

Perception of Leadership Styles and Employee Motivation in the Rivers State Public Service

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Abstract

This study examined perception of leadership styles and employees' motivation in the Rivers State Public Service. The study adopted descriptive research design. A sample size of 300 was used using simple random technique. The instrument for the study was a 20 item self-structured questionnaire. The instrument was pre-tested using a pilot sample of 20 employees and a reliability index of 0.82 was obtained using Pearson Product Moment Co-relation Co-efficient. Statistical mean and standard deviation were employed to analyse the relationship between the variables while T-test was used in testing the significance of the variables at 0.05 level of significance. The study found that most of the employees believed to a considerable degree that transactional leadership styles affect employees' motivation in the public service of Rivers State. The data also revealed a low level of dispersion in terms of opinions with regards to the actual average response on the subject matter. Therefore, we inductively concluded that transactional leadership styles affect employees' motivation; that Democratic Leadership Styles affect employees' motivation; that most of the public service employees believed to a considerable degree that Transformational leadership styles affect employee motivation. That there is no significant difference in the mean scores of male and female employees on leadership styles and employees' motivation in the public service of Rivers State. We recommend that Senior Civil Servants should recognize the value of nurturing transformational and charismatic leadership qualities among their leaders; while mitigating the risks associated with laissez-faire leadership and leadership development initiatives should focus on cultivating proactive leadership behaviours that empower leaders to provide clear direction, support, and inspiration to their teams.

Keywords: Leadership Styles, Employee, Motivation, Rivers State, Public Service

INTRODUCTION

The human is inevitably the single most important asset within any organization, and depending on how well they are managed, this asset can either be the stronghold of the organization or lead to its closure. Hence the emphasis on leadership because of its influence on organization human resources, as indicated in the Centre for Health Care Strategies Report, (2020), public service leaders are charged with administering a good chunk of state and federal funds, to setting and managing the strategic direction for the public service organizations that they lead, and finding

their way around complex relations. Hence the emphasis on their leadership styles, as well as how well they motivate their team members (Oluwatosin, 2021).

Al-Malki et al (2018) stipulated that the last two decades have witnessed a lot of emphasis on the importance of team effectiveness within organizations. They went further to mention that the process of managing teams and maintaining their effectiveness is the function of the presence of a leader who is capable of motivating them and providing a clear vision. Their duty does not just end here; they also go ahead to direct them to optimally achieve the organizational goals. Given that the role of leaders is essential amidst their team members, their leadership style is often the life-wire that can either make or mar the team and the achievement of organizational goals. This is according to Fiedler's Contingency Theory that relates to the effectiveness of a leader to his/her leadership style as a stimulator for team members motivation and performance. Though the motivation of employees was not a topic, to begin with historically, according to Cole (2004), conversations as to how leadership affects motivation and performance began to spring up in the late 17th century when there was a noticeable shift in the treatment of employees, and rather than being viewed as machinery, they began to be seen as human resources needed for the accomplishment of different responsibilities. The Project Management Institute (PMI) also emphasized the role of leaders when it reported leadership style as a key determinant in team performance, (Turner & Miller, 2005).

As emphasized by Meyer and Meijer (2017), leaders play a key role in any organization as they aim to bring together the employees to accomplish the overall organization's vision. Hence the need for organizations to take cognizance of the leadership styles exhibited by those that are within the management team, ensuring that these leaders encourage their employees to achieve the organization's stated objectives and also attain achievements at their personal level. It is worth noting that leaders across all boards exhibit different leadership styles, and all these have far-reaching consequences on the motivation of team members in their different responsibilities, and their commitment to the achievement of organizational objectives. Though there have been a series of literature and conversations on how leadership influences the motivation of employees within the private and public sectors, and conversations on how different motivation theories influence employees within the public sector, this would however examine the category of leaders prevalent within the public sector, how their leadership styles influence employees' effectiveness in the place of work in Rivers State.

LITERATURE REVIEW

Leadership Styles

Leadership styles are deliberate actions taken by leaders to see that subordinates are motivated to execute their personal visions in an organization. According to Kiboss and Jemiryott (2014), leadership styles are the patterns of behaviour used by leaders to influence group members regarding the mission, strategy, and operations of an organization. Memon (2014) defined leadership style as a leader's style of providing direction, motivating people and implementing plans. From literature gathered, there are numerous types of leadership styles; but this study will

focus on autocratic leadership style, democratic leadership style, transactional leadership style and transformational leadership style.

This leadership style encourages subordinates to rise above their self-interest to achieve organizational goals beyond the stated expectations. This is done through the alteration of their perception, behavior, morals, ideas, interests, and values (Abasilim, 2014). Leadership style however refers to the pattern or the collection of leadership behaviours that characterize a given leader. Leadership style represents a range of behaviours of a leader; a leader adopt a particular leadership style in order to succeed. It also involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling and his relationship with staff under his jurisdiction. Leadership is the key to progress and survival of any organization. Ezenwa, (2015), saw it as an act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals and objectives. In the same token, Abasilim, et al., (2018) observed that leadership means influencing people to work willingly with the zeal towards the achievement of the cooperate goals .

Leadership varies from one organization to another, and this is why there are no two leaders that manage their organizations in exactly the same manner. The extent to which a leader succeeds in achieving the goals of his organization depends on his ability to develop a leadership style that will be suitable in a specific situation. The assumption behind these leadership styles is that the staff will be more obedient to leaders who adopt certain styles than they will be to others who adopt other styles. However, the aim of studying leadership styles is to discover which styles yield best results in different situations. Ahmad, et al., (2015), defined a leader as a person who leads but from organization point of view a leader is one who coordinates all activities and controls the ranks and files within the organization setting. A leader should also be able to influence the behaviour of his/her followers for the purpose of achieving the goal of the organization. Leadership style is the behavioural patterns a leader adopt to influence the behaviour of his subordinates.

Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2016). According to Oyetunyi (2016), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job.

The leader's emphasis on either the task or human relations approach is usually considered central to leadership style. Dahie, et al., (2017), identified the following leadership styles that emerged in the course of his research in British Secondary Schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to "sound out ideas" and gather opinions. Such head teachers will

frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all. Haque and Yamoah (2021), pointed out that this type of leadership style is particularly effective at satisfying teacher's individual needs, and that grievances and staff turnover tends to remain low. On the other hand, he continues, head teachers with managerial styles adopt a leadership style that parallels that of a manager in industry: The use of management techniques involves the importation into the school structures, types of relationships and processes of organizational control from the factory.

The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Here headship emphasizes persuasion and commitment. Haque and Yamoah (2021), quoted teachers response to this style of leadership during a focus group discussion as follows: some staff will be unable or unwilling to participate in this form of organizational discourse, some find it unhelpful; others are unwilling to devote the time and energy necessary to get their points of view across. Gcaza et al., (2018), depicted authoritarian leadership as being distinct from adversarial leadership by its focus on asserting rather than persuading as quoted here under. Such a head takes no chances by recognizing the possibility of competing views and interests. Opposition is avoided, disabled or simply ignored. No opportunities are provided for the articulation of alternative views or the assertion of alternative interests, other than those defined by the head as legitimate. Indeed, the authoritarian may rely, as a matter of course, on conscious deception as a matter of organizational control (Jain & Duggal, 2015). On the other hand, schools with closed climates are the ones led by head teachers who are highly aloof and impersonal, who emphasizes the need for hard work, but who themselves fail to work hard and who says one thing and does another. Teachers working in closed climates, according to Halpin (2017), do not work well together, derive little satisfaction from their work, and dislike their head teachers.

Transactional Leadership Style

The transactional style of leadership was first described by Max Weber in 1947 and then later described by Bernard Bass in 1981. Mainly used by management, transactional leaders focus their leadership on motivating followers through a system of rewards and punishments. There are two factors which form the basis for this system, Contingent Reward and Management-by-Exception. Transactional leadership is described by the contractual relationship that exists between the leader and subordinates, which depends on their individual advantages (Winkler, 2010). This type of leadership is noted for its deployment of the carrot and stick method to accomplish organizational goals. This indicates that employees are remunerated based on the accomplishment of their tasks and, to avoid punishment, make sure that the leader's requirements are also accomplished (Aarons, 2016). Avolio and Bass (2014) noted that transactional leadership comprises three elements: contingent reward, active management by exception, and passive management by exception. The contingent reward has to do with the leader establishing the objectives and performance expectations to his or her followers, along with the use of rewards and promotions as an inducement to get them to achieve desired results (Akram, Lei, Hussain, Haider, & Akram, 2016).

Active management by exception refers to continuous monitoring by the leader to ensure that tasks are executed, problems are found and solved, and procedures are reinforced (Gill, 2012). This implies that the leader is vigilant in the activities engaged in by their followers. Passive management by exception is evidenced when leaders are receptive, and they respond to problems only when they arise. These leaders react to issues just when they emerge (Yahaya & Ebrahim, 2016). Transformational leadership style has five distinctive components: idealized attributes, idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation (Jain & Duggal, 2015). Idealized attribute is defined from the point of the leader's characteristics (charismatic, confident, ethical, idealistic, and trustworthy) that is considered important. Idealized influence goes beyond the subordinate identifying the characteristics of the leader that are deemed important to the actual behaviour or actions taken by them, especially in their ability to articulate the vision of the organization clearly to the followers and motivate them to accept and internalize the vision.

These characteristics of transformational leadership style make the leader charismatic and a role model to their followers (Avolio & Bass, 2014). Inspirational motivation has to do with the extent to which the leader challenges his or her subordinates through instilling confidence and a sense of purpose in them, thereby achieving organizational aspirations (Yukl, 2013). This implies that the leader exhibits a high level of enthusiasm and optimism and communicates with the proper use of words with the aim of upgrading his or her commitment pledge to the objectives and the common vision of the organization. Individualized consideration is evident in the leader's disposition as a mentor and coach. The leader shows respect and interest, takes care of the necessities of every individual need in the organization, and also expresses happiness when the followers achieve the shared goals of the organization (Winkler, 2010). Intellectual stimulation is portrayed as to how much a leader challenges the stereotypes or business as usual, takes risks, and is responsive to new thoughts from the followers without criticism (Bass et al., 2003). Transactional leadership is characterized by:

Contingent Reward: Provides rewards, materialistic or psychological, for effort and recognizes good performance.

Management-by-Exception allows the leader to maintain the status quo. The leader intervenes when subordinates do not meet acceptable performance levels and initiates corrective action to improve performance. Management by exception helps reduce the workload of managers being that they are only called-in when workers deviate from course.

This type of leader identifies the needs of their followers and gives rewards to satisfy those needs in exchange of certain level of performance. Transactional leaders focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organization. A transactional leader establishes and standardizes practices that will help the organization reach:

- i. Maturity
- ii. Goal-setting

- iii. Efficiency of operation
- iv. Increasing productivity.
- v. Think freely when setting their emotions aside from their work and
- vi. Have all of their focus on the given task.

A transactional leader is negatively affected when the emotional level is high and positively affected when the emotional level is low. Bernard Bass and colleagues developed the idea of two different types of leadership, transactional that involves exchange of labour for rewards and transformational which is based on concern for employees, intellectual stimulation, and providing a group vision. The transactional leader (Jain & Duggal, 2015) is given power to perform certain tasks and reward or punish for the team's performance. It gives the opportunity to the manager to lead the group and the group agrees to follow his lead to accomplish a predetermined goal in exchange for something else. Power is given to the leader to evaluate, correct, and train subordinates when productivity is not up to the desired level, and reward effectiveness when expected outcome is reached.

The transactional leadership style would likely be the most effective leadership style because it is a combination of some element of the autocratic and democratic leadership styles. It is a leadership style that emphasizes both organization goals and individual staff needs. The leader who uses this style realizes the need to achieve the organization goals, without upsetting his staff in time of their needs. Now striking a balance between organization needs and individual staff needs may sound quite easy, but in actual practice this may not be so because such a leader may have to make such decisions many times a day. In the school system for example, such a leader may have to make a decision between using Parents Teachers' Association money to purchase more textbooks or to renovate some classrooms. The disadvantage of this leadership style is that if care is not taken, the leader may be more inclined towards the organization needs or individual staff needs, instead of making a balance between them.

Democratic Leadership Style

Democratic leadership means building consensus through participation and it's most effective when the leaders need to team up to buy ownership of decisions Bernincasa (2012). The democratic leader makes decisions by consulting a team, whilst still maintaining control of the group. The democratic leader allows the team to decide how the task will be tackled and who will perform which task. A good democratic leader encourages participation but never loses sight of the fact that they bear the responsibility of leadership. The democratic leader values group discussion and input from the team. The democratic leader motivates the team by empowering them to direct themselves. The leader and group jointly analyze the problem, and decide together on a course of action. The leader does some things, but not everything, helps the group get its way, pulls with the group and respects others.

Democratic leadership theory has been largely associated with governments but it has become inevitable to relate it to organizations for proper conduct and effectiveness. As Jain, and Duggal (2015) put it, the theory was informed two thousand years ago, participation in the religion which has come to dominate the world. The theory is informed by the works of classical and neo-classical

theorists such as Aristotle, Plato, Thomas Hobbes, John Locke, Jean Jacques, Rousseau, Edmund Burke, James Madison, John C. Calhoun to mention a few.

The core issue about democracy is the importance it attaches to human personality. It assumes civic capacity on the part of individuals.

This capacity involves intelligence, self-control and conscience. Its essence is the right of every man bound by the decision of a government to contribute to the making and remaking of those decisions. This right is integral to democracy because it makes possible free discussion and the continuous participation of the teachers in the government. This implies the obligation to respect the other man, to listen to his arguments and to take into account his point of view. It is through participation that individuals contribute ideas towards the solution of problems affecting their teaching and learning. Participation can create an asset in morale so that when necessary orders are given, people will respond more co-operatively because they are participating in the affairs of the organization (Appadorai, 2015). When leaders establish means for obtaining help from subordinates in the making of plans and decisions, they are making them to know that their contributions are sought and appreciated and this creates great benefits and harmony in the organization.

Keskes (2014), described democratic leadership as one where decision making is decentralized and shared by subordinates. The likelihood for poor decision making and weak execution is, however, significant. The biggest problem with democratic leadership is its underlying assumption that everyone has an equal stake in an outcome as well as shared levels of expertise with regard to decisions, which is rarely the case. On the other hand, while democratic leadership sounds good in theory, it is seldom bogged down in its own slow process, and workable results usually require an enormous amount of effort (Michael, 2010). Keskes (2014) was of the view that democratic leadership style focuses more on people and there is greater interaction within the group. The leadership functions are shared with members of the group and the leader is more part of the team.

Mottoh (2015), concurred that the principles of democratic leadership is friendliness, helpfulness, and the encouragement of participation. In the same vein, McGregor (1960) described this leadership style as benevolent, participative, and believing in people. He equated democratic leader to the Theory Y manager which is associated with increased follower productivity, satisfaction, involvement, and commitment (Hackman, Johnson, & Choi, 2017). This style of leadership encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be circumscribed by the organization or the group needs and the instrumental value of people's attributes (Raja & Palanichamy, 2011). The democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

Research has found that this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. While democratic leadership is one of the most effective leadership styles, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects (Raja & Palanichamy, 2011). Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action. The leader who adopts the democratic style believes that he derives his power and authority from the people he leads. Therefore, he communicates with members of staff before arriving at any decision for the organization; this also means that there is freedom of speech and action within the framework of the organizational goals (Wiza & Hlanganipai, 2014).

The democratic leader does not think that he is the best person in the organization simply because he is the leader. Therefore, he delegates some responsibilities to other members of staff. Using this leadership style in the school system means that the school head, the teachers and the students all take part in the determination of school rules and regulations. These rules and regulations are treated with human feelings and the leader applies them on the assumption that each staff is unique and should be understood and treated on his or her own merits (Wiza & Hlanganipai, 2014). Also, the supervision of subordinates is minimized staff needs and so he shows some concern for individual staff need and maintains a good working relationship with them.

The advantage of this leadership style is that it promotes group productivity and the teachers become less aggressive and happier with their jobs. Also, the teachers' morale is always promotion and their creative talents are also encouraged one outstanding disadvantage of the democratic leadership style is that, it may not always work will especially if the decisions made are not very clear to all members also in a democracy, it may take a long time or involve some difficulty before arriving at a decision. The philosophical assumption underlying democratic leadership style is that naturally all people are trustworthy, self-motivated, like responsibility and challenging work and so encourages organizational conditions to foster teamwork, high performance and satisfaction (Yahaya & Ebrahim, 2016).

Situational Leadership Style

The concept of situational leadership was first developed by Paul Hersey and Kenneth Blanchard in 1969 (Richard, 2013). The theory was first introduced as "life cycle" theory of leadership and later renamed situational leadership theory in 1972 (Mwai, 2011). In 1985, Blanchard redefined the model and it was named the situational leadership 11(SL11) model (Qin, 2011). The situational approach to leadership is based on the assumption that each instance of leadership is different and therefore requires a unique combination of leadership, followers, and leadership situation (Richard, 2013).

The theorists of situational leadership style posit that a leader needs to fit his leadership to the individual requirement of a situation. This means that the leader's behaviour should be contingent

on the situation (PengHsian, Hsin, and Thun-Yun, 2018). Rotimi (2013), explained that the theory of situational leadership asserts that there is no one style of leadership that pertains to all given workplace situation.

Effective leaders change their leadership styles to fit the situation. Thus a leader's style changes with both the situations they are faced with and the environment that they are in. It holds that managers must apply different leadership styles depending on the various leadership situations that they face (Rotimi, 2013). This also implies that the situational leadership style allows leaders to evaluate the needs of specific situational challenges and apply the most appropriate leadership style to address them. Peng-Hsian et al. (2008), opined that the situational leadership model provides that an effective leader must be flexible and quick to adapt their leadership style to the current needs of the followers. They stress that an effective leader should be able to observe and mark the levels of readiness in his followers and consequently adapt these varying levels. This suggests that a leader must identify when and how to use the appropriate style to support and motivate employees in the workplace.

The situational leadership model has two components that are employed to ensure its effectiveness. These components are development level and the leadership style. The model posits that leadership style must match the appropriate level of followership-development. In this model, leadership behaviour becomes a function of not only the characteristics of the leader, but of the characteristics of follower as well (Vectorstudy.com). The development level refers to the follower's degree of competence and commitment (Qin, 2011). The competence is referred to here as the knowledge and skills a follower brings to a specific goal or task, while commitment is the follower's motivation and confidence on the goal or task (Mwai, 2011). The leadership style is explained in two different kinds of behaviour; the supportive behaviour and the directive behaviour. The supportive is viewed as people-oriented behaviour. It involves a two-way communication and it focuses mainly on emotional and social support; while, the directive behaviour is regarded as task oriented behaviour which focuses on goals to be achieved and actions to be taken (Qin, 2011). A critical review of the situational leadership style suggests the implication that it provides support and motivating environment for employees in the organization based on their needs; hence applying the leadership approach can build morale among employees and create a productive environment that will mitigate employee turnover.

Situational leadership is a leadership theory that merges both directive and supportive dimensions, and each of these dimensions is to be applied correctly in a given situation. Leaders operating under the Situational Leadership Theory have to assess their employees through evaluating their commitment to accomplish a certain task. Situational leadership means that leaders have to change the degree of supportiveness and directiveness to their employees according to the given situation of subordinates and their level of motivation. This type of leadership demands that leaders vary their behaviour and leadership style according to their subordinate's commitment (Kindle, 2019). Situational leadership is the mixture of task behaviour, worker commitment and relation behaviour. Studies show that the success of situational leadership style is related to the fact that the combination of these three components, must happen; it allows openness between leaders and

members in addition to ensure an independence and competence in employee's decision. A situational leader tries to discover the characteristics of his/her followers in order to know which leadership style to use with him/her (Farmer, 2012). Moreover, situational leaders are known for giving appropriate guidance and task support for their subordinates in order to accomplish the desired goals successfully. This type of leader must also handle problems innovatively and quickly in order to overcome them. This, according to studies, is highly correlated with the improvement of employee's productivity.

The situational approach to leadership was a reaction to the failure of trait factor. This approach is based on the belief that the interaction between the experience of a person and the situation he finds himself connotes leadership. According to this approach, people tend to follow a leader because of the confidence they have in his ability to lead them to achieve group objectives. Like the trait factor, the situational approach lacks validity. The greatest weakness of this approach is its inability to take cognizance of the fact that no two situations produce similar experiences. This means that the experience produced in a given situation could be different from the one produced by another similar situation.

Charismatic Leadership Style

Charismatic leaders are essentially really skilled communicator's individuals who are both verbally eloquent, but also able to communicate to followers on a deep emotional level (Riggio 2012). A charismatic leadership style resembles transformational leadership: both types of leadership inspire and motivate their team members. Their differences lie in their intents. Transformational leaders want to transform their teams and organizations while leaders who rely on charisma often focus on themselves and their own ambitions, and they may not want to change anything. Charismatic leaders might believe that they can do no wrong even when others warn them about the path that they are on. This feeling of invincibility can severely damage a team or an organization, as was shown in the 2008 financial crisis. The charismatic leadership style became a topic of great interest after a resurrection of the scientific field of leadership in the late 1980s and early 1990s which included an increase in publications and the elaboration of leadership (Conger and Hunt, 1999). The concept is derived from the Greek word charisma which means "divinely inspired gift" (Stephen, 2013). Charismatic leadership style is the leadership style that has his influence springing mainly from the personality of the leader (Eze, 2010). Scholars have argued that charismatic leadership can be defined by distinct behaviours that occur in three successive stages: the first stage is assessing the environment. In this stage, the charismatic leader perceives the needs of the subordinates and expresses their dissatisfaction with the status quo.

The second stage is when the charismatic leader formulates a vision and communicates this vision effectively to the followers (employees). The third stage is the implementation of the vision which requires that the leader acts in a risky and unconventional way to secure the commitment of the subordinates, such as willingly exposing themselves to situations with uncertain outcomes and taking chances (Ehrhart and Klein, 2011). In the view of Jaepil (2006), charismatic leadership assumes three core components: envisioning, empathy, and empowerment. He argued that a

charismatic leader's envisioning behaviour influences the followers' (employees') need for achievement, the leader's empathic behaviour stimulates the followers' need for affiliation, and the followers' need for power is enhanced by a charismatic leader's empowerment practices. Michael (2010), posits that a charismatic leadership provides a fertile ground for creativity and motivation, and it is often highly motivational. Zervas and David (2013), stated that in a charismatic leadership style, leadership is achieved through setting an example, rather than through instruction or intentional staff development, establishment of high standards, and through impart enthusiasm. They argued that people follow a charismatic leader because of what they believe the leader can do, not by his leadership skill. The above view gives credence to the assertion made by Stephen (2013), that followers of charismatic leaders perceive them to be endowed with qualities not found in ordinary leaders. He stresses that this perception of the charismatic leaders' qualities motivates the followers to higher levels of commitment and task performance than would otherwise be the case.

Teachers generally feel better about themselves and their circumstances when working with a charismatic leadership. This is because charismatic leadership has the potential to help an organization rise above unsatisfactory performance and internal cultural restrictions to develop a positive interface with its operating environment (Stephen, 2013). He stressed further that the members of an organization led by a charismatic leader are likely to agree with, feel affection for, and obey the leader. He pointed out that a charismatic leader has the ability to transform the nature of work and make it more meaningful by de-emphasizing extrinsic rewards and focusing on the intrinsic qualities of the task. This suggests that the reward that organizational members derive in the accomplishment of the tasks is one of enhanced self-worth. In this case, he argued that the employees are likely to build a strong and close connection between organizational tasks and their own self-concepts. This "mutual connection" is what spurs employees working under a charismatic leader to remain in the organization. Hence, it is believed that charismatic leaders can provide effective leadership to organizations, since they are able to inspire employees' satisfaction and commitment by connecting their activities to an inspiring organizational vision (Stephen, 2013).

Evidences abound on the positive correlation between charismatic leadership and enhanced organizational performance (Conger, Kanungo, and Menon, 2000). Alan (2013), opined that charismatic leadership style is related to transformational leadership. This is because these inspire enthusiasm in their teams and are energetic in motivating others to move forward. This excitement and commitment from the team is an enormous benefit both to the individual and the organization. He however states that the differences between charismatic leaders and transformational leaders lie in their intention. While transformational leaders want to transform their teams and organizations, the charismatic leaders are often focused on themselves, and may not want to change anything. There are identified downsides of charismatic leadership. Zervas and David (2013), pointed out that a charismatic leader tends to become coercive when a subordinate fails to live up to expectations or when there is trouble. Alan (2013), posits that charismatic leaders believe more in themselves than in their teams. He stresses that this "attitude" can create the risk that a project or even an organization might collapse if the leader leaves. House and Howell (1992), cited in

Stephen (2013), state that the behaviour of a charismatic leader can introduce instability and uncertainty into management and decision-making process, and can increase the risk levels of the organization. In the views of O' Connor, Mumford, Clifton, Gessner, and Connelly (1995), organizational members can be subjected to manipulation and deception by charismatic leaders.

Stephen (2013, stressed that the charismatic leaders are unlikely to be able to enforce the positive characteristics of their leadership into the organization to continue beyond their incumbency. They posit that it is rare for charismatic leaders to be replaced successfully by leaders with the same capacity for achieving organizational transformation. Scholars have provided explanation for the potential liabilities of charismatic leadership by drawing a distinction between personalized and socialized charismatic leadership (House and Howell, 1992; Howell and Shamir, 2005). This distinction is drawn based on the observation that some leaders react to organizational problems in terms of their own needs rather than those of the organization, and may consequently engage in actions which have adverse outcomes for the organization (O'Connor, et al., 1995; Stephen, 2013).

Personalized charismatic leadership is exploitative, nonegalitarian, and self-aggrandizing. On the other hand, socialized charismatic leadership is more likely to be empowering the followers, non-exploitative, and motivated by organizational rather than personal needs (Stephen, 2013). Jaepil (2006), described a personalized charismatic leader as authoritarian and narcissistic. He argued that the goals of a personalized charismatic leader reflect their own interest, while the needs of the organization and its members are manipulated in order to achieve the leaders' interests. He concluded that the relationship between the leader and organizational members can be exploitative.

Howell and Shamir (2005), in their contribution maintained that the relationship in personalized charismatic leadership is focused on followers' personalized identification with the leader. This, they argued, that such a relationship is likely to generate feelings of empowerment for the leader, but eventually will constitute a detrimental consequence. Conversely, Howell and Shamir (2005) described socialized charismatic leader as a leader who articulates a vision that serves the interests of the organization as well as leading in an egalitarian manner. They pointed out that socialized charismatic leaders seek to actively empower followers and to govern through established channels of authority in order to accomplish their goals. The leader demonstrates regard for and commitment to legitimate channels of authority to implement their objectives. The relationship between the leader and organizational members is focused less on the personality of the leader and more on the leaders' message about the organization and its ideals and goals. In this relationship, followers are able to place constraints on the leader's influence and are less prone to manipulation by the leader (Stephen, 2013).

Jaepil (2016), therefore, concluded that the socialized charismatic leadership is considered non-exploitative and more focused on followers' needs. The above review has revealed the positive and negative aspects of charismatic leadership. For an organization that wants to retain its critical and talented workforce, it is therefore suggested that the socialized charismatic leadership is encouraged. This is because an effective socialized charismatic leader can revolutionize an organization and inspire employees to enhanced performance (Stephen, 2013); unlike the

personalized charismatic leader that focuses on his personal advancement and interest. Such feeling of invincibility by the personalized charismatic leader can easily breed frustration, revolution and apathy among the most talented employees, thereby ruining the employees' interest and organizational goals. This in turn can hamper performance and instigate employees' turnover in the organization.

Laissez-Faire Leadership Style

Laissez-faire is a French phrasing which means "leave it be". It describes leaders who allow their people to work on their own (Alan, 2013). The term laissez-faire was originally used relative to mercantilism, and is defined in economics and politics as an economic system that functions best when there is no interference by government, and is considered a "natural" economic order that procures the maximum well-being for the individual and extends to the community (Ronald, 2011). The laissez-faire leadership style is also known as the "hands-off style". It is the leadership style that the manager provides little or no direction and gives employees as much freedom as possible (Swarup, 2013).

In this style of leadership, all authority or power is given to the employees and they must determine goals, make decisions, and resolve problems on their own (Swarup, 2013). Johari (2008), sees laissez-faire leadership as a light-weight of leadership style. He stresses that in this leadership style, leaders limit their involvement with the group members. Kendoa (2013), posits that laissez-faire leadership involves giving group members the freedom to make decisions. Muhammad and Usman (2012), assert that laissez-faire style of leadership gives more opportunities and least possible guidance to employees in decision making in the organization. They stress that the motive behind this style of leadership is that the leaders perceive that employees perform extraordinarily when they are accorded the chance to respond to responsibilities and duties in their own ways.

Ronald (2011), described the laissez-faire leader as one who believes in freedom of choice for the employees, leaving them alone so that they can do what they desired. He argued that the basis for this leadership style is in two folds: the first is that there is a strong belief that employees know their jobs best, so leave them alone to do their jobs. The second is that, the leader may be in a political, election-based position and may not want to exert power and control for fear of not being re-elected. He stressed that a laissez-faire leader provides basic but minimal information and resources. He emphasized that in this leadership style, there is virtually no participation, involvement, or communication within the workforce. He further explained that the understanding of the job requirements, policies, and procedures are generally exchanged from employee to employee in laissez-faire leadership work environment. He pointed out that because of this; many processes are out of control in managing the workforce in the organization.

Transformational Leadership Style

Transformational leadership was first conceptualized by James MacGregor Burns in 1978. He was a presidential biographer and a leadership expert who focused mainly on the improvement of management principles and procedures (Rich, 2013). He claimed that transformational leadership

is observed when leaders encouraged followers to boost the level of their morale, motivation, beliefs, perceptions, and coalition with the objectives of the organization. Burns stresses further that a transformational leader needs to have a solid understanding of the necessary goals to be successful and be articulate in explaining those goals and the methods through which they are to be achieved (Rich, 2013). Transformational leadership is a leadership style that motivates followers by appealing to higher ideals and moral values which can inspire employees to perform beyond expectations and transform both the individual and the organizations (Rochelle, 2012). Transformational leadership is based on idealized influence, intellectual encouragement, motivation and inspiration in which individual consideration takes place (Moghli, 2003 cited in Hassan, 2013).

Hall, Johnson, Wysochi, and Kepner (2018), defined transformational leadership as a system of changing and transforming people. Ali et al., (2011), described transformational leaders as those who develop a positive relationship with their subordinates to strengthen the performance of the employees and thus the performance of the organization. They explained that transformational leaders help their subordinates to look beyond their own needs, and let them focus on the interest of the group as a whole. In the views of Melvyn, Nico, Barbara, and Kai (2011), transformational leadership may be seen as encouraging followers to carry out their work in a promotion- based manner, and accordingly elicit fit for those who prefer to use promotional means of self-regulation.

Krishnan (2014), saw transformational leadership style as the leader's power of motivating the subordinates for achieving more than already planned by the followers. Zervas and David (2013) explained that transformational leadership is also a method which cuts across leaders' styles. They posit that transformational leaders assume that subordinates will follow a person who inspires them and that to inspire, the leader must be a person with vision and passion. They argued that the leaders achieve this by being visible, in constant communication with their teams, and by infusing their actions and communications with enthusiasm and energy. They stress that many transformational leaders delegate freely and may rely upon the talent and expertise of members of their team to achieve results. In this process, they tend to give recognition for accomplishment.

Rich (2013), explained that transformational leader is a facilitator who does not make decisions or establish strategic plans but, instead, facilitates a series of conversations among the key stakeholders. He stressed that transformational leaders are driven by a strong set of values and a sense of mission. Hence, they are described as charismatic, enthusiastic, optimistic, passionate and sometimes visionary leaders. There are four components of transformational leadership that are prescribed by scholars. These are: charismatic, inspirational motivation, intellectual stimulation, and individual consideration (Obiwuru et al., 2011). Charisma is considered by Humphreys and Einstein (2013), as that idealized influence or attributes of the leader who is characterized by vision and a sense of mission, instilling pride in and among the group, and securing their respect and trust.

Empirical Review

Nyamboga et al (2014), studied the impact of principals' leadership style on the performance of students in public secondary schools in Kenya Certificate of Secondary Education in Tana River County. Schools in the county had displayed varied results with varying leadership styles. The county had had a very low mean score between the years 2005-2009. This was in spite of the fact that schools in the region were endowed with appropriate resources. The findings of the study revealed that there was a significant relationship between head teachers' leadership style and students' performance at KCSE. The principals in Tana River County had an average of autocratic leadership styles which correlated very well with their students' poor performance. Autocratic leadership style was found to have a significant negative effect on the students' performance in national examinations. Nuhu (2010), studied the effect of leadership on employee performance in Kampaka District Council. The result revealed autocratic leadership had a negative correlation with employee performance ($r = -.422, p < .001$) which was statistically significant. The finding meant that authoritative leadership affected individual performance in a way that compromised efficiency to work. This study investigated the influence of principals' autocratic leadership style on organizational performance of PTTCs in Lake Victoria Region of Kenya.

Oluka (2014), investigated the relationship between principals' leadership style and teachers' level of co-operation and compliance in schools in Abia State. The study used the descriptive survey research design and was centred on four research questions. The population of the study was 4510 people comprising of all the teachers and principals in all the six education zones in the State. Proportionate stratified sampling techniques were used to select 350 respondents from the population. The questionnaire which was the instrument for data collection was analyzed with mean rating and validated by 3 experts. And the reliability co-efficient was done with test retest method which gave a reliability co-efficient of 0.72. The finding among other things revealed that the teachers' cooperation is very high when the principals' leadership style is friendly like in the use of democratic style. Based on this, it was recommended that principals should avoid unfriendly leadership styles like autocratic leadership for teachers' maximum cooperation. The study related to the present study as it focused on administrative leadership style but it differed as it was not related to teachers' job performance.

Majanga (2010), carried out a research on school administration in secondary schools in Ghana. The aim of the study was to find out what strategies are used by secondary school principals in administering their secondary schools in Ghana. The population of the study was 40 public secondary schools and the sample size was 200 teachers. Questionnaire was the instrument of the data collection and descriptive research design was used. Data analyses were done through mean ratings and the findings among other things was that principals in Ghana secondary schools use management strategies in administering their secondary schools in Ghana. This study is related to this present study in that both of them focused on administration of the school but the difference is that the present study focused on administrative leadership styles.

Ebebe (2013), carried out a research on Principals' administrative styles as a correlation to children's academic performance in secondary school in Awka south L.G.A. of Anambra state.

The study was guided by two research questions. Five hundred and seventy senior and junior secondary school students were drawn from the entire population through a simple random sampling technique. A structured researcher self-developed questionnaire containing thirteen items was the main instrument used to collect data. The data collected was analyzed using mean and grand mean. Finding of the study revealed that principals' administrative style influence teachers' performances which directly determined how students will perform. Based on this, it was recommended that principals should adopt teacher friendly leadership styles for better students' performances. The study of Ebebe related to the present study in that he carried out the research on administrative leadership style but differed in that it was not connected to teachers' job performance.

Okeke (2010), carried out a study on teachers' job performance in Nigeria secondary schools. A sample of 500 students and 50 principals drawn from 20 secondary schools, 10 each, of Anambra and Imo states were used for the study. The study was designed with descriptive survey method, guided by three research questions and one null hypothesis. Questionnaire developed by researcher was an instrument used for data collection and was administered on students and principals respectively. Mean scores were used to answer the research questions while the hypothesis was tested using Pearson's Product Moment Correlation Coefficient. The findings revealed that both students and principals perceived that the teachers' task performance included helping students to learn more effectively and meeting their psychological needs. Based on the findings, recommendation which included the need for an emphasis on teachers' registration with the Teachers' Registration Council and involvement of teachers in curriculum content development were made and conclusion drawn. The study relates to the present study as it covered teachers' job performance and the difference is that it did not cover administrative leadership styles of principals.

Agu and Oputa (2021), examined the influence of administrator's leadership styles on secondary school teachers' job performance in Anambra State. Two research questions guided the study. Descriptive survey research design was used for the study. The population comprised of 5360 teachers in the six education zones. The sample size was 699 teachers selected from three out of the six education zones through multi stage procedure. The instrument for data collection was a questionnaire that was validated by three experts from Nnamdi Azikiwe University Awka- two from Department of Management and Policy and one from Measurement and Evaluation, Department of Educational Foundations. The reliability coefficient was 0.88 and the data was analyzed using mean rating. The study found out among others, that teachers have knowledge of their administrator's leadership styles. That leadership styles influence teachers' job performances and that good leadership styles can improve teacher's job performances. Based on the findings, it was recommended among others that principals should be trained on the use of leadership styles as well as improving on the use of laissez- faire and democratic leadership styles.

Udegbonam, Ukuhor, Mbanugo and Anigbogu (2021), carried out research to ascertain the principals' leadership style and business studies teachers' productivity in secondary schools in Awka education zone, Anambra State. Four research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A correlation research design was adopted for

the study. The population of the study consisted of 427(122 principals and 305 business studies teachers) who have worked for more than five years in their respective institutions in South-East Nigeria. A structured questionnaire was used for data collection. The instrument was validated by three experts in Nnamdi Azikiwe University, Awka. The reliability of the instrument was ensured using pilot test technique. Data collected were analyzed with Cronbach Alpha reliability to ascertain the internal consistency of the questionnaire items and the computation yielded a reliability coefficient of 0.86. Data related to the research questions 1 and 2 were analyzed using mean and standard deviation while research questions 3 and 4 with the null hypotheses were analyzed using Pearson Product Moment Correlation Analysis to test the degree of relationship at 0.05 level of significance. Findings revealed that there is a negligible negative relationship between principals' transformational leadership style and productivity of business studies teachers and a significant positive relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. It was also recommended that principals should adopt a transactional leadership style rather than transformational styles to enhance business studies teachers' motivation consistently and efficiently; which will in turn generate higher quality performance on the employees' part and boost educational performance among others.

Putra and Junaidah (2020), determined the effect of: (1) leadership style on work productivity for teachers in all State Junior High Schools of Surakarta; (2) work motivation on work productivity for teachers in all State Junior High Schools of Surakarta. This study used a quantitative approach with a survey method. The sample of this study was 300 teachers throughout Surakarta gathered from State Junior High Schools which were randomly selected. The results of this study indicated that: (1) leadership style has a direct positive effect on teachers' productivity in all State Junior High Schools of Surakarta; (2) work motivation has a direct positive effect on teachers' productivity in all State Junior High Schools of Surakarta, and (3) leadership style has a direct positive effect on teachers' work motivation in all State Junior High Schools of Surakarta. If it is viewed from the results of the path analysis, the conclusion of this study is work motivation being the most influential variable on increasing teachers' productivity in State Junior High School of Surakarta. Thus, this research is important to be recommended to educational policy makers in Surakarta as a reference in increasing work motivation of teachers in schools.

METHODOLOGY

The design used in this study was a survey research design. The descriptive survey design was considered appropriate for the study because it involves exploration of leadership styles and employee motivation in the public service of Rivers State. The population for this study consisted of all the Rivers State public service employees. A sample of 300 employees was used using the random sampling method. A questionnaire titled: leadership styles and employee motivation in Rivers State was the main instrument used for data collection. The questionnaire was divided into

two sections, A and B. Section A contained information on personal data of the respondents, including gender, qualification, and duration of employees. Section B which were the items on leadership styles and employees' motivations. The instrument was structured on a five point scale with the following options: Very high extent (VHE), High Extent (HE), Moderate Extent (ME) Very Low Extent (VLE) and Low Extent (LE). Respondents were instructed to tick in the columns provided to show how effective they considered different components of the strategies for public service employees that influence motivation of employees. The researcher administered 300 copies of the questionnaire to the respondents with the help of three research assistants. These assistants were drawn from members of staff in the public service of Rivers State.

Method of Data Analyses

The data collected for the study in Section A were analyzed using frequency and simple percentages. The research questions and hypotheses were analyzed using mean rating and z-test inferential statistic. The mean rating was used to answer the research questions, while the hypotheses were tested with z-test statistics. Decisions were taken based on the mean of the boundary limits of the five response options. This implied that the level of effectiveness of business subjects' teachers was considered. A null hypothesis was accepted if calculated z-value was less than the critical value of z, and not accepted when calculated z-value was equal or greater than the critical value of z.

ANALYSES AND DISCUSSIONS

The structured questionnaire was adopted as the primary data instrument and a total of 300 respondents were targeted for inclusion in the study. Out of the 300 questionnaires administered to students, 224 were retrieved and used for analyses.

Table 1: Mean rating and standard deviation on transactional leadership styles and employees' motivation in the public service of Rivers State.

S/ N	Direct transactional leadership styles	Male Employee \bar{X}	STD	Female Employee 211 \bar{X}	STD	Averag e \bar{X}	STD
1	Transactional leadership is described by the contractual relationship that exists between the leader and subordinates.	2.57	1.09	2.74	1.08	2.67	0.63
2	Transactional leadership is noted for its deployment of the carrot and stick for teachers motivation.	2.37	0.90	3.19	0.83	2.78	0.64
3	Transactional leadership indicates that teachers are remunerated based on their productivity.	2.15	0.80	2.44	1.01	2.29	0.46

4	Contingent reward is based the establishing the objectives and performance expectations of teachers	3.08	0.70	2.88	0.95	2.98	0.60
5	Inspirational motivation of transformational leadership has to do with leader challenges his or her subordinates through instilling confidence.	2.86	0.82	2.98	0.89	2.92	0.58
Average mean		2.73	2.61 0.91	0.86	2.83		0.95

Source: Survey result 2025

The results of the analyses on the mean rating and standard deviation of male and female employees on transactional leadership styles and employees' motivation in the public service of Rivers State as shown in **Table 1** revealed that, the items were observed to have high means scores and low standard deviations. These indicated that most of the employees believed to a considerable degree that transactional leadership styles affect employees' motivation in the public service of Rivers State. The data also revealed a low level of dispersion in terms of opinions with regards to the actual average response on the subject matter; therefore, we inductively concluded that transactional leadership styles affect employees' motivation in the public service of Rivers State.

Table 2: Mean rating and standard deviation on Democratic Leadership Style and employees' motivation in the public service of Rivers State.

S/ N	Democratic Leadership Style	Male Employee e \bar{X}	STD	Female Employee \bar{X}	ST D	Average \bar{X}	STD
6	The democratic leader makes decisions by consulting a team.	3.57	0.56	3.55	0.71	3.56	0.69
7	Democratic leader encourages participation but never loses sight of his/her position.	2.98	0.85	3.18	0.84	3.08	0.85
8	Leader and group jointly analyze the problem and decide together.	3.28	0.85	3.33	0.71	3.31	0.75
9	Described democratic leadership as where decision making is decentralized and shared by subordinates.	3.20	0.78	3.34	0.75	3.27	0.76
10	The leadership functions are shared with members of the group and the leader is more part of the team.	2.12	0.92	2.18	1.13	2.15	1.10

Average mean **3.03** **0.79** **3.12** **0.85** **3.07**
0.83

Source: Survey result 2025

The results of the analyses on the mean rating and standard deviation of Democratic Leadership Style and employees' motivation in the public service of Rivers State as shown in **Table 2** revealed that, the items observed have high means scores and low standard deviations. The data also revealed a low level of dispersion in terms of opinions with regards to the actual average response on the subject matter. Therefore, we inductively concluded that Democratic Leadership Style affects employees' motivation in the public service of Rivers State.

Table 3: Mean rating and standard deviation on Laissez-faire leadership style and employees' motivation in the public service of Rivers State

S/ N	Laissez-faire leadership style.	Male Employee \bar{X}	STD	Female Employee \bar{X}	ST D	Averag e \bar{X}	STD
11	Laissez-faire leadership style is also known as the hands-off style.	3.02	1.03	2.69	1.15	2.86	1.13
12	Laissez-faire leadership as a light-weight of leadership style.	3.08	0.95	2.88	1.07	2.98	1.03
13	Laissez-faire leader as one who believes in freedom of choice for the employees.	2.48	1.12	2.43	1.04	2.47	1.05
14	Laissez-faire leadership work environment.	3.00	0.94	3.20	0.97	3.10	0.96
15	Laissez-faire leadership style has been criticized for its negative effect on the organization.	2.57	0.88	2.84	0.98	2.71	0.91
	Average mean	2.83	0.98	2.81		1.04	2.82
1.01							

Source: Survey result 2025

The results of the analyses on the mean rating and standard deviation of Laissez-faire leadership style and employees' motivation in the public service of Rivers State as shown in **Table 3** revealed that, the items observed have high means scores and low standard deviations. These indicated that most of the public service employees believed to a considerable degree that Laissez-faire leadership style influences employees' motivation in the public service of Rivers State. The data also revealed a low level of dispersion in terms of opinions with regards to the actual average response on the subject matter; therefore, we inductively concluded that Laissez-faire leadership style affects employees' motivation in the public service of Rivers State.

Table 4: Mean rating and standard deviation on Transformational leadership style and employees' motivation in the public service of Rivers State.

S/ N	Transformational leadership style.	Male Employee \bar{X}	STD	Female Employee \bar{X}	ST D	Average \bar{X}	STD
16	Transformational leadership is a leadership style that motivates followers by appealing for higher ideals.	3.29	0.80	3.54	0.66	3.42	0.69
17	Transformational leadership is based on idealized influence, intellectual encouragement, motivation.	3.30	0.68	3.29	0.87	3.30	0.65
18	Transformational leaders help their subordinates to look beyond their own needs.	3.21	1.10	3.38	0.92	3.30	0.84
19	Transformational leader is a facilitator who does not make decisions.	3.32	0.93	3.37	0.78	3.35	0.80
20	Transformational leadership gives room for team work and employees' interaction in organization.	3.03	0.99	3.01	0.94	3.02	0.94
Average mean			3.23	0.91	3.30		0.83
3.28	0.78						

Source: Survey result 2025

The results of the analyses on the mean rating and standard deviation of Transformational leadership style and employees' motivation in the public service of Rivers State as shown in **Table 4** revealed that, the items observed have high means scores and low standard deviations. These indicated that most of the public sector employees believe to a considerable degree that Transformational leadership style affects employees' motivation in the public service of Rivers State. Therefore, we inductively concluded that Transformational leadership style affects employees' motivation in the public service of Rivers State.

Test of Significance

Table 5: z-test analyses on differences in mean opinion scores of male and female employees on transactional leadership styles and employees' motivation in the public service of Rivers State.

Group	N	\bar{X}	SD	DF	z-cal	z-critical	Remark
Male	117	2.61	0.86	258	-0.373	1.96	Accept null
Female	107	2.83	0.95				

Significant at $p > 0.05$

From the table, the z-cal (-0.373) is less than the z-table value (± 1.98). This meant that there was no significant difference in the mean score of male and female on transactional leadership styles and employees' motivation in the public service of Rivers State.

Table 6: z-test analyses on differences in mean opinion scores of male and female employees on Democratic Leadership Style and employees' motivation in the public service of Rivers State

Group	N	\bar{X}	SD	DF	z-cal	z-critical	Remark
Male	117	3.03	0.79	258	-0.373	1.96	Accept null
Female	107	3.12	0.89				

Significant at $p > 0.05$

From the table, the z-cal (-0.373) is less than the z-table value (± 1.98). This meant that there was no significant differences in the mean scores of male and female on democratic leadership styles and employees' motivation in the public service of Rivers State.

Table 7: z-test analyses on differences in mean opinion scores of male and female employees on Laissez-faire leadership style and employees' motivation in the public service of Rivers State.

Group	N	\bar{X}	SD	DF	z-cal	z-critical	Remark
Male	117	2.83	0.98	258	0.030	1.96	Accept null
Female	107	2.81	1.04				

Significant at $p > 0.05$

From the table, the z-cal (0.030) is less than the z-table value (± 1.98). This meant that there was no significant differences in the mean scores on Laissez-faire leadership styles and employees' motivation in the public service of Rivers State.

Table 8: z-test analyses on differences in mean opinion scores of male and female employees on Transformational leadership style and employees' motivation in the public service of Rivers State.

Group	N	\bar{X}	SD	DF	z-cal	z-critical	Remark
Male	117	3.21	0.91	194	-0.110	1.96	Accept null
Female	107	3.30	0.83				

Significant at $p > 0.05$

From the table, the z-cal (-0.110) is less than the z-table value (± 1.98). This meant that there was no significant differences in the mean scores of male and female on Laissez-faire leadership styles and employees' motivation in the public service of Rivers State.

The findings of this study proved that leadership styles affect the motivation of employees in the public service. Democratic leadership exhibits high means for all motivational factors as well as overall productivity of the organisation. This implies that leaders who put a lot of emphases on the people in an organization by letting other employees be included in the decision-making processes and prioritize interpersonal relationships, affect the employees' motivation positively in a hybrid work environment. A possible reason for this is that democratic leaders have found a balance between being supportive enough while also letting go of control, which is one of the biggest challenges for leaders in the hybrid work environment (Chafi et al., 2022). As mentioned, leaders are required to establish trust-based relationships with their employees to overcome this challenge

and become a successful leader in this work environment (Hill, 2023). From the presentation of our empirical findings, it was seen that democratic leadership scores high means for the motivational factor trust. This showed that employees working with democratic leaders feel that they are trusted; which further suggests that many democratic leaders have been able to form trust-based relationships with their employees. Overall, laissez-faire leadership has a positive impact on the motivation of employees in a hybrid work environment, but these types of leaders still face other challenges in this specific work environment. As laissez-faire leaders are not very supportive, it implies that it could be hard for them to find the balance between being supportive and letting go of control. This further suggests that laissez-faire leaders may find it difficult to become successful leaders in the hybrid work environment, especially if they are leading employees that lack skills and experience and need a lot of support.

The leadership style practised by a leader, affects the level of motivation of his employees (Kour & Andotra, 2016; Rodriguez, 2012). There is a positive correlation between transformational leadership style and employees' motivation (Sahin, Gürbüz, & Sesen, 2017). Rodriguez (2012) concluded that leaders who practise transformational leadership are more effective in motivating employees than leaders who practise transactional leadership. On the other hand, Chaudhry et al. (2012), found that the transactional leadership style was more effective; although, the results showed a positive and significant relationship between transactional and transformational leaderships and motivation. Ivashchenko, Yarmak, Galan, Nakonechnyi, and Zoriy (2017) concluded that effective leadership consists of a leader's understanding of motivation. The relationship between leadership and employees' motivation results from the practise of leadership. Leaders can influence employees' motivation (Ebrahimi, Mousa, Roohbakhsh, & Shaygan, 2017). However, Gangwar et al. (2013), found that the leadership style practised by a leader, by itself, did not affect employees' motivation; rather, it does so in terms of orientation factors (i.e., self-orientation and Employee/task orientation factors). Private sector employees are more motivated by leaders who use an autocratic leadership style with a higher task orientation factor, while public sector employees are more motivated by leaders who use a paternalistic leadership style accompanied by a person orientation factor (Gangwar et al., 2013). Paternalistic leadership style is a leadership practice that involves a leader presenting himself to employees as a parent figure (Karassvidou & Glaveli, 2015). Regardless of the leadership style or factors employed by a leader, the resulting employees' motivation operates under various motivational theories. Leadership communication can affect employees' motivation, and employees' motivation can affect employees' performance. Transformational leaders influence employees positively with effective vision communication (DuBois, Hanlon, Koch, Nyatuga, & Kerr, 2015; Hamstra, Van Yperen, Wisse, & Sassenberg, 2014). Benson (2015), found that the use of effective vision communication by transformational leaders, transforms employees for successful outcomes. Transformational leaders treat employees as individuals and use effective communication, including vision, to inspire and motivate employees. Transformational leaders exhibit characteristics that are categorized into the following components: idealized influence, inspirational motivation, intellectual stimulus, and individualized consideration (Ghazali et al., 2015). Effective communication leadership practices, including open communication, vision communication, and

paying attention to employees' feedback, contribute to employees acting in desired ways for successful outcomes (Stanciu & Tinca, 2013). Transformational leaders use this effective communication approach to influence employees' motivation and performance.

Conclusion

Leadership style has an important role in the motivation of employees' performance, because real changes are taking place in modern organizations that face the new reality of tighter staff, increased workloads, longer working hours, and a greater emphasis on performance, decision making, risk, and flexibility. The findings underscore the significance of leadership behaviours in shaping employees' attitudes, engagement, and overall satisfaction within the workplace. Transformational leadership emerges as a powerful driver of employees' motivation, characterized by its ability to inspire commitment, foster personal growth, and instil a sense of purpose among employees. Transformational leaders are viewed as visionary individuals who motivate through inspiration and empowerment, fostering a culture of innovation and excellence within organizations. Similarly, democratic leadership is recognized for its capacity to energize and engage employees through compelling vision and dynamic personality. Transactional leaders possess the ability to articulate a clear vision, instil confidence, and create a sense of unity among team members; thereby, enhancing motivation and job satisfaction. Conversely, laissez-faire leadership is associated with decreased motivation and dissatisfaction among employees due to the absence of guidance and support. Employees working under laissez-faire leaders often experience feelings of disengagement and frustration, highlighting the importance of active leadership involvement and direction. These findings have important implications for organizational leadership practices.

Recommendations

- i. Organizations should recognize the value of nurturing transformational and charismatic leadership qualities among their leaders while mitigating the risks associated with laissez-faire leadership.
- ii. Leadership development initiatives should focus on cultivating proactive leadership behaviours that empower leaders to provide clear direction, support, and inspiration to their teams.
- iii. Effective leadership is essential for promoting employees' motivation, engagement, and job satisfaction. By understanding the impact of different leadership styles on employees' perceptions and experiences, organizations can develop strategies to cultivate a positive leadership climate and foster a motivated, satisfied, and high performing workforce.

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