ	Multi-factor Leadership Questionnaire
MOES&T	Ministry of Education, Science and Technology
SPSS	Statistical Package for Social Science
TUCTA	Trade Union Congress of Tanzania

## **ABSTRACT**

Leadership styles are thought to influence employee engagement in public organizations. However, there is limited literature in AUWSA leadership on what leaders must not do that they are currently doing and the implications of such behaviors for individuals and organizations. Employees who are engaged in their work and committed to their organizations give companies crucial competitive advantages. A discrepancy exists between the perceived importance of engagement and the actual level of engagement in organizations today. The main objective of this study was to establish the effect of leadership styles on employees' engagement in public organizations with a case of AUWSA. The specific objectives were; to determine the effect of transformational leadership on employees' engagement, to assess the effect of Transactional leadership on employees' engagement and to determine the effect of authentic leadership on employee engagement. A survey research design was used. A sample of 168 respondents was selected from a target population of 292 employees using simple random and purposive sampling procedures. Data were collected using a questionnaire. Descriptive statistical methods like mean and standard deviation, and inferential statistical methods like correlation, regression, analysis of variance, F-test and t-tests were used for data analysis. The study findings showed that the three leadership styles had a significant effect on employee engagement. It is recommended that school principals be trained to apply the leadership styles that positively influence employee engagement. This study contributes to the existing body of knowledge in the leadership-behavioral outcomes domain that are significant to leaders and recommends strategies that will enhance employee engagement.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Worldwide, employee engagement has emerged as a popular organizational concept in recent years, particularly among practitioner audiences (Saks, 2016). Despite differences in its conceptualization and measurement, researchers and consulting firms all agree that increased engagement drives various performance outcomes and results at all levels.

In Europe, a United Kingdom (UK) Government-sponsored review found employee engagement to be a cause for concern for leaders in private, public and voluntary sector organizations (MacLeod & Clarke, 2020). Crabtree (2013) reports that a large-scale Gallup research in 2013 examined 49,928 businesses or work units covering about 1.4 million employees in 192 organizations, across 49 industries, in 34 countries concluded that employee engagement highly relates to key organizational out-comes in any economic climate, and that employee engagement is an important competitive differentiator for organizations. The specific findings of the research were that business or work units that score in the top half of their organization in employee engagement have nearly double the odds of success (based on a composite of financial, customer, retention, safety, quality, shrinkage and absenteeism metrics) when compared with those in the bottom half. Those at the 99<sup>th</sup> percentile have four times the success rate compared with those at the first percentile; Compared with bottom-quartile units, top-quartile units on engagement have, 37 Percent lower absenteeism, 25 percent lower turnover (in high-turnover organizations), 65 percent lower turnover (in low-turnover organizations), 28 percent less shrinkage, 48 percent fewer safety incidents, 41

percent fewer patient safety incidents, 41 per cent fewer quality incidents (defects), 10 percent higher customer metrics, 21 percent higher productivity, and 22 percent higher profitability.

Other similar studies by the Gallup Organization have reported that about 20 percent of U.S. employees are disengaged, 54 percent are neutral about their work, and 26 percent are actively engaged (Fleming *et al.*, 2015). Towers (2013) found similar engagement behavior, with 19 percent of U.S. workers categorized as disengaged, 54 percent as moderately engaged, and only 17 percent highly engaged. Compared to Europe, America, and Asia, relatively few studies have been carried out in Africa in relation to employee engagement. For example, a study in Nigeria by Nwinyokpugi (2015) established a positive relationship between employee engagement and work place harmony. Authentic leadership style was found to have a positive relationship with employee engagement by Omar (2015) in Sudan. In Kenya, very few studies have been carried out on employee engagement. Low levels of employee engagement have been linked to the leadership styles applied by leaders (Detche & Mukulu, 2015; Ndethiu, 2014) and to poor work-life balance (Kangure, 2014).

The traditional view of a 'job for life' has changed dramatically. Employees are now more likely to build an assortment of skills and competencies that will help them develop multiple careers. The nature of jobs has also changed. Organizations have downsized and delayed, which has meant doing more with less. At the same time, the world of work is changing and there is an increasing number of employees who work part time or are temporary contracts. Work is being increasingly

outsourced and 'off-shored' and typical organizational structures are becoming more fluid with remote working and virtual teams becoming more common in organizations (Cook, 2018).

Likewise, management practices have shifted so that the old maxim: 'when an employee sells his labor , he also sells his promise to obey commands' no longer holds true (Cook, 2018). The age of leader as position is rapidly fading. In the past, managers could realize results by applying a command and control style of leadership which adopted a 'carrot and stick' approach to ensuring productivity and achieving results. According to Shuck and Herd (2012), to be a leader of today's dynamic workforce demands a willingness to understand and navigate the new approaches to leadership in an evolving landscape. The opening up of market places, globalization, increased competition, the growing power of the customer, technological advancement, pressure on margins and the demands of stakeholders have all contributed a different employment environment from that known to our parents. Employees nowadays have the privilege of having more choice in where and how they work.

Attempts to raise employee engagement levels are to founder unless there is a willingness and energy at a senior level in any organization to take a holistic and long-term approach to building commitment to the organization (Cook, 2018). There is no 'magic wand' that can be waved to bring about high levels of engagement and each business will need to address different factors. Companies that focus on building engaging leaders will see an exponential impact on employee engagement (Hewitt, 2014). At the same time, actively disengaged employees are toxic to every aspect of the organization, which complicates the ways and means of implementing the most

excellent customer service strategy effectively (Hoffman & Tschida, 2017). Without engaged employees, meticulous planning, possession of sophisticated machines and equipment, and being up to date with technology are not likely to yield the expected results for any organization, large or small, and even if they do, it will be short lived. Today's turbulent environment demands not only continual innovation but radical improvements in all stakeholders' satisfaction and hence leadership is more critical than ever before (Jensen & Luthans, 2016).

Global engagement report suggests that 'companies will need employees to go above and beyond in different ways—not just to engage by working harder, but to engage in ways that show resiliency, learning, adaptability and speed' (Hewitt, 2014). A serious gap that needs to be addressed by employees, employers, and the HRD professionals is evident because of the inconsistency arising from the expected benefits that are linked to employee engagement and the prevailing level of engagement that exists in organizations today. The proposed study intends to investigate the effect of leadership style on employee engagement in AUWSA, Tanzania.

## **1.2 Statement of the problem.**

Organizational leaders always work consciously toward creating congruency between organizational and individual needs fulfillment for improved productivity (Woestman & Wasonga, 2015) in an effort to increase the level of employees' engagement. Chances that engaged employees will contribute positively to their organizations through attraction and retention of new clients, being innovative, and infecting their colleagues with their positive attitude are high (Crabtree & Robison, 2013).

Despite the importance of leadership style if not done correctly may lead to hindrance and problems in employees' engagement that may affect their work performance hence poor organizational development and performance (Khan *et al*, 2013). For example, a study by Trade Union Congress of Tanzania (TUCTA) (2019) indicated that more than 200,000 of employees in public organizations wish to leave their post because of professional and personal needs. Another report from Uwezo East Africa (2018) reported that about 12% of employees are absent from their work which is about 35,000 employees on any given day. Employees' absenteeism is a serious obstacle to the delivery of quality work (Komoni, 2015).

Transformational, transactional and leadership styles have been reported to be existing in public organizations in Tanzania and other countries (Ali & Dahie, 2015; Aydin *et al.*, 2013; Kiboss & Jemiryott, 2014; Ndiga *et al.*, 2014; Faith & Kenneth, 2012; Ratego, 2015; Woestman & Wasonga, 2015). However, researchers differs in their views about the type of leadership that mostly influence employee's performance. For example, Mwombeki (2017) discovered that transformational leadership style can improve performance because transformational leadership style wants to develop knowledge and employees potential. Mohiuddin (2017) on the other hand found that the authentic style is appropriate when an innovative problem solving solutions are demanded by organization or conducting meeting for departments working improvement and for achieving tasks and goals. Dao et al, (2018) examined the impacts of leadership styles on the engagement of staffs at public Universities in Vietnam that found that leadership styles affect job satisfaction of staffs and organizational commitment. In addition to that Anyango, (2015) suggested that the use of transformational and transactional leadership styles is more efficient and accountable in improving employees' performance in any different institutions in Tanzania. Moreover, leadership styles such

as transformational leadership and transactional leadership style emphasizes interaction and motivation that affects the employees' performance (Assenga, 2020).

Empirical studies indicate that leadership style has been linked to employee's dissatisfaction (Aydin *et al.*, 2013) and is also a predictor of employee engagement (Popli & Rizvi, 2016). According to the researcher, not much has been done to study employees' engagement in public organizations in Tanzania. This research study was carried out in AUWSA to determine the effect of leadership styles on employees' engagement by assessing the employees' perceptions of their leaders' transformational, transactional and authentic leadership styles and the resulting levels of employees' engagement.

### **1.3 General objective**

The general objective of the study was to assess the influence of leadership styles on employees' engagement in Public Organizations with a case of AUWSA- Arusha.

#### **1.3.1 Specific objectives**

1. To determine the effect of transformational leadership style on employees' engagement in AUWSA – Arusha, Tanzania
2. To assess the effect of transactional leadership style on employees' engagement in AUWSA – Arusha, Tanzania.
3. To determine the effect of authentic leadership style on employees' engagement in AUWSA – Arusha, Tanzania.

#### **1.3.2 Hypotheses**

The following hypotheses were tested.

Ho1. There is no significant effect of transformational leadership on employees' engagement in AUWSA – Arusha, Tanzania

Ho2. There is no significant effect of transactional leadership on employees' engagement in AUWSA – Arusha, Tanzania.

Ho3. There is no significant effect of authentic leadership on employees' engagement in AUWSA – Arusha, Tanzania.

#### **1.4 Scope of the study.**

This study focused on the influence of leadership styles on employees' engagement in public organizations. This research study concentrated on four types of leadership styles namely; transformational, transactional and authentic leadership (independent variables) and employee engagement (dependent variable). The study was conducted at Arusha Urban Water Supply Authority (AUWSA), as a government organization in Arusha region. Specifically, the study aimed at identifying the leadership style used in AUWSA, determining indicators of employee engagement in AUWSA and the effect of existing leadership style towards engagement of employees in AUWSA.

#### **1.5 Limitations of the study.**

In conducting the research, the researcher faced different challenges that, in one way or the other, serve as a hindrance while finding out solutions for the smooth conduct of the study: One of the challenges was finance especially funds which were used in the course of for data collection. Another challenges was related to time to match with the deadline of data collection. Another limitation of the study might be the reaction from employees involved in the study. Considering that the study will focus on leadership style used in the study area, employees may fear of revealing whether the leadership is supportive or not. However, the researcher will be able to address these

challenges by; first, raising fund from family members so as to be able to complete the data collection process. To address the challenge of time, the researcher will schedule her time to attend classes and accomplish the study especially the process of data collection. To address the challenge of reluctance of some employees to provide information, the researcher will explain clearly to the respondents the main objectives of the study and will ensure the confidentiality of their information. These techniques will enable the researcher to accomplish the main objectives of the study.

#### **1.6 Significance of study.**

There are different benefits and usefulness of this study to different publics that are altered as follows.

1. Researchers and academicians. The study will contribute to the body of knowledge. Specifically, the study will contribute toward the cultivation of different employee management, moreover enhance the understanding on different leadership styles that will help in different organizations.
2. To human resource officers and managers, the study will help the human resource practitioners in gaining knowledge on how to outreach their employees in participating in different tasks and overall; growth in their performance, hence motivation and innovation so as to reach their organizational goals.
3. To public and private organizations. to the organizations and companies will help in building a healthy relationship between the leaders as the management and the employees, that will help a sense of openness, positive relationship and trigger great participation and performance of the organizations in order to reach its success.

### **1.7 Organization of the study.**

The research study will be organized into five chapters. Chapter one entails the introduction of the study. It includes the background of the study. It includes the background of the problem, statement of the problem, the research objectives including the general objectives and the specific objectives, research questions, limitations and delimitations of the study, significance of the study and the definition of the key terms of the study. Chapter two provides the presentation of the review of the related literature to the study that includes theoretical literature review and empirical literature review as well as the knowledge gap. Chapter three outlines the explanation of the research methodology which comprises research design, data collection methods, population and sampling procedures, data analysis, presentation and interpretation plan, validity and reliability and ethical consideration. Chapter four illustrates the data analysis interpretation and discussion of the study. And lastly chapter five presents the summary, conclusion and recommendation of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction.

This chapter presents information from different researches, review of related literature, books, articles and reports on what other authors have done concerning the related topic. It contains different sections that discusses on; theoretical literature review, empirical literature review, and research gap.

#### 2.1 Definition of key terms.

**Leadership styles:** According to Assenga, (2020) defined leadership style as the leaders' style of providing directions, implementations plan and strategies, also motivating, directing, influencing guiding, innovating and guiding people as their followers.

**Employees Engagement:** According to Anyango, (2015), is referred to as a human resource concept that refers to the level of enthusiasm and dedication a worker feels towards their job.

**Transactional leadership:** Transactional leadership Is the part of one style of leadership that focuses on supervision, organization, or performance; it is an integral part of the Full Range Leadership Model. Transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments. Through a rewards and punishments system, transactional leaders are able to keep followers motivated for the short-term. Unlike transformational leaders, those using the transactional approach are not looking to change the future; they look to keep things the same. Leaders using transactional leadership as a model pay attention to followers' work in order to find faults and deviations.

**Transformational leadership:** Transformational leadership is a form of leadership style the concept of transformational leadership was initially introduced by James (2001) where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group? It is an integral part of the Full Range Leadership Model.

## **2.2 Theoretical literature review**

There are several theoretical underpinnings relating leadership styles to employee engagement. These include Transformational Leadership Theory and Transactional Leadership theory. The basic tenets of each theory that informs this research are reviewed below:

### **2.2.1 The Transformational Leadership Theory**

The transformational leadership theory was originally initiated by Burns (1978) by distinguishing between ordinary (*transactional*) leaders, who bartered tangible rewards for the work and loyalty of followers, and extraordinary (transformational) leaders who engaged with followers, paid attention to higher order intrinsic needs, and increased awareness in relation to the importance of particular outcomes and new ways of how such outcomes could be attained. Transformational leaders inspire followers to modify their expectations, perceptions and motivation to work which results in the attainment of organizational goals.

Bass (1985) expanded the idea of transformational leadership when he disagreed with Burns' notion of transactional and transformational leadership as opposites on a continuum. He was of the opinion that the two are separate concepts and that good leaders display characteristics of both (Judge & Piccolo, 2004). Bass therefore expanded upon Burns original ideas and developed what is today referred to as Bass' Transformational Leadership Theory. According to him, transformational

leadership can be defined depending on the impact such leaders will have on followers. Under certain conditions, such leaders help their followers to rise above their own self-interests and offer extra effort for purposes of achieving the organization's mission (Bass, 1985).

According to Bass (1990), transformational leadership takes place when leaders broaden and lift the concerns of their followers to higher levels, make them understand and be willing to agree with and welcome the reason why their organization exists. Transformational leadership promotes capacity development for the employees and brings higher levels of personal commitment amongst them to their jobs and organization goals. Transformational leadership characterized by four elements namely; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Such leaders devote a lot of energy to leading their employees and also value and respect the gifts and abilities of their workers. As a result, transformational leaders earn trust, respect and admiration from their followers. Transformational leadership theory suggests that leaders over and over again look for ways of engaging their followers.

However, despite the fact that empirical research supports the idea that Transformational leadership positively influences follower and organizational performance (Diaz-Saenz, 2011), a number of scholars criticize it (Beyer, 1999; Hunt, 1999; Yukl, 2011). For example, Yukl (2011) noted that the underlying mechanism through which transformational leaders exercise influence at work was not clear and that little empirical work existed examining the effect of transformational leadership on work groups, teams, or organizations. He also argued that there was an overlap between the constructs of idealized influence and inspirational motivation as noted by Hunt (1999) and Yukl (1999).

### **2.2.2 Transactional Leadership Theory**

Transactional leadership is founded on the traditional, bureaucratic authority and legitimacy where followers get certain valued outcomes upon acting in accordance with the wishes of their leader. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improve organizational efficiency (Jim Allen, 2014). Burns (1978) first carried out a study on transactional leadership which indicated that transactional leaders are those who want to motivate followers through processes and actions that attract or appeal to their self-interests. Bass (1985) conceptualized that transactional leadership results in followers meeting expectations placed on them, upon which their end of bargain is fulfilled leading to their being rewarded accordingly.

The relationship between leader and follower in transactional leadership is based on a number of implicit bargains, explaining of expectations for role clarification purposes, and assignments and task-oriented goals. The transactional leader assists followers acquire the skills and experience to efficiently and effectively do what is expected of them in a specific task and in their specified follower role. The leaders assist followers accomplish tasks by acting as role models in attitudes and behaviors that promote the efficient and effective completion of the task given. Transactional leaders thus concentrate their energies on task completion and compliance and depend on organizational rewards and punishments to manipulate employee performance (Trott & Windsor, 2019).

Transactional leadership is usually illustrated by theories like management by exception and contingent rewards (Barling, Slater, & Kelvin, 2010). However, the transactional leadership works if the leader is interested in finding answers to questions like whether the followers are properly equipped to propel the organization forward and their individual roles in it, whether they are aware of what to do, what they do, and why they do it, and whether they find meaning in their work (Wagner & Harter, 2006). Such questions are necessary in getting to know and appreciate how leadership affects the development of employee engagement.

Transactional leadership theory has been criticized as one that applies a one-size-fits-all universal approach to leadership theory construction and thus disregards contextual factors related organizational challenges (Yukl, 2011; Yukl & Mahsud, 2010). Additionally, transactional leaders are concerned with processes rather than forward-thinking ideas. This leadership is applied to the lower-level needs and is managerial in style. This is probably why Burns (1978) argued that transactional leadership practices lead followers to short-term relationships of exchange which tend toward temporary exchanges of gratification that are shallow and often create resentments between the participants. Transactional leaders tend to think inside the box when solving problems. Transactional leadership is primarily passive. The behaviors most associated with this type of leadership are establishing the criteria for rewarding followers (contingent reward) and maintaining the status quo (management by exception) (Odumeru & Ogbonna, 2013)

## **2.3 Empirical literature review**

### **2.3.1 Transformational Leadership and Employee Engagement**

Popli and Rizvi (2016) carried out a study in India whose aim was to establish the drivers of employee engagement, where the focus was on leadership styles. From the research study results, it was found that significant relationships existed between transformational, transactional, and passive-avoidant styles and employee engagement where the three styles independently reflected a statistically significant relationship with engagement. The model predicted that up to 25.1 per cent variance in employee engagement is due to leadership styles.

A study in Kenya by Datche and Mukulu (2015) aimed at establishing the effects of transformational leadership on employee engagement. The emphasis was on the influence that the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration of supervisors in the civil service in Kenya have on engagement of subordinates to the organizations. The findings indicated that transformational leadership was positively related to employee engagement, with greater displays of transformational leadership by managers in civil service leading to higher levels of engagement by their employees. The results also revealed that even though transformational leadership had a positive relationship with employee engagement in general, the leader behaviors of intellectual stimulation and individualized consideration of supervisor were found to be positive and moderately related to employee engagement. Supervisors' inspirational motivation of leader was weak and insignificant while idealized influence was negatively related to employee engagement.

Yasin *et al.*, (2013) explored the relationship between transformational leadership and work engagement with meaning at work as a mediator. The results indicated that that the attributes of

work engagement were influenced by transformational leadership style. Their findings indicated that transformational leadership had a significant and positive impact on work engagement and its facets. In their research which made use of 104 cross-industry managers found that there was a positive relationship between transformational leadership and employee engagement.

Sharma and Krishnan (2012) studied the impact of pay satisfaction and transformational leadership on employee engagement with a sample of 93 employees from the information technology sector. Analysis of the findings showed that transformational leadership is a significant determinant of employee engagement. The study found that using a transformational leadership style led to increased organizational commitment and job satisfaction.

A study conducted by Ghafoor *et al.*, (2011) indicated that there was a significant relationship between transformational leadership, employee engagement practices and employee performance. The findings indicated that the evidence for a link between leadership behaviors (supports team, performs effectively and displays integrity) and employee engagement. Their analysis showed that 'supports team' behavior of the leaders was the strongest predictor of engagement and that the three leadership factors overlapped in their relationships with engagement. The study also showed consistent links between transformational leadership and constructs that are argued by some academicians to be part of engagement, such as motivation, job satisfaction, organizational commitment, proactive behaviors, and organizational citizenship behaviors.

### **2.3.2 Transactional Leadership and Employee Engagement**

A study by Ndethiu (2014) on the effect of leadership styles on employee engagement in an international bank with substantial operations in Kenya found that transformational, transactional and authentic leadership styles and employee engagement have a significant relationship. Her

proposal was that adopting transformational and authentic leadership styles by managers should be encouraged, stating that research had established that the two leadership styles were the most engagement friendly.

A study was carried out by Colbert (2012) on the impact of leadership on employee engagement at a chemical manufacturing company in the United States focusing on leadership styles and behaviors that drive employee engagement. Transformational, authentic, and transactional leadership styles were examined. The result of the study indicated that leadership styles were situational and that leaders do not use one style in all circumstances. The study also found that leadership style is not a predictor of engagement. However, the study suggested that certain leadership behaviors have a strong impact on employee engagement. These behaviors are: being transparent; enrolling employees in change activities; involving employees; connecting the dots for employees; and rewarding and recognizing employees.

#### **2.4.3 Authentic Leadership and Employee Engagement**

Wang and Hsieh (2013) examined the effect of authentic leadership on employee engagement through employee trust. The results showed that both supervisors' consistency between words and actions as well as their moral perceptions were positively related to employee engagement, while only supervisors' consistency between words and actions is positively related to employee trust. They found that authentic leadership had an indirect effect on work engagement through promotive PO-Org.

Walumbwa *et al.*, (2010) carried out a research study to investigate how authentic leadership related with organizational citizenship behavior (OCB) and work engagement. The results showed that there was an insignificant effect of authentic leadership on both rated OCB and followers' work

engagement. They found that the employees' perception of authentic leadership serves as the strongest single predictor of employee job satisfaction ( $t=6.453$ ,  $p=0.000$ ), organizational commitment ( $t=6.665$ ,  $p=0.000$ ), and work happiness ( $t=5.488$ ,  $p=0.000$ ).

In another study on principal authenticity, school climate, and pupil-control orientation by Hoy and Henderson (1983), it was found that authentic leadership behavior, in which the principal accepts responsibility and does not abuse formal authority, fosters cooperation, self-discipline, and democratic relations. Leader authenticity of principals was significantly related to openness in organizational climate and to humanism in pupil-control orientation of the school.

#### **2.4 Knowledge gap.**

Several studies have been carried on leadership styles and employee engagement, with most of them concentrating on transformational leadership style and comparatively a few on transactional and authentic leadership styles (Colbert, 2012; Datche & Mukulu, 2015; Ndethiu, 2014; Popli & Rizvi, 2016; Ghadi *et al.*, 2013). However, no research known to the researcher has investigated the effect of transformational, transactional, authentic, and dark leadership styles on employee engagement in one study.

The empirical evidence of leadership–employee engagement relationship in the Kenyan context is rather limited and so this research hopes to add to such a body of research.

Since existing literature is mainly based on respondents from United States of America, Europe, and Asian, with comparatively few studies having been undertaken in developing countries like Tanzania, it would be important to establish how leadership styles and employee engagement are related to each other in the Tanzanian context. This purpose of study therefore was to investigate

the effect of leadership styles on employee engagement in public organization with a case of AUWSA – Arusha, Tanzania.

## 2.5 Conceptual framework

Swaen (2015) defines a conceptual framework as an illustration which shows what you expect to find through your research and it defines the relevant variables for your study and maps out how they relate to each other. The study has two variables that are employees' engagement as the dependent variable and leadership styles as the independent variable. The variables are illustrated as follows.

### Independent variable.

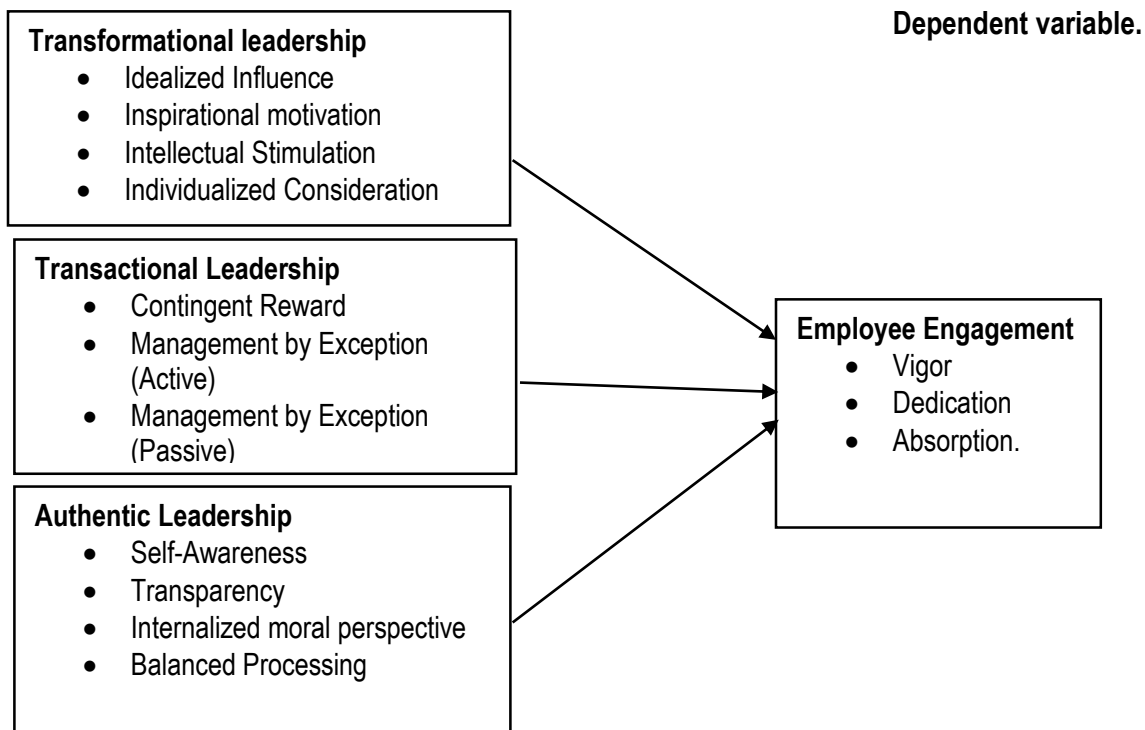


Figure 1: Conceptual framework

Source: Researcher (2022).

### **2.4.1 Transformational Leadership Style**

Idealized influence is about the powerful vision and mission establishment by a transformational leader which results in creating confidence and trust in the followers. Leaders with idealized influence tend to be considerate of their followers' needs, usually placing them over their own needs, share risks with followers, and display dedication to a set of fundamental principles and values. Such leaders are "role models for followers to emulate; can be counted on to do the right thing; and display high standards of ethical and moral conduct" (Avolio, 1999).

Inspirational motivation is concerned with motivating and inspiring followers by creating meaning, mutual understanding, and challenge to their work which are achieved through communication of an attractive vision of the future and by making use of symbols to articulate this vision (Hartog *et al.*, 1997). The leader comes up with high goals, ensures that the followers understand the meaning in their tasks, builds a team spirit, enthusiasm and constantly motivates his followers. Transformational leaders who exhibit inspirational motivation persuade their followers to actively be part of the overall organizational culture and environment (Stone *et al.*, 2003).

Intellectual stimulation involves stimulating followers to practically subject assumptions to questioning, restructure problems, and face old situations with approaches that totally make use of new ways, and thus solve old problems creatively (Barbuto, 2005) and, without fear of punishment or ridicule (Stone *et al.*, 2003). Transformational leaders both encourage and motivate their followers to be innovative and analytical which promotes follower initiative and liberty, independence in tackling issues, and active thinking. Encouraging follower freedom and creativity is likely to result in higher engagement levels.

Individualized consideration refers to handling people as different individuals depending on their talents and knowledge (Shin & Zhou, 2003) and with the objective of helping each one of them to reach higher levels of achievement that might otherwise have not been achieved (Stone *et al.*, 2003). The leader has a special interest of each follower, takes into consideration individual differences, recognizes followers' feelings and emotions and their need to grow and develop themselves (Hartog *et al.*, 1997). The transformational leader must also understand what it is that motivates followers individually (Simić, 1998) thus leading to individuals being engagement to their work and their organizations. Transformational leaders portray a genuine concern in the wellbeing of their followers, which means that this form of leadership entails the development of an emotional connection between the leaders and their employees (Men & Stacks, 2013).

#### **2.4.2 Transactional Leadership Style**

Transactional leaders reward or punish followers in order to achieve organizational goals (Hoy & Miskel, 2010 as cited by (Zeinabadi & Salehi, 2011) and for leaders to receive compliance from them (Burns, 1978). Such leaders are action oriented and results focused (Batista-Taran *et al.*, 2013) and emphasis on planned and scheduled work. Dimensions of transactional leadership according to Bass & Riggio (2006) are: (i) Contingent reward: The most important target of a transactional leader is to realize organizational objectives. To achieve this, the leader offers different awards to raise the performance and motivations of his followers. His followers usually receive the award upon meeting the set targets. (ii) Management –By- Exception: It is applied in two ways, active or passive. If the management is active, leaders take corrective actions on the mistakes of followers by tracking their performance which means leaders continually follow performance and pass action to correct errors as they arise. On the other hand, if the management is passive, leaders

wait until the errors occur, which means that they normally fail to intervene until serious problems occur after which they take relevant corrective action.

#### **2.4.3 Authentic Leadership Style**

Authentic leadership is inspirational, motivational, visionary, and unshakably moral, compassionate, and service-oriented because it applies the qualities of both ethical and transformational leadership ( Wildermuth & Pauken, 2008). Because they are wholeheartedly concerned about the well-being of the employees, authentic leaders are able to appreciate the differences among individual employees, spot matching talents, and assist employees to capitalize on their strengths (Wildermuth & Pauken, 2008). The elements of authentic leadership are; self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency (Walumbwa *et al.*, 2010).

Self-awareness is about showing an understanding of one's strengths and weaknesses and the multifaceted nature of the self, which includes gaining insight into the self through exposure to others, and being cognizant of one's impact on other people (Kernis, 2003). This determines how a person interacts with the self and the world around him or her. Relational transparency refers to the way a person presents his or her authentic self in speech and actions to others, and not a fake or distorted self. Such behavior cultivates trust through revelations that entail sharing of information plainly and expressions of one's true thoughts and feelings while trying to minimize displays of inappropriate emotions (Kernis, 2003). Balanced processing refers to the ability of a leader to show that he or she can objectively analyze all relevant data before making a decision. Such leaders also collect views that challenge their strongly held positions (Gardner *et al.*, , 2005) so that they end up making good decisions that are well informed upon considering as many views as possible.

Internalized moral perspective refers to having an inbuilt moral compass that self regulates standards and values such that group, organizational, and societal pressures do not influence a person's ability to make decisions and behave according to the internalized values (Avolio & Gardner, 2005; Gardner et al., 2005). Balanced processing of information, transparency in relationships, and consistency between values, words, and deeds shown by authentic leaders encourages increased degrees of commitment, willingness to perform extra-role behaviors like citizenship, and satisfaction with the supervisor among followers (Walumbwa et al., 2008).

Although that fact that authentic leadership has been found to be a significant predictor of job satisfaction, satisfaction with one's supervisor, and organizational commitment (Peus et al., 2012) research on how it influences work attitudes in employees is still rare (Walumbwa et al., 2008). It has also been associated with higher levels of trust in management, empowerment, work engagement, and greater ratings of service quality (Giallonardo, Wong, & Iwasiw, 2010). Authentic leadership behavior promotes positive relationships between leaders and employees which results in higher employee engagement and work satisfaction (Giallonardo et al., 2010).

The relationship between authentic leadership and some organizational outcomes investigated in earlier studies had results revealing that authentic leadership was positively related to employees' organizational citizenship behavior (Edu et al., 2012) job performance (Peterson et al., 2012), employees' job satisfaction (Bamford et al., 2012), followers' commitment (Leroy et al., 2012), work engagement (Walumbwa et al., 2010), and employees' extra effort (Moriani et al., 2011).

#### **2.4.4 Employee Engagement**

The term employee engagement originates from academic work even though it was mainly a business and consultancy matter in the 1990s. The concept is currently attracting growing attention from academics, more so from scholars in business and management, psychology, and organizational behavior disciplines (Welch, 2011). Employee engagement as an organizational science is among areas that have been researched extensively (Carasco *et al.*, 2015; Lee *et al.*, 2016) forming a significant and fundamental element to the continuing interest on sustainable success of organizations.

In the academic literature, employee engagement has been defined differently by different scholars. For example, Kahn (1990) gave a definition of engagement that described an employee's intimate involvement with work. Macey & Schneider (2008) define work engagement as having to do with the level of involvement with, commitment to, enthusiasm, and passion that employees have concerning their work, while Devi (2009) points out that employee engagement is the degree to which an employee exercises discretionary effort in his or her work beyond the expected minimum in relation extra time, brainpower, and energy, for purposes of ensuring that the job is done. Disengaged employees can have the adverse effect of contributing to the destruction of an organization by being involved in actions that encourage nonparticipation, absenteeism, unethical behavior, providing poor customer service, and often spreading their negative attitude to other employees.

The idea of employee engagement has caught significant attention from business and consultancy firms since the 1990s and has in the recent past started to attract greater academic attention (Welch, 2011). Engagement takes place when employees are provided with the resources that will

help them achieve their targets, and believe that they are needed, valued and respected in their work place. Due to the fact that an engaged workforce tend to have an energetic and enthusiastic attitude towards their work, and are often intensely committed to their work (Macey & Schneider, 2008; May *et al.*, 2004), it may be expected to execute its tasks in a more capable manner. This could result in an improved individual or group performance and a firm background on which organizational sustainability can take place.

Even though there exists a very thin line between the definition and meaning of employee engagement in the practitioner literature and other closely related constructs like organizational commitment, organizational citizenship behavior, and job involvement, academic literature has defined it as a different and unique construct which is composed of cognitive, emotional, and behavioural elements which are associated with employee performance at an individual level. Engagement is an individual experience with work which is expressed in form work inputs and outcomes (Walumbwa *et al.*, 2008), which makes it go beyond other related constructs like satisfaction, commitment (Saks, 2006), and involvement (Macey & Schneider, 2008). Engagement is about the active application of emotions, cognition, and behavior while at the same time getting concerned with employees' working environment and how they interact with one another in connection the objectives and strategy of the organization. Engaged employees conduct themselves in more persistent ways in relation to execution of tasks. Persistent refers to effort over time. Employees work harder for longer stretches of time; take action proactively to budding threats and challenges; expand their roles at work, and; adapt more readily to change (Macey *et al.*, 2011). An engaged employee's behavior can be described as motivated, enthusiastic, energetic, and

passionate as opposed to a disengaged employee who is robotic, alienated, indifferent, and withdrawn from his or her job.

Engagement is a construct that operates at an individual-level and must therefore first impact individual outcomes if it is expected to produce business results. On these grounds, it is sensible to expect employee engagement to be associated with individuals' attitudes, intentions, and behaviors, which validates the reason why most efforts to measure employee engagement have been at the level of the individual worker. These individual-level scores can then be aggregated to measure engagement at the work group level as well as at the organizational level. This is in agreement with Kahn (1992) who proposed that engagement leads to both individual-level outcomes (quality of people's work and their own experiences of doing that work), and organizational-level outcomes (the growth and productivity of organizations). Possible consequences of employee/work engagement include positive attitudes towards work and towards the organization, like organizational commitment, job satisfaction, and low turnover intention (Demerouti *et al.*, 2001), and also positive organizational behavior such as, personal initiative and learning motivation. Some indicators that employee engagement is also positively associated with health include, low levels of depression and distress and psychosomatic problems (Demerouti *et al.*, 2001).

May *et al.* (2004) views work engagement as a three-dimensional concept which includes a physical component, an emotional component, and a cognitive component. They look at work engagement in the perspective of organizational behavior and define it as: "a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption". This expresses engagement as: physical - vigor; emotional - dedication; and, cognitive – absorption. The Utrecht Work Engagement

Scale (UWES) is an accepted tool that measures three areas of work engagement representing behavioral, emotional, and cognitive dimensions (Schaufeli, Bakker, & Salanova, 2006).

Vigor refers to high levels of energy and resilience, the readiness to devote effort, not being easily worn out, perseverance and determination even when confronted by difficulties, and the tendency to remain firm even when facing task difficulty or failure which reflects the readiness to devote effort in one's work (Khan, Tufail, Qadir, & Khan, 2016). Employees that score high on vigor usually have much energy, zest and stamina when working, whereas those who score low on vigor have less energy, zest and stamina as far as their work is concerned (Schaufeli & Bakker, 2003). Dedication refers a strong connection with a person's work that leads to experiences of enthusiasm, inspiration, pride and challenge (Schaufeli & Bakker, 2003). Employees who score high on dedication describe their work as meaningful, inspiring, and challenging, and so they strongly identify with it. Those who score low in dedication do not identify with their work because their experience with it is not meaningful, inspiring, or challenging and are therefore neither enthusiastic nor proud about it (Schaufeli & Bakker, 2003). Absorption refers to being fully and happily engrossed in one's work such that it is not easy to leave it which results in forgetting other things and time flies away quickly and unnoticed. Employees who score high on absorption express a feeling of being happily engrossed in their work, feel immersed by their work and are not in position to easily detach from it because it carries them away. Employees who score low on absorption lack feelings of being engrossed or immersed in their work, they can detach from it without difficulties, and will not forget everything around them, including time because of work (Schaufeli & Bakker, 2003).

Work engagement is positively related to job performance. For example, the findings of a research study carried out among one-hundred Spanish hotels and restaurants revealed that employees'

levels of work engagement had a positive impact on the service climate of these hotels and restaurants, which, in turn, predicted employees' extra-role behavior and customer satisfaction (Salanova *et al.*, 2003). Despite the fact that engaged employees have all the time proved to be more productive, profitable, safer, healthier, and with less chances of quitting the organization (Fleming & Asplund, 2007; Wagner & Harter, 2006), research shows that only 30% of the global workforce is estimated to be engaged (Saks, 2006; Wagner & Harter, 2006), with more than 60% of the global workforce going to work with an hesitant attitude and emotionally uninvolved with their work (Shuck & Wollard, 2010). A similar research by Attridge (2009) reports that a 2005 Towers Perrin survey used data collected from more than 85,000 employees from 16 countries. This study found that 24% of employees worldwide were disengaged, 62% of employees were moderately engaged, and only 14% of employees were considered to be highly engaged.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction.**

This chapter provides the description of the research methodology which includes: research design, data collection methods, population and sampling procedures, data analysis, presentation and interpretation plan, validity and reliability and ethical consideration.

#### **3.1 Research Approach**

According to Cohen, et al. (2001), research approach focuses on how social realities or phenomena can be studied. It can either be qualitative, quantitative or mixed approach. A research approach is the general procedure that determines type of data to be collected, research design to be used, data collection and data analysis methods to be used. In this study the researcher will use both qualitative and quantitative approaches to address the problem and gather intensive information about the problem. Quantitative approach will be used to collect numerical information while qualitative research approach is that one in which researchers focus on exploring the meanings that people construct out of their natural settings (Creswell, 2014) and people's experiences, attitudes, perceptions and behaviours (Dawson, 2012). This approach will be used while collecting data that measured quality information of research study. Therefore, blending the two approaches will enable the researcher to achieve the main objectives of the study.

#### **3.2 Research design**

Research design refers to the overall strategy utilized to carry out research that defines a succinct and logical plan to tackle established research question through the collection, interpretation, analysis, and discussion of data (Debois 2018). This study used survey design because the focus

is employees' perceptions of their managers' leadership styles and the employees' self-reported level of work engagement. This was done using one questionnaire for employees because they are in a position to interpret and define the leadership of their leaders. This is because, as pointed out by Ibrahim and Al-Taneiji (2013), leaders spend a lot of time with employees providing direction and guidance, assessing and providing needed resources, and observing and evaluating performance. Therefore leaders' behaviors more directly affect employee satisfaction, commitment to work, and working relations with one another, all which influence employee engagement either directly or indirectly.

This design affords the researcher an opportunity to capture a population's characteristics and test hypotheses by applying correlation as a statistical tool (Goodwin, 2016).

### **3.3 Study area**

The study was carried out in AUWSA located in Arusha region, Tanzania. The selection of this study area was based on the need of the study which is how leadership style affects employees' engagement in AUWSA. The selected institution is considered by the researcher because is on of largest institution in Arusha city with many employees (292) in the region. Therefore, it was necessary to examine the extent to which the existing leadership style affect employees' engagement. Also, another reason behind selection of AUWSA was that as the study area is the fact that the researcher has enough knowledge about the institution. This has a greater positive impact on data collection. The researcher was able to collect data easily in the institution and on time due to the factor that it will be easy to visit the institution every day for data collection.

### 3.4 Study population.

The population of the study refers to the population to which a researcher wants to generalize the results of the study. The population might involve a larger group of people, institutions or things that has one or more characteristics in common on which a study focuses. It consisted of all cases of individuals or elements that fit a certain specification (Debois (2018)). In this study, the target population was the staff and the management members of AUWSA in Arusha. The target population comprised of people varying in terms of age, sex, education levels and working experience. The total population was 292 employees of Arusha Urban Water Supply and Sanitation Authority (AUWSA).

### 3.5 Sample and sampling technique.

The sample size was determined using the sampling formula. Yamane (1967) formula is used in determining samples size for this study at 95% confidence level.

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

**N** = number of population

**e** = significant error

**n** =  $292 / (1 + 292 (0.052)^2) = 169$  employees.

#### 3.5.1 Sampling techniques

In this study, there were two sampling techniques which were used in selecting respondents who participated in the study. These techniques were; simple random sampling technique and purposive sampling technique.

#### **a) Simple random sampling**

As defined by Hyes (2018), simple random sampling is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group. This technique was used in ensuring that every member of the population had an equal chance of participating in the study. Every staff in AUWSA was granted with an opportunity to represent others in the study. This is why there were no criteria for selecting respondents as the researcher picked them randomly. The researcher did not consider factors such as age, sex, education level or working experience during selection of respondents because the researcher intends to generalize all the people with different characteristic in the participation of the research. The technique was ease to use and its accurate representation of the larger population. The researcher decided to use this kind of sampling as each member of the larger population had an equal probability of selection

#### **b) Purposive sampling**

Purposive sampling involves picking on a sample basing on the researcher's judgment to suit his or her research needs. The sampling technique was used in selecting respondents who met the purpose of the study. Considering that the purpose of the study was to assess how leadership style affects employees' engagement, management of the institution will suit in this technique. They have information on leadership style applied by them and how it affects the performance of employees. These were helpful in meeting the purpose of the study. Each subtype of purposive sampling has their own advantages and disadvantages. In general, one major purpose of using purposive sampling is that it will be easier to make generalizations.

### 3.6 Data collection methods.

As the study applied a quantitative research approach for testing the research objectives theories by examining the relationship among variables, the researcher will use questionnaires in generating information from the respondents. Questionnaires were generally less expensive and do not consume a lot of time in the administration. In this study, the questionnaire techniques enabled the researcher to reach all groups included in the study at the same time thus, the collection of data was easy and cheap. Hence, the closed-ended questionnaire prepared and had four options for respondents to indicate their level of agreement or disagreement as follows: 1= Strongly Disagree, 2= Disagree, 3= Undecided 4=Agree and 5 = Strongly Agree.

**Table 1: A Five-Point Likert Scale.**

Mean Range	Interpretation
4.30 – 5.00	Strongly Agree
3.50 – 4.20	Agree
2.70 – 3.40	Undecided
1.90 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

**Source: Researcher (2022)**

### 3.7 Data Analysis and presentation.

This study used quantitative data analysis methods that include, descriptive statistics and inferential statistics so as to show the frequency of occurrence through establishing statistical relationships between the independent variables and the dependent variables (Saunders, 2011).

Descriptive statistics like mean scores, standard deviations, and percentages, were worked out to describe the characteristics of the variables in the study for purposes of exploring the underlying features in the relationship between leadership styles and employee engagement. Descriptive statistics produced the basic features of the data collected on the variables under study and also created the need for carrying out further analysis on the data (Mugenda, 2008).

To establish the nature and magnitude of the relationships between the independent variables and the dependent variable, and to test the hypothesized relationships, the researcher used inferential statistics. The specific tests conducted were Pearson's Product Moment Correlation Coefficient( $r$ ), simple linear regression analysis and multiple linear regression analysis. Pearson correlation analysis was conducted to determine the relationship between the employees' perceptions of their leaders' transformational, transactional, authentic and dark leadership styles and employee engagement levels, as well as their direction and strength and also to investigate the research hypotheses for this study. The square of the correlation coefficient ( $R$ ), which is the coefficient of determination ( $R^2$ ), determines the amount of variation in the dependent variable explained by the independent variables. The closer  $R^2$  gets to 1, the more the fit of the regression line to the real data. A statistical significance test was carried out to establish if the correlation result attained was significant or was due to chance in the form of random sampling error by testing hypotheses. For each hypothesis, a level of significance of 0.05 was utilized to determine if a significant correlation exists.

Simple linear regression analyses were used to calculate the independent effect of each of the four independent variables on employee engagement. A multiple linear regression model shown below was adopted in this study to establish the relationships among the various study variables. Such a

model is adopted when the researcher has one dependent variable which is presumed to be a function of two or more independent variables. Multiple regression analysis examines the relationships among variables and the extent to which independent variables are linked and explain the dependent variable (Hair, Anderson, Babin, & Black, 2010). The objective of this analysis was to make a prediction, within certain limits of probability, about the dependent variable based on its covariance with all the concerned independent variables (Kothari, 2004).

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y= Employee Engagement

X1= Transformational Leadership

X2= Transactional Leadership

X3= Authentic Leadership

X4 = Dark Leadership

$\beta_0$  is a constant which denotes employee engagement that is independent of transformational, transactional, authentic, and dark leadership styles.

$\beta_1 - \beta_4$  – Intercepts for the independent variables

$\varepsilon$  is a random variable introduced to accommodate the effect of other factors that affect employee engagement within or outside leadership styles that are not included in the model.

### **3.8 Validity and Reliability of the research Instrument**

#### **3.8.1 Validity**

The validity of an instrument relates to its ability to measure the constructs as purported. It arises due to the fact that measurements in social sciences are indirect (Mugenda & Mugenda, 2003).

Validity concerns the accuracy and meaningfulness of inferences which are based on the research results (Bryman & Cramer, 2005). Three kinds of validity were considered relevant for this research: face validity, content validity and construct validity.

Face validity dealt with the researcher's subjective evaluation of the validity of the measuring instrument, and so the extent to which the researcher believed the instrument was appropriate. The current research relied on instruments developed in other related studies, as well as concepts generated from a broad range of appropriate literature. Content validity was ensured by the questionnaire getting tested by subjecting it to double check. This also ensured that the questionnaire covered all the two main areas of the study which include leadership styles and employee engagement. In order to ensure high level of content validity, comments by supervisors who are themselves experts were incorporated and changes made accordingly into the final questionnaire version.

### **3.8.2 Reliability**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda, 1999). Reliability deals with how consistently similar measures produce similar results (Crano & Brewer, 2002). In research, reliability is influenced by random error. A dependable indicator provides information that does not vary as a result of the characteristics of the indicator, instrument, or measurement design itself. This study addressed reliability by using Cronbach alpha statistical test. The Cronbach alpha coefficient normally range from 0 to 1 and the higher the coefficient, the more reliable the scale. The responses on the twenty four (24) piloted questionnaires were analyzed to determine their suitability and their internal consistency. Reliability was established through computation of Cronbach's alpha through SPSS.

**Table 2: Reliability Results for the Pilot Study**

<b>Leadership styles</b>	<b>Cronbach's Alpha</b>	<b>No of Items</b>
Transformational leadership	0.931	11
Transactional leadership	0.801	9
Authentic leadership	0.941	16
Dark Leadership	0.958	10
Employee Engagement	0.829	9
Overall Cronbach's	0.858	55

From Table 2, a Cronbach's alpha of 0.858 was established and it was within the accepted level of internal reliability (Bryman, 2008) of 0.80 and above, therefore the instrument was adopted for use in this study.

### **3.9 Ethical consideration**

Ethical consideration is an essential and helps assure the respondents and participants are treated with honesty, dignity, integrity, transparency, confidentiality and competence. This is to ensure respect, misinterpretation and avoid any kind of harm to the participants of the study intentionally or unintentionally. Before data collection the researcher seek permission from the government authorities responsible, also the researcher asked for data collection permit from the University authority. After the permissions have been granted the researcher was able to collect data from the field. Whereby the researcher ensured that all respondents were willingly participated in the study and the information were kept private and used for academic purposes only.

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

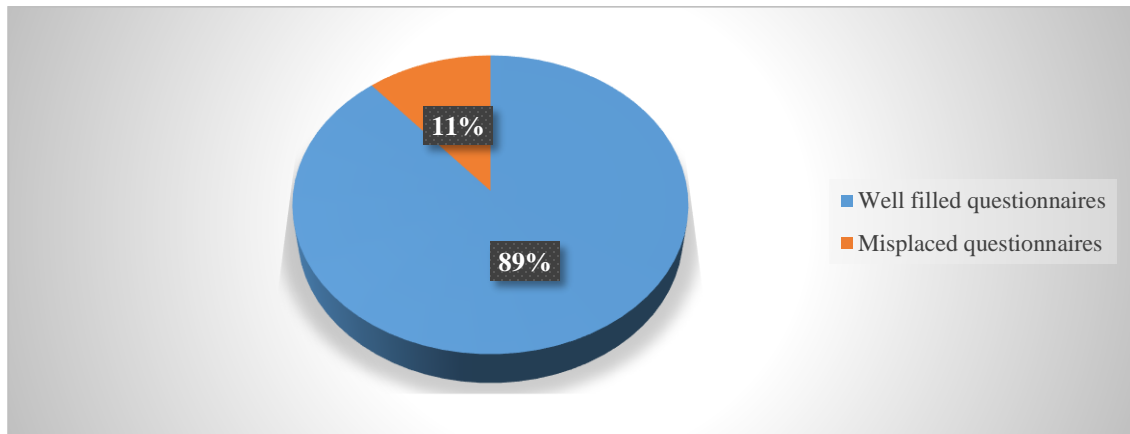
#### **4.1 Introduction**

This chapter presents the key research findings and discussion for this study whose purpose was to establish the effect of leadership styles on employees' engagement in public organization, with a case of AUWSA-Tanzania. The aim was to address the specific objectives of the study which were: to determine the effect of transformational leadership styles on employees' engagement; to assess the effect of transactional leadership style on employee engagement; determine the effect of authentic leadership style on employees' engagement; and examine the effect of dark leadership style on employees' engagement.

#### **4.2 Response Rate**

A total 169 questionnaires were distributed to respondents for data collection out of which 150 were returned. This means that 150 returned questionnaires (88.8%) were the ones used for the final analysis. The remaining 19 (11.2%) questionnaires which were not returned to the researcher were reportedly misplaced by the respondents.

**Figure 2: Response rate**



According to Mugenda and Mugenda (2012), a response rate of over 50% is adequate for analysis and a response rate over 70% is rated as very good by Babbie (2011). Mugenda and Mugenda (2012) are in agreement with Babbie (2011) by saying that a feedback rate amounting to 50% is enough for data analysis and drawing conclusions. Bryman and Bell (2015) add that a feedback rate of 60% is good and a feedback above 70% is excellent Baruch and Holtom (2008) also argued that the larger the response rate, the smaller the non-response error. Therefore, based on the arguments of Bryman and Bell (2015) and Mugenda and Mugenda (2012), the feedback rate of 88.8% in this study is excellent and thus valid for data analysis and drawing conclusions.

#### **4.3 Demographic Characteristics of Respondents**

This study sought to establish demographic characteristics of the 150 respondents whose responses were considered valid for the analysis. The results of their analyzed responses are presented in the sections that follow.

#### 4.3.1 Sex of the Respondents

The respondents were requested to indicate their sex in order to ascertain the issue of sex distribution in the organization. The responses were as shown on Table 3.

**Table 3: Distribution respondents by sex**

Category	Frequency	Percent
<b>Gender</b>		
Male	82	54.7
Female	68	43.3
<b>Total</b>	<b>150</b>	<b>100.0</b>

**Source: Field data (2022)**

The findings indicate that majority of the respondents were male (54.7%). Female respondents were 43.3%. This suggests that there could have been some level of gender balancing by the workers at AUWSA. This supports the gender concerns in the 2005 Tanzanian Constitution that are anchored in Article 13 (1) of the Constitution which states that “women and men have the right to equal opportunities in political, economic, cultural and social spheres”, and Article 81 (b) which states that “not more than two thirds of the members of elective bodies shall be of the same gender”. The findings also revealed that most departments in the organization were managed by male (54.7%), with only about a third of the leaders being female (43.3%). These findings agree with Bandiho (2019) who indicated that in Tanzania reported that 12.7 percent of leaders in most organization were women. In Uganda, a similar low percentage (14%) of leaders of workers were women (Kagoda & Sperandio, 2019). Similar trends were reported by studies in Melanesia which revealed that 8 percent of organizations in Vannatu were women (Strachan, 2014), a percentage

that later dropped to 3.9 % in 2018 (Warsal, 2019) while in Solomon Islands and Papua New Guinea, only 2.9 percent of organizational leaders were women (Akao, 2018). A similar low representation of women in managerial leadership was reported in South Africa by Phendla (2019) and Pakistan by Shah and Sobehart (2018).

On the other hand, in addition, the independent sample t-test was performed to test if there is any significant difference of the respondents' perception of leadership style due to their leaders' gender. Results are shown in Table 4.

**Table 4: The Independent Samples t-test-Gender**

<b>Leadership styles</b>	<b>t-value</b>	<b>p-value(Sig.)</b>
Transformational Leadership	-0.416	0.678
Transactional Leadership	-0.679	0.498
Authentic Leadership	0.168	0.867
Employee Engagement	2.077	0.039*

\*The mean difference is significant at 0.05 level

The findings show that the p-value is greater than the significance level ( $\alpha = 0.05$ ), for all leadership styles except employee engagement. This therefore means that there is no statistically significant difference between the respondents' perception on leadership style due to gender. This finding means that there is a shared perception between male and female employees on their work engagement in relation to the leadership style applied. However, there is a significant difference between respondents' perception on employee engagement and gender.

This finding contrasts the results of other studies by Al-Taneiji (2016), Ibrahim and Al-Taneiji (2013) and Fennell (2015) which found that that female leaders were more effective and transformational in their approach to leadership than their male counterparts.

#### 4.3.2 Age of the Respondents

The researcher sought to establish the respondents' age bracket. The findings were tabulated in Table 5. The findings indicated that 45.3% of the respondents were below 50 years old, with most of them being at age 40-49 (27.3%) and 30-39 (18.0%). Respondents that were more than 50 years old were 54.7%.

**Table 5: Distribution of age of respondents**

Category	Frequency	Percent
<b>Age</b>		
30-39	27	18.0
40-49	41	27.3
50-59	63	42.0
60+	19	12.7
<b>Total</b>	<b>150</b>	<b>100.0</b>

**Source: Field data (2022)**

These results imply that at an older age, a number of workers are likely to have left the organization for greener pastures in the government or in private sector, either voluntarily or involuntarily. Other workers are likely to have left the organization by natural attrition through retirement or death. Other workers may have chosen to retire early due to medical reasons or just to go to private business (Orina, 2014).

On the other hand, most of head of departments were in their 50's (54.7%) and others between 40 and 49 (27.3%) years old. This indicated that most of department leaders had been in the profession for longer than their subordinates and therefore more experienced. The problem is, older leaders are likely to be involved in out dated leadership assumptions like, "when an employee sells his labor, he also sells his promise to obey commands" which no longer holds true (Cook, 2018). The age of a leader as position is quickly fading. Previously, managers could achieve results based on a command and control style of leadership which adopted a 'carrot and stick' approach to ensuring productivity and achieving results (Cook, 2018). Engagement is something the employee has to offer: it cannot be 'required' as part of the employment contract (Rani & Punitha, 2015).

On the other hand, younger and less experienced leaders are likely to use autocratic leadership style so as to assert themselves in the presence of older and more experienced workers, which does not work to produce good performance in the organization. This therefore calls for appropriate leadership training for all the workers in leadership positions and those aspiring to take up leadership positions in the future.

#### **4.3.3 Level of Education of the Respondents**

The respondents' academic qualifications were checked and the results are presented in Table 6. The research findings indicated that majority of the respondents were Bachelor's degree graduates (63.3%) although other respondents had their Masters degrees (3.4%). This finding is in agreement with the finding of a research by Ratego (2015) that showed that a very low percentage of leaders had a Master of Education degree. This could be a reflection of the high workers government population which is said to be about 90% Bachelor's Degree holders. Metzler (2016) explains this behavior by saying that people who are not able to make use of their skills on the job are dissatisfied

and as a consequence, their rate of turnover and absenteeism may rise; and they may get involved in counterproductive behaviors as sabotage so as to make use of their skills and competencies.

**Table 6: Distribution of Respondents by Level of Education**

Category	Frequency	Percent
<b>Educational Background</b>		
Certificate	9	6.0
Diploma	41	27.3
Bachelor	95	63.3
Masters	5	3.4
<b>Total</b>	<b>150</b>	<b>100.0</b>

**Source: Field data (2022)**

The research findings also revealed that 6.0% hold certificates while 27.7% were diploma holders. The results imply that this category of respondents is low. This could also be due to workers moving to work in higher institutions of learning upon acquiring Masters and Doctorate Degrees.

This observation may be linked to the fact that a better educated staff that is enthusiastic to make use of and grow his/her abilities on a job would most likely flourish under a leader who conveys a sense of mission to the workforce, arouses learning experiences, and stimulates new ways of thinking (Metzler, 2016). This means that a more educated workforce will not be engaged or will even be disengaged under a leadership that suffocates their knowledge and abilities. Such a situation is dangerous for the survival of an organization because employees who are not engaged tend to feel their contributions are being overlooked, and their potential is not being tapped. They often feel this way because they do not have productive relationships with their managers or with

their co-workers (Gurmessa & Bayissa, 2015), who either overlook, ignore or even trash their skills, knowledge and abilities willfully. Such employees tend to concentrate on tasks rather than the goals and outcomes they are expected to accomplish. They are the kind of employees who are aloof, just want to be told what to do just so they can do it and say they have finished. Their focus is on accomplishing tasks as opposed to achieving an outcome.

#### **4.3.4 Respondents Leadership Position**

The study also sought to establish whether the respondents were in a leadership position or not, since this could have an influence on their perceptions on the leadership style and also their level of engagement.

The results indicated that majority (59.3 %) of the interviewed respondents were in leadership positions in their current working stations. however, 40.7% of the respondents were not in any leadership position. This shows that the organization has distributed responsibilities across the employees. According to Şenol and Lesinger (2018) increase in responsibilities and accountability of the organizational leadership leads to leadership distribution in AUWSA, which agrees with Gigante and Firestone (2018) when they argue that it is impossible for department leaders to carry out the leadership role alone.

**Table 7: Respondents' Leadership Position**

<b>Leadership Position</b>	<b>Frequency</b>	<b>Percent</b>
Yes	89	59.3
No	61	40.7
Total	150	100.0

**Source: Field data (2022)**

The results from Table 7 indicated that majority of the respondents held some leadership positions in the organization they were working. An independent sample t-test was performed to test if there was any significant difference in perception of the leaders' leadership styles due to leadership positions held by the respondents. Results are shown in Table 7.

#### **4.4 Effect of Transformational Leadership Style on Employee Engagement**

This section contains the research findings and discussion of the relationship between transformational leadership and employee engagement.

The reliability of the transformational leadership variable is 0.905. According to Twycross and Shields (2004), the result of a research is considered reliable if consistent results have been obtained in identical situations but different circumstances. The study made use of Cronbach's alpha to test internal consistency of each variable used in the study. Cronbach's alpha values range from 0 to 1. Where the computed alpha coefficient is greater than 0.80, it is considered as an acceptable level of internal reliability (Bryman, 2008). Since the computed alpha coefficient was 0.905, which is greater than 0.80, the scale is considered acceptable.

##### **4.4.1 Descriptive Statistics on Transformational Leadership**

This section outlines the descriptive statistics calculated on the basis of the variable transformational leadership in the questionnaire. The measures of central tendency and dispersion are shown in Table 8. In this study, any mean score above 3.0 indicated that the respondents agreed with the item on transformational leadership and was considered positive while any mean score below 3.0 showed disagreement and hence considered negative.

The results from Table 8 show that a big number of the respondents agreed with each of the transformational leadership item checked. For all the items, there was an aggregate score of over 50% for agree and strongly agree from all the respondents.

All the items had a mean of above 3.0 meaning they were positive and agreed or strongly agreed with the items. There were two items “talks about values and beliefs” and “talks optimistically about the future” which had the highest means of 4.0 and 4.02 respectively. This was an indication that the workers were optimistic about the future and that they were sure that their leaders were good role models. This agrees with Hayati *et al.* (2014) when they argue that transformational leaders transfer their enthusiasm and high power to their subordinates by the way of modeling, which can increase work engagement in workers.

Rating of the items “Motivate and inspire people around” and “Considers every employee as having different needs, aspiration and abilities” followed at 3.77 and 3.69 respectively. This is explained by Burns (2018) when he argued that the transforming leader identifies possible intentions in followers, satisfies their higher needs and engages the follower.

Seven items had standard deviation that was above 1.0. This indicates that for such items, the respondents did not agree in their perception towards the leadership style of department leaders. For example, the item “Does no public criticism” had a standard deviation of 1.165 which represents the highest extremes in scoring the items measuring transformational leadership. The percentages indicate that 8.4% and 17.2% of the respondents scored for strongly disagree and disagree respectively while 14.7% and 37.5% scored for strongly agree and agree respectively. This clearly shows extremes in rating the department leaders as per this item, indicating that the respondents have different perceptions. The findings are not reflecting the position of respondents as they

viewed the items from different angles, giving extremes in both the agreeing and disagreeing positions taken by the respondents. Such items hence are not a good measure.

**Table 8: Descriptive statistics of Transformational Leadership Items**

<b>Transformational Leadership Item</b>	<b>Mean</b>	<b>Std.dev.</b>
Goes beyond self-interest for the good of others	3.69	1.02
Respected	3.69	0.959
Display sense of power and confidence, willing to take risk	3.79	0.99
Talks about values and beliefs	4.0	0.9
Talks optimistically about the future	4.02	0.95
Motivate and inspire people around	3.77	1.123
Does no public criticism	3.32	1.165
Spends time mentoring and teaching	3.45	1.154
Considers every employee as having different needs, aspiration and abilities	3.67	1.061
Develops employees into Leaders	3.40	1.109
Interaction with employees are personalized	3.35	1.146
n=150, Cronbach's Alpha=0.905		

#### **4.4.2 Correlation between Transformational Leadership and Employee Engagement**

Analysis was carried out to establish the correlation between transformational leadership and Employee Engagement and the results are as show in Table 9. The findings indicated that there is a moderate positive correlation ( $r = 0.432$ ;  $p\text{-value} < 0.001$ ) between transformational leadership and employee engagement. The study agrees with Datche and Mukulu (2015) who found that

transformational leadership was positively related to employee engagement, with greater displays of transformational leadership by managers in civil service leading to higher levels of engagement by their employees.

However, these results differed from those of another study in the Arizona State of America by Nkwonta (2017) which showed there was no statistically significant relationship ( $p > 0.05$ ) between five exemplary leadership practices that are transformational in nature (modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart) and employee engagement.

To determine whether the collected data was adequate and appropriate enough for inferential statistical tests such as regression analysis and other statistical tests, tests like sampling adequacy and factor analysis were first carried out.

**Table 9: Pearson's Correlation between Transformational Leadership and Employee****Engagement**

Items		Transformational	Employee Engagement
Transformational	Pearson Correlation	1	.432**
	Sig. (2-tailed)	.000	
	N	150	150
Employee Engagement	Pearson Correlation	.432**	1
	Sig. (2-tailed)	.000	
	N	150	150

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

The results of the computations done to establish the relationship between the dimensions of employee engagement and transformational leadership style are shown in Table 9. Results in Table 9 reveal a statistically significant and direct correlation between vigor and transformational leadership ( $r=.480$ ,  $p$  0.01). A statistically significant and positive relationship was also found between dedication and transformational leadership style ( $r=.386$ ,  $p$  0.01). There was another statistically significant relationship between absorption and transformational leadership ( $r=.224$ ,  $p$  0.01). These findings agree with those of a research study conducted by Khan *et. al.* (2016) which revealed a statistically significant and direct correlation between vigor and transformational leadership ( $r=.447$ ,  $p$  0.01). This research study also revealed a statistically significant and positive relationship between dedication and transformational leadership ( $r=.593$ ,  $p$  0.01), and another statistically significant and direct relationship between absorption and transformational leadership

( $r=.412$ ,  $p<0.05$ ). The findings were also similar to those of an earlier study by (Metzler, 2016) which showed that transformational leadership style positively predicted employee vigor, dedication, and absorption.

**Table 10: Pearson's Correlation between the Dimensions of Employee Engagement and Transformational Leadership**

Dimensions of Transformational Leadership	P-Value
Vigor	0.480**
Dedication	0.386**
Absorption	0.224**

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

**Table 11: Regression Results of Transformational Leadership on Employee Engagement**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	20.619	1	20.619	67.497	.000 <sup>b</sup>
Residual	89.812	149	.305		
Total	110.431	150			
<b>R= 0.432</b>	<b>R<sup>2</sup>=0.187</b>		<b>R<sup>2</sup>= 0.184</b>		

The model to be tested was:  $Y_1 = \beta_0 + \beta_1 X_1 + \varepsilon$

Where Y= Employee Engagement

$\beta_0$ = level of employee engagement in the absence of transformational leadership

$\beta_1$ = intercept for the independent variable

$X_1$ =Transformational leadership

$\varepsilon$ =Error term

From Table 11, it can be deduced that model was found to be valid ( $F(1,294) = 67.497$ ,  $P\text{-value} = 0.001$ ). These findings mean that the relationship between transformational leadership and employee engagement is significant and not by chance. In determining the significance of the variables, standardized beta coefficients are used. Table 13 shows that the fitted model equation is  $Y_1 = 0.432X_1$ .

This research study revealed that a positive relationship existed between transformational leadership and employee engagement ( $r = 0.432$ ;  $p\text{-value} < 0.001$ ), which implies that transformational leadership explains ( $0.432^2$ ) 18.7 % of the variation in employee engagement. This means that other factors outside transformational leadership explain 81.3% of the variation in employee engagement. The results are similar to those of a study by Datche and Mukulu (2015) which reported that 32% of variation in employee engagement in the public service in Tanzania is explained by transformational leadership of their immediate supervisor. The difference between 18.7% and 32% variation is remarkable despite the fact that the two studies have been carried out in Kenya, probably arising from the different sectors where the studies were carried out.

#### **4.4.3 Hypothesis Testing**

Through linear regression, the study attempted to test null Hypothesis 1( $H_{01}$ ) which stated that “there is no significant effect of transformational leadership on employees’ engagement in public organizations”. The results are based on Tables 12.

**Table 12: Regression Coefficients of Transformational Leadership on Employment****Engagement**

Unstandardized coefficients			Standardized coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)		2.409	.159	15.186	.000
Transformational leadership	.350	.043	.432	8.216	.000

This equation shows that standardized employment engagement will increase by 0.432 units with one unit increase in standardized transformational leadership style although the high residual sum of squares (89.812) in Table 12 indicates that the model does not explain a lot of the variations in the dependent variable because there are other factors that explain a greater percentage of the variation in the dependent variable. The model however shows that transformational leadership is significantly accounting for the variation in the dependent variable (employee engagement). Therefore, hypothesis H01: there is no significant effect of transformational leadership style on employee engagement is rejected and the alternative that transformational leadership style has a significant effect on employment engagement supported.

This shows that application of transformational leadership by departmental leaders can increase employees' engagement. Datche and Mukulu (2015) agree with this finding because their study found that greater displays of transformational leadership by managers in civil service led to higher levels of engagement by their employees.

The results of this research study indicate that transformational leadership style influences followers' attributes of work engagement just like it was also argued by Yasin Ghadi, Fernando, and

Caputi (2013). Transformational leaders eventually not only encourage their employee's performance but also make the employees to have an interest in work and the organizations they work for (Datche & Mukulu, 2015). This means that, when transformational leadership increases, employee engagement increases as indicated in the findings of this research study.

#### **4.5 Effect of Transactional Leadership on Employment Engagement**

Transactional leadership is leadership based on the traditional, bureaucratic authority and legitimacy where followers receive certain valued outcomes when they act according to the leader's wishes. Transactional leadership results in followers meeting expectations, upon which their end of the bargain is fulfilled and they are rewarded accordingly. Transactional leadership is based on three primary components; contingent rewards, active management by exception and passive management by exception. Nine items were used to collect data on transactional leadership style.

##### **4.5.1 Descriptive Statistics on Transactional Leadership**

This section outlines the descriptive statistics calculated on the basis of the variable transactional leadership in the questionnaire. The research studied nine items to check transactional leadership. The results of the descriptive statistics of these items are presented in Table 13.

The result presented in Table 13 showed that the respondents agreed with six out of the nine transactional leadership items checked because they had a mean of above 3.0 meaning they were positive and agreed with the items. The item 'Express satisfaction when expectations are met' had the highest mean of 3.93. However, the items 'Fails to interfere when problems become serious', 'Practices the principle, "if it isn't broken don't fix it"' and 'Waits for things to go wrong before taking action' scored low means of 2.43, 2.77, and 2.43 respectively, which means that the respondents disagreed with them.

Six items had standard deviation that was above 1.0. This shows that for most of the items there were extremes implying that the respondents did not agree in scoring the items. The item “Fails to interfere when problems become serious” had a standard deviation of 1.162 which shows very high dispersion of the scores given by the respondents. The percentages indicate that 14.9% and 27.7% of the respondents scored for strongly disagree and disagree respectively while 20.3% and 7.1% scored for strongly agree and agree respectively. This shows extreme negative and extreme positive scoring of the item by the respondents.

**Table 13: Descriptive statistics of Transactional Leadership items**

Leadership Item	Mean	Std.dev
Provides assistance in exchange for effort	3.55	0.927
Very clear on the reward if goals are achieved	3.58	1.161
Express satisfaction when expectations are met	3.93	0.95
Concentrate attention on dealing with mistakes, complaints and failures	3.35	1.123
Keep track of mistakes	3.45	1.103
Takes corrective action on mistakes	3.66	0.965
Fails to interfere when problems become serious	2.43	1.162
Practices the principle, “if it isn’t broken don’t fix it”	2.77	1.144
Waits for things to go wrong before taking action	2.34	1.273
n=150 Cronbach’s Alpha=0.881		

#### 4.5.2 Correlation between Transactional Leadership and Employee Engagement

The data was analyzed to establish the correlation between transactional leadership and Employee Engagement and the results are as shown in Table 4.23

**Table 14: Pearson's Correlation between Transactional Leadership and Employee Engagement**

Items	Employee Engagement		Transactional
Employee Engagement	Pearson Correlation	1	.286**
	Sig. (2-tailed)		.000
	N	150	150
Transactional	Pearson Correlation	.286**	1
	Sig. (2-tailed)	.000	
	N	150	150

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

Table 14 shows a very weak positive correlation was found between transactional leadership and employee engagement ( $r = 0.286$ ;  $p\text{-value} < 0.01$ ). The results mean that  $0.286^2$  of variation in employee engagement in public organization is explained by transactional leadership style of their leaders. Other factors outside transactional leadership therefore explain 91.82% of variation in employee engagement.

To establish the relationship between the dimensions of employee engagement and transformational leadership style, computations were done. The findings are shown in Table 17.

**Table 15: Pearson's Correlation between the Dimensions of Employee Engagement and Transactional Leadership**

Transactional Leadership	P-Value
Vigor	0.177
Dedication	0.237**
Absorption	0.283**

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

The results shown in Table 14 can be interpreted to mean that there was no statistically significant relationship between vigor and transactional leadership style ( $r=.177$ ,  $p<0.001$ ). However, the relationship between dedication and transactional leadership was statistically significant ( $r=.237$ ,  $p<0.001$ ). A statistically significant relationship was also found between absorption and transactional leadership ( $r=.283$ ,  $p<0.01$ ). These results agree with the results of a study carried out by Khan *et al.* (2016) that show that there was no statistically significant correlation between vigor and transactional leadership ( $r=.187$ ,  $p>0.05$ ). Again, results showed that a positive relationship that was statistically significant existed between dedication and transactional leadership ( $r=.276$ ,  $p<0.05$ ). Additionally, a direct and statistically significant relationship was found between absorption and transactional leadership ( $r=.298$ ,  $p<0.05$ ).

The findings were also similar to those of an earlier study by Metzler (2016) whose findings were that transactional leadership style positively predicted employee vigor, dedication, and absorption. However, a difference was observed in the results relating to the vigor dimension of employee engagement. While the results of Metzler (2016) showed that there was a positive relationship

between vigor and transactional leadership, the findings of this research study and those of Khan *et. al.* (2016) reported that there is no statistically significant correlation between vigor and transactional leadership.

**Table 16: Regression Results of Transactional Leadership on Employee Engagement**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	.626	1	.626	16.77	.000
Residual	109.805		294	.373	
Total	110.431			295	
R=.0.288      R <sup>2</sup> =.082      ΔR <sup>2</sup> = .080					

The model to be tested was:  $Y_2 = \beta_0 + \beta_2 X_2 + \varepsilon$

Where Y= Employee Engagement

$\beta_0$ = level of employee engagement in the absence of transactional leadership

$\beta_2$ = intercept for the independent variable

$X_2$ =Transactional leadership

$\varepsilon$ =Error term

The model was found to be valid (F (1,274) =16.77, p-value<0.001) as shown in Table 17. These results have the implication that the relationship between transactional leadership and employee engagement is significant and not by chance. The fitted model equation is  $Y_2 = 0.286X_1$ . The details of the model are in Table 17.

### 4.5.3 Hypothesis Testing

Linear regression was used on the study to test null Hypothesis 2 (Ho2) which stated that “there is no significant effect of transactional leadership on employees’ engagement in public organization”.

The results are based on Table 17.

**Table 17: Regression Coefficients of Transactional Leadership on Employment Engagement**

	Unstandardized		Standardized		
	coefficients		coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)		3.377	.241	14.037	.000
Transactional leadership	.095	.286	.075	1.295	.000

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

This equation shows that standardized employment engagement will increase by 0.286 units with one unit increase in standardized transactional leadership style. The high residual sum of squares (109.805) in table 17 indicates that the model does not explain a lot of the variations in the dependent variable which implies that there are other factors that account for a greater percentage of the variation in the dependent variable. The model shows that transactional leadership in this research study significantly explains the variation in the dependent variable (employment engagement). Therefore, hypothesis H02: there is no significant effect of transactional leadership style on employee engagement is rejected and the alternative that transactional leadership style has a significant effect on employment engagement supported.

The findings of this study were that a positive but very weak relationship existed between transactional leadership and employee engagement ( $r = 0.286$ ;  $p\text{-value} < 0.01$ ), accounting for 8.18 % (0.2862) of variation in employees' engagement. The findings agree with those of a study by Omar (2015) which indicated that rewards and recognition had significant positive effects on job engagement.

The findings of this study disagree with those of a study by Khuong and Yen (2014) in Vietnam which indicated that transactional leadership style negatively correlated with employee engagement. According to Burns (1979), the relationship that occurs between most leaders and their followers is transactional because the leader approaches the follower with the idea of exchanging one thing for another.

The results of this study indicate that when transactional leadership increase, employees' engagement also increases but to a small degree compared to transformational degree. This finding agrees with that of Metzler (2006) which showed that both transformational and transactional leadership styles positively predicted employee engagement, with transformational leadership possessing greater predictive strength.

#### **4.6 Effect of Authentic Leadership on Employment Engagement**

This section contains the research findings and discussion of effect of authentic leadership on employment engagement. The authentic characteristic of a leader include coaching that is done by helping employees in identifying their goals, organizing their work, identifying drawbacks, being thoroughly interested in their professional and career advancement, and giving advice as and when need arises. Sixteen items were used to collect data on authentic leadership style.

#### 4.6.1 Descriptive Statistics on Authentic Leadership

This section presents the descriptive statistics calculated on the basis of the variable authentic leadership in the questionnaire. The measures of central tendency and dispersion are shown in Table 18 for the sixteen items used to measure authentic leadership

**Table 18: Opinions of Respondents on Authentic Leadership**

	Mean	Std.dev
Is aware of his/her greatest weaknesses	3.1	1.05
Is aware of his/her greatest strengths	3.62	0.942
Seeks feedback as a way of understanding who he/she really is as a person.	3.02	1.151
Accepts the feelings he/she has about him/her self	3.28	0.990
His/her actions reflect his/her core values	3.60	0.969
He/she does not allow group pressure to control him/her.	3.72	0.967
Other people know where he/she stands on controversial issues.	3.41	0.998
His/her morals guides what he/she does as a leader	3.79	1.00
He/she seeks others' opinions before making up his/her own mind.	3.30	1.227
He/she listens closely to the ideas of those who disagree with him/her.	3.10	1.229
Does not emphasize his/her own point of view at the expense of others.	3.11	1.163
Listens very carefully to the ideas of others before making decisions.	3.35	1.237
Openly shares his/her feelings with others.	3.40	1.106
He/she lets others know who he/she truly is as a person.	3.22	1.085
He/she says exactly what he or she means	3.49	1.126
He/she admitshis/her mistakes to others.	2.84	1.224

n=150; Cronbach's Alpha=0.918

All the studied items had a mean of above 3.0 except 'He/she admits his/her mistakes to others.'

This meant that the responses were positive and the respondents agreed with the items. Item 'his

/her moral guides what he/she does as a leader' had the highest mean of 3.79. Eleven out of sixteen items had a standard deviation of 1.0 and above. This shows that there were extremes in scoring most of the items implying that the respondents had varied opinions in regarding the way they viewed their principals. However, since the reliability test conducted through the use of Cronbach's alpha for the items testing authentic leadership produced an alpha value of 0.918, which is greater than 0.8, it was acceptable.

#### 4.6.2 Correlation between Authentic Leadership and Employee Engagement

Analysis was carried out to establish the correlation between authentic leadership and employee engagement. The results are shown in Table 19.

**Table 19: Pearson's Correlation between Authentic Leadership and Employee Engagement**

Items		Employee Engagement	Transactional Leadership
Employee	Pearson Correlation	1	.431**
Engagement	Sig. (2-tailed)	.000	
	N	150	150
Transactional	Pearson Correlation	.431**	1
Leadership	Sig. (2-tailed)	.000	
	N	150	150

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

The results in table 19 show that there is a moderate positive correlation ( $r = 0.431$ ;  $p\text{-value} < 0.001$ ) between authentic leadership and employee engagement. This implies that 18.57 % ( $0.431^2$ ) of

variation in employee engagement in AUWSA is explained by authentic leadership of their leaders as indicated in Table 22. Other leadership styles take up the remaining 81.43%.

#### **4.6.3 Pearson's Correlation between Dimensions of Employee engagement and Authentic Leadership**

Computations were again carried out to find out the relationship between the dimensions of employee engagement and authentic leadership. The findings are presented in Table 23.

The results shown in Table 20 can be interpreted to mean that there is statistically significant correlation between vigor and authentic leadership ( $r=.440$ ,  $p<0.01$ ). There is also a positive and statistically significant correlation between dedication and authentic leadership ( $r=.436$ ,  $p 0.01$ ). There is a statistically significant relationship between absorption and authentic leadership ( $r=.209$ ,  $p<0.01$ ). The results of another study in Taiwan by Wang & Hsieh (2013) presented similar results where authentic leadership was most strongly related to dedication ( $r = 0.29$ ,  $P < 0.01$ ) followed by vigor ( $r = 0.19$ ,  $P < 0.05$ ). However, no significant relationships were found between authentic leadership and the absorption subscale of work engagement.

**Table 20: Correlation between the Dimensions of Employee Engagement and Authentic Leadership**

<b>Authentic Leadership</b>	
Vigor	0.440**
Dedication	0.436**
Absorption	0.209**

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

**Table 21: Regression Results of Authentic Leadership on Employee Engagement**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	20.510	1	20.510	67.059	.000
Residual	89.920	149	.306		
Total	110.431	150			
R=.0431			R <sup>2</sup> =0.186	$\Delta R^2 = .183$	

**The model to be tested was:**

$$Y_3 = \beta_0 + \beta_3 X_3 + \varepsilon$$

Where Y= Employee Engagement

$\beta_0$ = level of employee engagement in the absence of Authentic leadership

$\beta_3$ = intercept for the independent variable

$X_3$ =Authentic leadership

$\varepsilon$ =Error term

The model was found to be valid ( $F(1,274) = 67.059$ ,  $p\text{-value} < 0.001$ ) as shown in Table 22. This large F statistic indicates that the regression model is robust. These results indicate relationship between authentic leadership style and employee engagement is significant and not by chance. In determining the significance of the variables, standardized beta coefficients are used. The fitted model equation is  $Y_3 = 0.359X_1$ .

**Table 22: Regression Coefficients of Authentic Leadership on Employment Engagement**

Unstandardized coefficients			Standardized coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.488	.150		16.624	.000
Authentic leadership	.359	.044	.431**	8.189	.000

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

Table 22 was used to check the effects of authentic leadership on the employee engagement. The value of  $R^2$  (coefficient of determination) was .183. This values shows that authentic leadership explains 18 percent variance in the employee engagement. The p-value of the model is 0.000, which indicated that the model was statistically significant at 0.000 is less than 0.05. The very high F-ratio of the model which of 67.059 was an indication that the model was statistically significant. An F-ratio value that is higher than 4 shows that the model is significant and vice versa. The p-value of the F-ratio is 0.000, which also shows that the model is significant. The details of the model are in Table 22.

#### **4.6.4 Hypothesis Testing**

The model equation shows that employee engagement will increase by 0.359 units with one unit increase in standardized authentic leadership style. The model indicates that authentic leadership is significantly explaining the variation in the dependent variable (employee engagement). Therefore, hypothesis Ho3: there is no significant effect of authentic leadership style on employee engagement is rejected and the alternative that authentic leadership style has a significant effect on employee engagement supported.

These results are similar to those of a study on nursing staff working in acute care hospitals by Bamford, Wong, & Laschinger (2013) which found that managers demonstrating higher levels of authentic leadership report greater work engagement.

#### 4.7 Employee Engagement

In this study, employee engagement (dependent variable) was studied using nine items and the results are tabulated in Table 23.

**Table 23: Opinions of Respondents on Employee Engagement**

Leadership Item	Mean	Std.dev
At my work, I feel bursting with energy	3.40	0.95
At my job, I feel strong and vigorous.	3.72	0.898
I am enthusiastic about my job	3.90	0.883
My job inspires me.	3.89	0.907
When I get up in the morning, I feel like going to work	3.79	0.905
I feel happy when I am working intensely	3.74	0.845
I am proud of the work that I do	4.08	0.798
I am immersed in my work.	3.60	0.900
I get carried away when I am working	3.04	1.090

n=150; Cronbach's Alpha=0.897

All the studied items had means above 3.0 meaning that the respondents were positive and generally agreed with the items. "I am proud of the work that I do" was the item with the highest mean of 4.08. The percentages are also indicating the same in that 52.4% scored for agree and 30.4% scoring for strongly agree. Apart from the item "I get carried away when I am working", all

the other studied items had a standard deviation of below 1.0. This indicated that the respondents were in agreement with one another and thus there were no extremes in scoring the items. The reliability of employee engagement variable was found to be 0.940. Since the alpha was greater than 0.8, it was acceptable.

#### 4.8 Description of the Study Variables

The study variable items were computed to get the mean of the specific variables for the study. The descriptive for the variables are shown in Table 24.

**Table 24: Description of the Study Variables**

<b>Leadership Styles</b>	<b>No of Items</b>	<b>Cronbach's Alpha</b>	<b>Mean</b>	<b>S.D</b>
Transformational Leadership	11	0.905	3.649	0.7559
Transactional Leadership	9	0.881	3.2285	0.4829
Authentic Leadership	16	0.918	3.3388	0.7356
Dark Leadership	10	0.940	2.5591	0.9768
Employee Engagement	9	0.847	3.6851	0.6118

Table 24 shows that transformational leadership had the highest mean of 3.649. This means that majority of respondents agreed in scoring the items for transformational leadership, indicating that transformational leadership was practiced in public organizations. The results also indicate that among the four leadership styles studied in this research, transformational leadership is the one practiced most. The results agree with those of a study by Cemaloğlu, Sezgin, and Kılınç (2012)

who found that most school principals prefer transformational leadership style to transactional leadership style.

Authentic, transactional, and dark leadership styles were also practiced but to a lesser extent since their means were 3.3388, 3.2285 and 2.559 respectively. This also agrees with the correlation results from the study which were ( $r = 0.432$ ;  $p\text{-value} < 0.001$ ) for transformational leadership, ( $r = 0.431$ ;  $p\text{-value} < 0.001$ ) for authentic leadership, ( $r = 0.286$ ;  $p\text{-value} < 0.01$ ) for transactional leadership, and ( $r = -0.304$ ;  $p\text{-value} < 0.001$ ) for dark leadership. This indicates that authentic leadership is practiced at a slightly lower level than transformational leadership but at a higher level than transactional leadership. Dark leadership had the lowest mean of 2.5591 implying that it is the least practiced among the four leadership styles in this research study. Majority of the respondents disagreed with dark leadership items.

The standard deviations for the four leadership styles were generally low as none had reached 1 implying that the respondents generally agreed in the scoring of the different leadership items. The standard deviation for transformational leaders was 0.7559 while that of transactional was 0.4827. These low values of standard deviation mean that there were no extremes in the positive and negative in scoring the items measuring both transformational and transactional leadership styles. The standard deviation for authentic leadership and dark leadership were 0.7356 and 0.9768 respectively. This also implies that there were no extremes in the positive and negative in scoring the items measuring both authentic and dark leadership styles leadership styles. However, transactional leadership is a better measure than transformational, authentic and dark leadership styles as it had a lower standard deviation than all of them showing that the respondents agreed

more in scoring transactional leadership style items than in scoring the items of the other three leadership styles.

Most of the respondents were in agreement with the employee engagement items because the variable afforded a mean score of 3.6851. From their responses, the respondents showed that they were well engaged. The standard deviation for employee engagement was at 0.6118 which is low indicating that the respondents generally agreed in the scoring of employee engagement items, hence a good measure.

#### **4.8.1 Multiple Regressions of the Study Variables**

Multiple linear regression was used to explore whether there was a statistically significant effect of the independent variables on the dependent variable at the significance level ( $\alpha \leq 0.05$ ). The regression and ANOVA results of the model are presented in Tables 25 and 26.

The general model that was used was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where:

Y= Employee Engagement

X1= Transformational Leadership

X2= Transactional Leadership

X3= Authentic Leadership

$\beta_0$  denotes employee engagement in absence of independent variables.

$\beta_1 - \beta_3$  – Intercepts for the independent variables

$\varepsilon$  is Error term

Under the model  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$ , the model was found to be valid ( $F(4,296) = 21.586$ ,  $p\text{-value} < 0.001$ ) as indicated in Table 4.45. The fitted model equation is:  $Y = 0.204X_1 + 0.029X_2 + 0.210X_3 - 0.019X_4$  with Transformational Leadership, Transactional Leadership and Authentic Leadership explaining 22.9 % of variation in Employee Engagement. Table 4.45 shows that leadership styles had statistically significant effect on employment engagement. The multiple correlation coefficient value (R) was .478 and the  $R^2$  was .229 which indicated that leadership styles were capable of accounting for 22.9% of the changes in the employment engagement. The R Square is the coefficient for determination and it indicates how much of the dependent variable can be explained by the independent variables in this case. The R Square shows us the extent to which the studied leadership styles affect the employee engagement in public organizations. The four independent variables in this research study explain 22.9% of the factors that have an effect on employee engagement as indicated by the coefficient of determinant (R Squared). This therefore implies that other factors that were not part of this research study contribute 78.2% of the factors that have an effect on employee engagement in public organizations.

**Table 25: ANOVA and Model Summary**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	25.269	4	6.317	21.586	.000b
Residual	85.162	149	.293		
Total	110.431	150			
R =0.478		R <sup>2</sup> =0.229		$\Delta R^2= 0.218$	

a. Dependent Variable: Employee Engagement

b. Predictors: (Constant), Transactional Leadership, Authentic Leadership, Transformational Leadership.

The full model containing all predictors was statistically significant at 5% because the p value of 0.000b is less than the significance level of 0.05. This shows that the regression model has at most 0.05 probability of predicting wrongly and thus the regression model has a confidence level of 95% indicating that the results are highly reliable. The coefficients for the four variables are represented in Table 26.

**Table 26: Coefficients Results of the Four Independent Variables**

Model	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	
(Constant)	2.196	.315		6.967	.000
Transformational	.204	.058	.252	3.515	.001
Transactional	.029	.068	.023	.421	.674
Authentic	.210	.058	.253	3.633	.000

a. Dependent Variable: Employee Engagement

The regression equation shown above has established that if all independent factors are held constant, other factors influencing employee engagement would form 2.196. The results of this research study also indicated that, if all other independent variables are taken at zero, a unit increase in application of transformational leadership style by AUWSA leaders will result in a 0.204 rise in the scores of employee engagement. Further, a unit increase in the usage of transactional leadership style will lead to a 0.029 increase in the scores of employee engagement. Additionally, a unit increase in application of authentic leadership usage will cause a 0.210 increase in the scores of employee engagement.

Results from Table 26 show the coefficients for transformational leadership as  $\beta_1 = 0.252$ ,  $t = 3.515$ ,  $p\text{-value} = 0.001$ . This shows transformational leadership has a significant effect on employee engagement. Results also show the coefficients for transactional leadership as  $\beta_1 = 0.023$ ,  $t = 0.421$ ,  $p\text{-value} = 0.674$ . This indicates transactional leadership has no significant effect on employee engagement. Results from Table 35 show the coefficients for authentic leadership as  $\beta_1 = 0.253$ ,

$t=3.633$ ,  $p\text{-value} = 0.000$ . This indicates that authentic leadership has a significant effect on employee engagement. The results on transactional style contradict the independent variable regression tests for the two variables. This could be due to the weak correlation each variable has when compared with employee engagement.

## 4.9 Diagnostic Tests

### 4.9.1 Test for Normality

Both Kolmogorov-Smirnov (K-S) test and Shapiro-Wilk were used to test for normality for the data collected and analyzed on the four independent variables namely; transformational leadership, transactional leadership, authentic leadership, and dark leadership. The following null and alternative hypotheses were as used:

H0: The data is not normally distributed

H1: The data is normally distributed

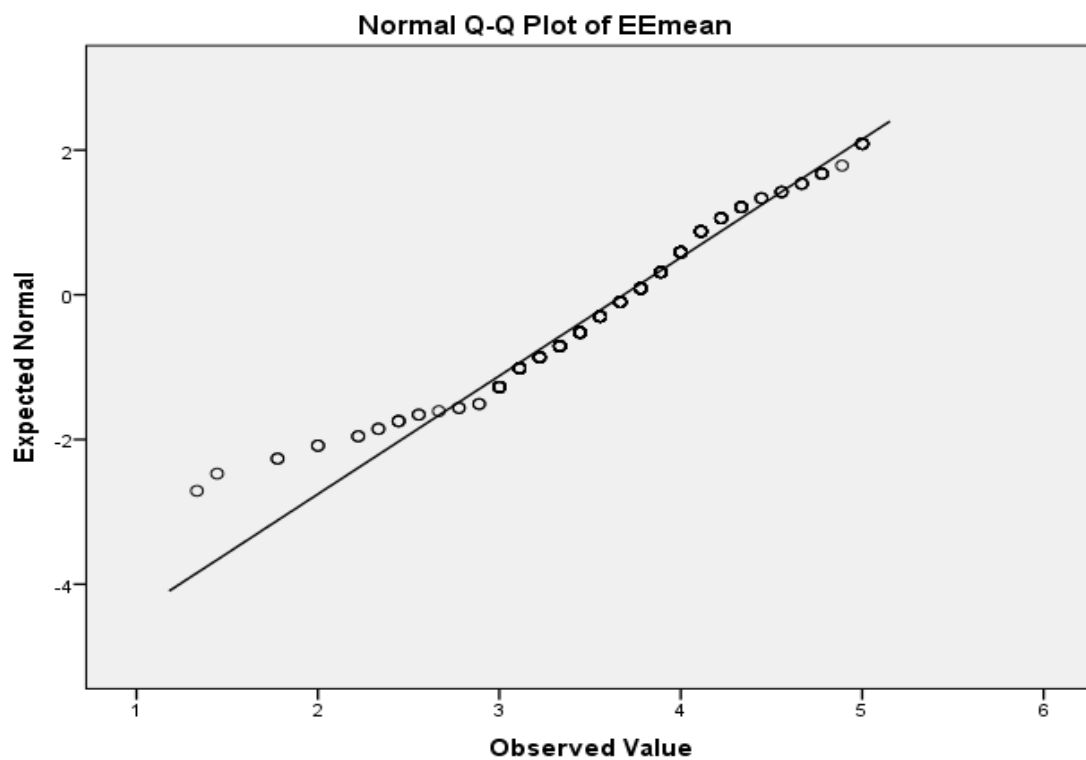
**Table 27: Test for Normality**

Kolmogorov-Smirnova				Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EEmean	.084	296	.000	.964	296	.000

a. Lilliefors Significance Correction.

The results obtained in Table 27 indicated that Kolmogorov-Smirnov Z was 0.084 ( $p\text{-value}=0.000$ ) while Shapiro-Wilk Z was 0.964 ( $p\text{-value}=0.000$ ); since the  $p\text{-value}$  is less than 0.05, the researcher fails to accept the null hypothesis and accepts the alternative hypothesis and concludes that the data was normally distributed.

The graph presented in Figure 3 shows the results on the normality test of employee engagement. From the graph, it is evident that employee engagement as the dependent variable of the study was normally distributed and the outliers were few. These results indicate that majority of the responses were closer to the normality line as a result of effective data which was suitable for all type of statistical analysis including parametric and regression analysis.



**Figure 3: Normality for Employee Engagement**

#### **4.9.2 Multicollinearity Test**

Multicollinearity in the study was tested using Variance Inflation Factor (VIF). A VIF of more than 10 ( $VIF \geq 10$ ) indicates a problem of multicollinearity. According to Montgomery (2001) the cutoff threshold of 10 and above indicates the existence of multicollinearity. Tolerance statistic values

below 0.1 indicate a serious problem while those below 0.2 indicate a potential problem as shown in Table 28.

**Table 28: Test for Multicollinearity**

Model	Collinearity Statistics	
	Tolerance	VIF
Transformational leadership	.515	1.943
Transactional leadership	.925	1.081
Authentic leadership	.548	1.823
Dark leadership	.595	1.681

The results in Table 28 indicate that the VIF value for transformational leadership was 1.943 while its tolerance statistic was reported to be 0.515. Transactional leadership had a VIF value of 1.081 and tolerance value of 0.925, while authentic leadership had a VIF value of 1.823 and a tolerance statistics of 0.548. Finally, dark leadership had a VIF value of 1.681 and a tolerance statistic of 0.595. The assumption of multicollinearity between independent variables was thus not rejected based on these findings as the reported VIF and tolerance statistics were within the accepted range.

#### **4.9.3 Heteroscedasticity Test**

Heteroscedasticity is a situation where the variance of the residual term varies with changes in explanatory variables (Gujarat, 2009). Breusch-Pagan test was used to test the null hypothesis of uniformity of variance of the error terms against the alternative that the error variances were not uniform. Using Breusch-Pagan test, the researcher ought to reject the null hypothesis that heteroscedasticity is not present if P-value is less than 0.05. Table 28 shows results for the

heteroscedasticity test. Since the P-value was 0.3 which was more than 0.05, there was not enough evidence to warrant rejection of the null hypothesis. Thus the researcher concluded that there was uniform variance among the error terms. Chi square value can be used to detect the presence of heteroscedasticity. The results in this study produced a chi-square value of 13.170 and corresponding p- value of 0.3 confirming that heteroscedasticity was not a concern.

**Table 29: Breusch-Pagan's test for Heteroscedasticity**

<b>H0</b>	<b>Variables</b>	<b>chi2(1)</b>	<b>p-value</b>
Constant variance	Transformational, Transactional and Authentic	13.170	0.329

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to investigate the effect of leadership styles on employee engagement in public organizations. The independent variables in the study were; transformational leadership style, transactional leadership style, authentic leader style, and dark leadership style. The dependent variable was employee engagement. This chapter presents a summary of the main findings of this research study, its conclusion and recommendations in line with the objectives of the study and also based on the output of descriptive and inferential statistical analyses conducted to test the research hypotheses of this research study.

#### **5.2 Summary of the Study Findings**

The main objective of this research study was to establish the effect of leadership styles on employee engagement in AUWSA. To determine the relationship between the four leadership styles and employee engagement, the researcher tested four hypotheses in addition to carrying out correlation and descriptive tests. The summary of key findings is presented starting with descriptive, then correlation followed by regression

##### **5.2.1 Effect of Transformational Leadership on Employee Engagement**

The first objective of this research study was to determine the effect of transformational leadership style on employee engagement in AUWSA. The findings indicated that all the items testing transformational leadership had a mean of above 3.0 meaning that the respondents were positive and either agreed or strongly agreed with the items. The findings also indicated that there was a moderate positive correlation ( $r = 0.432$ ;  $p\text{-value} < 0.001$ ) between transformational leadership and

employee engagement. The findings further indicated that 18.667 % (0.4322) of variation in employee engagement in AUWSA was explained by transformational leadership of their principals. Regression results of this research study indicated that transformational leadership style was statistically significant in explaining employee engagement in AUWSA. Therefore, hypothesis Ho1: there is no significant effect of transformational leadership style on employee engagement was rejected and the alternative that there was a significant effect of transformational leadership style on employment engagement supported.

The research findings also indicated that there was a statistically significant and direct correlation between vigor and transformational leadership style ( $r=.480$ ,  $p < 0.01$ ), between dedication and transformational leadership style ( $r=.386$ ,  $p < 0.01$ ), and between absorption and transformational leadership ( $r=.224$ ,  $p < 0.01$ ).

### **5.2.2 Effect of Transformational Leadership style on Employee Engagement**

The second objective of this research study was to assess the effect of transactional leadership style on employee engagement in AUWSA. The results indicated that six out of the nine transactional leadership items checked had a mean of above 3.0 meaning that the respondents were positive and agreed with the items. The results also showed that a very weak positive correlation was found between transactional leadership and employee engagement ( $r = 0.286$ ;  $p\text{-value} < 0.01$ ). These results further indicated that transactional leadership style of principals explained 8.18 % (0.2862) of variation in employee engagement in AUWSA. Regression results indicated that transactional leadership style was statistically significant in explaining employee engagement in AUWSA. Therefore, hypothesis Ho2: there is no significant effect of transactional

leadership style on employee engagement was rejected and the alternative that there is a significant effect of transactional leadership style on employment engagement supported.

The results of this research also showed that there was a statistically significant positive relationship between dedication and transactional leadership ( $r=.237$ ,  $p<0.01$ ), and between absorption and transactional leadership ( $r=.283$ ,  $p<0.01$ ). However, there was no statistically significant relationship between vigor and transactional leadership ( $r=.177$ ,  $p>0.01$ ).

### **5.2.3 Effect of Authentic Leadership style on Employee Engagement**

The third objective of this research study was to determine the effect of authentic leadership style on employee engagement in AUWSA. The findings revealed that the respondents agreed with the items that were used in testing for authentic leadership style because all the studied items except one had a mean score that was above 3.0. The findings also showed that there was a moderate positive correlation ( $r = 0.431$ ;  $p\text{-value} < 0.001$ ) between authentic leadership and employee engagement. The results further showed that authentic leadership by principals was found to explain 18.57% ( $0.431^2$ ) of the variation in employee engagement in AUWSA. Regression results indicated that authentic leadership style was statistically significant in explaining employee engagement in AUWSA. Therefore, hypothesis  $H_{03}$ : there is no significant effect of authentic leadership style on employee engagement was rejected and the alternative that there is a significant effect of authentic leadership style on employee engagement supported.

The findings also showed that there was a statistically significant correlation between vigor and authentic leadership ( $r=.440$ ,  $p<0.01$ ), between dedication and authentic leadership ( $r=.436$ ,  $p<0.01$ ), and between absorption and authentic leadership ( $r=.209$ ,  $p<0.01$ ).

### **5.3 Conclusions**

The four leadership styles in this study (Transformational, transactional, authentic, and dark) have a significant effect on employee engagement. Both transformational and authentic leadership styles have a significant positive effect on employee engagement and its three dimensions (vigor, dedication, and three dimensions). Transactional leadership style has a positive significant effect on employee engagement but only two of its dimensions; dedication and absorption. Transactional leadership style has no significant effect on the vigor dimension of employee engagement. This research confirms the strong emerging patterns of research that indicate that transformational leadership has more of a significant effect on employee engagement than that other leadership styles.

### **5.4 Recommendations**

#### **5.4.1 Managerial recommendations**

The study established that 21.8% of employee engagement was explained by the leadership styles in this study. Because both engagement as well as the lack of it is contagious as it spreads from one individual to the other whether at work or in personal life, it is recommended that the leaders put in place measures that will prevent disengaged employees from passing disengagement on to their colleagues. Measures also need to be put in place to encourage contagiousness of engagement among employees.

Leaders need to make themselves familiar with what employee engagement is and, how and why it will influence the organization performance, which they must deliver as per the demands placed on them by the society and the government at large. The leaders need to know that there is a difference between engagement, involvement, workaholism, and commitment, and that it is only

engagement that will deliver results. Since engagement is strongly influenced by leadership style, leadership need to be keen at adopting leadership styles that positively influence employee engagement like transformational leadership and authentic leadership while avoiding those leadership styles that negatively influence employee engagement like dark leadership. They should also go beyond a general focus on the effect of leadership on engagement to increasing the frequency of those practices that make a larger positive impact on employees and students.

It is necessary that leaders focus on capturing employee suggestions and absorption. However, dark leadership has a significant negative effect on employee engagement and its Ideas on the aspects of their leadership that will make them desire to go an extra mile in their work. This will improves employee motivation and create a more productive and satisfying work environment. It is also important that leaders clearly communicate what is expected of employees, what the organization values and vision are, and how success is defined in the organization in addition to rewarding and recognizing employees in ways that are meaningful to them.

Leaders and their employees need to understand that the only way to remain viable is to support each other. The two need to get involved in a give-and-take kind of a relationship so as to create a positive work environment that enhances performance. To produce desirable results, school principals should make employee engagement an ongoing process of learning, improvement where necessary, measurement of progress and action (Rani & Punitha, 2015).

To engage employees, leaders should closely examine the unwritten, psychological contract between the employer and the employees. Unlike the formal written contract of employment which clarifies duties and responsibilities of an employee, the psychological contract represents the

mutual beliefs, perceptions, and informal obligations between the employer and employee. In a public school set up, the leaders is the agent of the employer.

#### **5.4 Areas for Further Research**

This research study sought to establish the effect of four leadership styles on employee engagement in general. It is necessary that a more detailed research study be carried out where the effect of each component of transformational, transactional, authentic, and dark leadership styles on each component of employee engagement is studied. This will give a detailed understanding of the aspects of each leadership style that need to carefully be considered as of great importance in achieving employee engagement and organization performance. It will also lead to identification of specific leadership attitudes and practices that are more effective in positively influencing employee engagement, and consequently organization performance and achievement.

Further, this study only concentrated on the employees within public organizations. Future research studies can investigate the effects of leadership styles on employee engagement using a variety of respondents in the same institution or in different institutions, for example staff and non-staff, so as to compare levels of engagement among different categories of employees. In the same vein, studies can be carried out on employee engagement at the group or team level because not much is known about this aspect of engagement. This is because people work in teams to achieve organizational goals.

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## APPENDICES

### Appendix I: Questionnaire

My name is Sylivester Samwel pursuing a Master in Business Administration in Leadership and Governance at the Institute of Accountancy Arusha, As a partial fulfilment of the program, I am required to conduct a study in relation to my field of study. Therefore, this study fulfils that purpose.

The main aim of the present survey is to study **INFLUENCE OF LEADERSHIP STYLES ON EMPLOYEES ENGAGEMENT IN PUBLIC ORGANIZATIONS: A CASE OF AUWSA- ARUSHA.**

I kindly request your assistance to fill this questionnaire. All information will only be used strictly for the research purpose and will be confidential

Your support is highly appreciated

#### Section 1: General Information

1. Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>				
2. Age:	18-24	<input type="checkbox"/>	25-34	<input type="checkbox"/>	45-54	<input type="checkbox"/>	55-65	<input type="checkbox"/>
3. Designation:	Manager	<input type="checkbox"/>	Subordinate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4. Education:	Secondary/Certificate	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Bachelor degree	<input type="checkbox"/>	Post-graduate	<input type="checkbox"/>

5. Employee since: Less than 5 years ☐ 5-10 years ☐ More than 10 years ☐

## SECTION TWO: TRANSFORMATIONAL LEADERSHIP

### Instructions

This section contains items about different dimensions of transformational leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your IL using the key below.

Strongly Agree (5); Agree (4); Neutral (3); Disagree Strongly (2); Disagree (1)

S/No.	Item	5	4	3	2	1
6	Goes beyond self-interest for the good of others					
7	Admired, respected and trusted					
8	Display sense of power and confidence, willing to take risk					
9	Talks about values and beliefs					
10	Talks optimistically about the future					
11	Motivate and inspire people around					
12	Does no public criticism					
13	Spends time coaching, mentoring and teaching					

14. In what ways does your principal support employees in teaching and in their development?

.....  
 .....

15. How would you describe the relationship between your principal and employees?

.....  
 .....  
 .....

16. How does your principal provide and encourage the following?

a) Open communication

.....

.....

b) Meaningful feedback

.....

.....

c) Effective problem solving strategies

.....

.....

### SECTION THREE: TRANSACTIONAL LEADERSHIP

This section contains items about different dimensions of transactional leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your leader using the key provided below.

Strongly Agree (5); Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)

S/No.	Item	5	4	3	2	1
17	Provides assistance in exchange for effort					
18	Very clear on the reward if goals are achieved					
19	Express satisfaction when expectations are met					
20	Concentrate attention on dealing with mistakes, complaints and failures					
21	Keep track of mistakes					
22	Takes corrective action on mistakes					
23	Fails to interfere when problems become serious					
24	Practices the principle, "if it isn't broken don't fix it"					
25	Waits for things to go wrong before taking action					

26. What resources does your principal provide for the employees to do their work?

.....

.....

27. How does your principal ensure that each employee knows exactly what is expected of him/her and how to do it?

.....

.....

28. What rewards do employees receive when they achieve set goals?

.....

29. How does your principal deal with employees for not achieving set goals?

.....

.....

#### SECTION FOUR: AUTHENTIC LEADERSHIP

This section contains items about different dimensions of authentic leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your leaders using the key provided below.

Strongly Agree (5); Agree (4); Neutral (3); Disagree Strongly (4); Disagree (1)

S/No	Item	5	4	3	2	1
30.	Is aware of his/her greatest weaknesses					
31.	Is aware of his/her greatest strengths					
32.	Seeks feedback as a way of understanding who he/she really is as a person.					
34.	Accepts the feelings he/she has about him/her self					
35.	His/her actions reflect his/her core values					
36.	He/she does not allow group pressure to control him/her.					
37.	Other people know where he/she stands on controversial issues.					

38.	His/her morals guides what he/she does as a leader					
39.	He/she seeks others' opinions before making up his/her own mind.					
40.	He/she listens closely to the ideas of those who disagree with him/her.					
41.	Does not emphasize his/her own point of view at the expense of others.					
42.	Listens very carefully to the ideas of others before making decisions.					
43.	Openly shares his/her feelings with others.					
44.	He/she lets others know who he/she truly is as a person.					
45.	He/she says exactly what he or she means					
46.	He/she admits his/her mistakes to others.					

47. How does your leader react to diverse view points from employees?

.....

.....

48. What are the established structures upon which your school is run?

.....

## SECTION FIVE: DARK LEADERSHIP

This section contains items about different dimensions of dark leadership. There is no right or wrong response. Please tick appropriately as per your honest opinion in relation to your leaders using provided below.

Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1)

S/No	Item	5	4	3	2	1
50.	Is highly defensive when criticized					
51.	Devalues and exploits other people					
52.	Lacks concern for the needs of subordinates unless convenient					
53.	Takes all credit for success					
54.	Undermines competitors for promotion					
55.	Likes scapegoating					

56.	Has excessive self - promotion and attention -seeking behavior					
57.	Sees all events in terms of significance to his/her own career					
58.	Harbors unfounded beliefs that others want to hurt him/her					
59.	Works hard for favor with superiors while failing to support and develop those below him/her					

60. How does your principal welcome the expression of new ideas from employees?

.....  
.....

61. How considerate is your principal to employees' needs, both work related and personal?

.....  
.....

62. Does your principal practice the following in dealing with employees? Kindly explain your answer in each case.

a) Integrity.....

b) Transparency.....

c) Justice.....

63. How comparable is your leader's behavior when dealing with his/her seniors and with his/her employees? .....

## SECTION SIX: EMPLOYEE ENGAGEMENT

The statements in the table below are for collecting information on employee engagement. Please tick appropriately as per your honest opinion in relation to yourself in the provided key.

Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1)

S/No	Item	5	4	3	2	1
64.	At my work, I feel bursting with energy					
65.	At my job, I feel strong and vigorous.					
66.	I am enthusiastic about my job					
67.	My job inspires me.					
68.	When I get up in the morning, I feel like going to work					
69.	I feel happy when I am working intensely					
70.	I am proud of the work that I do					
71.	I am immersed in my work.					
72.	I get carried away when I am working					

73. What is your workload and how does it influence your delivery of quality work

.....  
 .....

74. What else would you wish to be other than an employee if given a chance and why?

.....  
 .....

75. What would you say makes your job satisfying and why?

.....  
 .....

76. How passionate and committed is your leader to his/her job?

Explain.....  
 .....



## Appendix II: Clearance letter from Arusha Urban Water Supply and Sanitation Authority

**ARUSHA URBAN WATER SUPPLY AND SANITATION AUTHORITY**  
Telephone : 027-2506124  
Fax: 255-27-2504163  
E-Mail: [auwsa@habari.co.tz](mailto:auwsa@habari.co.tz)  
Ref. No. AUWS/R.10/10/4/111



P.O.Box. 13600  
ARUSHA  
TANZANIA  
14 JULY, 2022

Director of Postgraduate Studies  
Research and Consultancy  
Institute of Accountancy Arusha  
P.O.Box 2798  
**Arusha-Tanzania**

### **RE: UNIVERSITY STAFF AND STUDENT RESEARCH CLEARANCE**

Reference is made to your letter with Ref. No.:MBA-LG/0015/2021 Research project dated 4<sup>th</sup> July, 2022.

I am glad to inform you that your student Sylvester Samwel with university admission number MBA-LG/0015/2021 who is at the moment conducting a research titled "Influence of Leadership Styles on Employees Engagement in Public Organizations: A Case of AUWSA Arusha". Has been permitted by the Authority to collect data in the area he suggested from July to August, 2022.

During this exercise the student is advised to observe the rules and regulations guiding by water supply and sanitation services in Tanzania.

I hope will succeed in his career..

  
For: MANAGING DIRECTOR  
Japhet Nyambita  
For:THE MANAGING DIRECTOR

**ARUSHA URBAN WATER SUPPLY AND SANITATION AUTHORITY**

### Appendix III: Clearance letter from the Regional Commissioner Office

**UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

Telegrams: "REGCOM"

Telephone: 2545608/2502289/2545870

Fax No. 254-5239

E-mail: [rasarusha@yahoo.com](mailto:rasarusha@yahoo.com)

E-mail: [rasarusha@pmoralq.tz](mailto:rasarusha@pmoralq.tz)

Website: [www.arusha.go.tz](http://www.arusha.go.tz)

In reply please quote:

Ref. No. MBA-LG/0015/2021



REGIONAL COMMISSIONER'S OFFICE,  
P.O. Box 3050,  
ARUSHA.

14<sup>th</sup> July, 2022

District Administrative secretary,  
Arusha District,  
P. O. Box 1,  
**ARUSHA.**

**REF: PERMISSION TO CONDUCT RESEARCH**


The reference is made to the letter Ref. No.: MBA-LG/0015/2021 Research project dated 4<sup>th</sup> August, 2022 concerning the above subject.

I am taking this opportunity to inform you that **Mr. Sylvester Samwel** who is pursuing Business Administration in leadership and governance with registration number (MBA-LG/0015/2021). At the moment conducting a research titled *"Influence of leadership styles on employee's engagement in public organizations: A case of AUWSA ARUSHA"*.

He has been granted permission to conduct his research/Data collection in **Arusha city** from July, 2022 to August, 2022.

Due to this, you are requested to render and necessary Administrative Assistance to enable him to accomplish the intended objective of his research.

Your cooperation is highly expected.

  
(A.J. Mushashu)

For: **REGIONAL ADMINISTRATIVE SECRETARY  
ARUSHA**

Copy to: **Mr. Sylvester Samwel  
RESEARCHER**