Leadership and Productivity in a Manufacturing Company in Nigeria: (A Study of Alo Aluminium Co. Ltd, Emene, Enugu State)

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Keywords:

Leadership styles;

Goal-Setting,

Productivity,

Motivation,

Efficiency,

Performance

Abstract

This study is on Leadership and Productivity in a Manufacturing Company in Nigeria: A Study of Alo Aluminium Company Limited, Emene, Enugu State. The researcher adopted Taro Yamene's sampling method to get a sample of 106 respondents from employees in the company. The primary data were collected through the instrument of questionnaire and observation. The secondary data were collected from textbooks, journals, libraries and the internet. Data were analyzed using Likert Scale format tables. The hypotheses were tested using Chi-Square Statistics. The research findings show that the leadership style in use in the study institution was seen to be rigid and autocratic. This style of leadership does not encourage efficient performance among the workers and hampers increased productivity. The study recommends the adoption of people-oriented leadership style, namely, Participative and Consensus Leadership style as a means of motivating workers for increased productivity.

Introduction

Leadership functions within a given enclave called organization. Osuala (2004) affirms that every organization exists to achieve a set of goals and objectives by groups of people who have to work together for that purpose. He opines that for a group of people to work together in order to achieve a set goal, somebody or a set of people *[the leaders or the leadership]* have to harness the process of planning, organizing, controlling, directing and coordinating the activities of members of the group.

From the point of view of Osuala, there are five management or leadership functions which include planning, organizing, staffing, coordinating and commanding. This agrees with Fayol (1916) who first identified those five management (leadership) functions. Modern management thinkers, however, have critically analyzed and improved upon and compacted those functions into four, namely, planning, organizing, leading and controlling (Daft, 2003, Griffin, 2004, Bateman and Snell, 1999; Ogbu, 2023). Staffing and coordinating have been carefully subsumed into organizing function, while commanding which is no longer in vogue in the contemporary business world was subsumed into controlling function. They then introduced the leading function which was not in the Fayol's version. It could be noted that in both Osuala and Fayol the LEADING function was conspicuously absent.

Griffin (2003) argues that leadership is specifically a people-centered activity and goes on to define it as *"the ability to influence people towards the attainment of organizational goals."* He posits that leadership is both a process and a property. As a process, it focuses on what leaders actually do, which involves the use of non-coercive influence to shape the group's or organization's goals, motivate behavior towards the achievement of those goals, and help define group or organizational culture. As a property, leadership is the set of characteristics attributed to individuals who are perceived to be leaders.

Burns (1978) is of the opinion that there are literally hundreds of definitions of leadership and as a result the concept 'dissolved into small and discrete meanings'. According to Fielder (2002), leadership is ultimately limited to behavior: it is a human process at work in organization. Bass (1985) opines that Leadership as an art is characterized by a strong drive for responsibility and task completion and persistence in pursuit of goals, originality in problem solving, drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustrations and delay; ability to influence other persons' behaviors and capacity to structure social interaction system to the purpose at hand. Ogbu (2023) asserts that leadership inspires confidence and support among the workforce on whose competence and commitment performance depends.

There is a tendency to locate leadership at the upper echelon of organizations. Daft (2003), challenges this view. He posits that leadership should be dispersed throughout the organization, and managers empower others to gain the benefit of their ideas and creativity. Daft implies that the concept of leadership as a means of managers controlling workers no longer applies in a workplace where employee brainpower is more important than physical assets. Daft could have drawn inference from Burns (1978) who opposed the idea that leadership is the preserve of the few or the tyranny of the masses, or a concept which tends often unconsciously to be elitists. Leadership he asserts is a structure for action that engages people, to varying degrees throughout the levels and among the interstices of society – only the inert, the alienated, and the powerless are unengaged. In corroborating the opinion of Burns, Kirsner (1998) opine that many organizations today prefer to create teams and distribute work among the teams. He believes that today, success in the new workplace depends on the strength and quality of collaborative relationships. Partnerships, both within the organization and with outside customers, suppliers, and even competitors, are recognized as the key to a winning organization. New ways of working emphasize collaboration across functions and hierarchical levels as well as with other companies. Thus, there is preponderance of opinions by scholars that the most appropriate thing for managers to do is to develop *team-building skills* which in the contemporary organizations are considered crucial for today's business success. For him, today's best managers give up their command and control mindset

to embrace ambiguity and create organizations that are fast, flexible, adaptable, and relationship-oriented.

Statement of the problem
The rapidity of changes in the contemporary business world's climate creates a new concern for organizational leaders who are laden with the responsibility of ensuring that the accomplishments of organizations' purposes are realized. Blohowiak (2002) agrees that organizations worldwide face a troubling demographic challenge. Most organizations are not the stable, predictable structures of the past and keeping people motivated and committed in an era of unrelenting and accelerating change are among the most difficult challenges leaders at all levels now face (Lash, 2002). Boyatzis, et al (2002) assert that the world is a very different place from what it was before. Advances in technology and communications have made life and work easier, more exciting, yet much more complicated. Change is occurring simultaneously in multiple arenas. It is also happening at an unprecedented pace, requiring people to be alert to new data and agile enough to respond to it quickly and effectively – these are new challenges for leaders as well as new opportunities for growth, partnerships, and business. Brown, et al (2002) corroborates that advances in technology constitute challenging leadership tasks that evokes urgent need for considering how best to harness the intellectual capital, knowledge, skills, and experience of people within the organization for effective action.

These challenges are worsened by many approaches to leadership and negative implication of wrong choice of these approaches by managers. The choice made of each of the approaches by the manager or the leader to perfectly match the prevailing circumstances or situations in their organizations is a big problem. There is also the problem of some managers' attitudes that discourage employees from putting in their best in the workplace. Lash (2006), Chemiss, et al, (2001), Goleman, et al (1999), underscore the importance of emotional intelligence which emphasizes empathy, connectedness, open communication and friendly relationship in the workplace as an instrument with which valued results or outcomes are achieved, yet many managers lack this knowledge.

In the final analysis, the problem on the ground is that to the best of the knowledge of the researcher, there is no known study on the subject of leadership and organizational productivity in a manufacturing company. The only study known to the researcher in this regard is the one done by Odochi (2000) in which she sought to measure the effect of leadership on "performance" in a manufacturing firm using different objectives than the one employed in this study, hence this study is embarked upon to close the identified knowledge gap.

Objectives of the study
The general objective of the study is to examine the relationship between leadership and workers' productivity using Alo Aluminum Manufacturing Company Limited, Enugu as the study institution. Specific objectives of the study include:
1. To identify the leadership style that is operational in Alo Aluminum Company Ltd.
2. To ascertain how such identified leadership approach contributes to employees' welfare and improved productivity.

IV. Research Questions
The following research questions were developed to guide the study:
1. What leadership approach is predominant in Alo Aluminum Company?
2. To what extent does such predominant approach contribute to workers' welfare for improved productivity in the organization?
3. What are the indications of motivational packages inherent in Alo Aluminum Company Limited?

V. Research Hypotheses
This study posits the following null hypotheses:

H_{01} There is no significant relationship between employees' motivation and improved productivity.

H_{o2} There is no significant relationship between the leadership approach and employees' productivity.

Review of Literature
Conceptual Framework
Leadership is a concept which has fascinated mankind for centuries. Ejiofor (1985), points out that "there are almost as many different definitions of leadership as there are persons who have attempted to define the concepts. Drucker (1985) takes the position that what is meant by leadership is hard to

define. He asserts that sometimes, leadership has been synonymously equated with power and authority: while power includes the personal and positional attributes that are the basis for a leader's ability to influence others, the concept of authority involves the use of position-related power to influence, persuade and motivate employees for effective and efficient performance.

Stoner, et al (1989), defines managerial leadership as the process of directing and influencing the task related activities of group members, the involvement of which is the peoples or employees' willingness to accept direction from the leader. Without belaboring the issue of what leadership is, it is essential to point out that in virtually all definitions of the concept by various authorities in the literature what is evident and constant in each of them is that the concept is seen as an instrument for *"influencing, motivating, persuading, encouraging and winning the willingness and commitment of employees to do all they can within their ability to achieve the organizational goals".* Thus, the idea of commanding and coercing is far from leadership (See Mandy, 1993; Stephen, 1991; Koontz, 2002; Fleischman, 1992).

Lash (2006) is more concerned about the performance of leadership function in organization. He asserts that research indicates that up to 30% of business results come from the climate a leader creates in the organization – defined as employees' perceptions of their work environment that impact their ability to do their jobs well. He insists that up to 70% of organizational climate is driven by the competencies of the leader. The point is that a whole lot is dependent on the leader to create conducive environment through leadership practice to warrant increased performance of the workforce. Thus, acceptance of a leader's directives or requests is based on the follower's expectations that favorable response will lead to an attractive outcome; therefore, motivational factors in most cases are what the leadership requires to help achieving an effective performance.

Theoretical Framework
Leadership involves the ability to inspire and influence the thinking, attitude and behavior of other people (Alder, 1991). Diverse theories of leadership can be found in the organizational literature. These theories can be distinguished by several historical distinct approaches that focus on trait, behavioral, situational or contingency leadership (Onwuchekwa, 2002; Bass, 1990). Bass (1990) further identifies how leader emerge using these three basic approaches: (1) Some personality traits may lead people naturally into leadership role. This is the trait theory. (2) A crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in ordinary person. This is the great event theory. (3) People can choose to become leaders. People can learn leadership skills. This is the transformation leadership theory.

Theories of Leadership
Leader-Member Exchange Theory: According to Graen G.B and Cashman J. E, (1975) since leadership is such an important area, managers and researchers continue to study it. As a result, new ideas, theories, and perspectives are continuously being developed. The leader-member exchange LMX model of leadership, conceived by George Green and Fred Dansereau, (1975) stresses the importance of variable relationships between supervisors and each of their subordinates. Each superior-subordinate pair is referred to as a "vertical dyad". The model differs from earlier approaches because it focuses on the differential relationship leaders often establish with different subordinates. The model suggests that supervisors establish a special relationship with small number of trusted subordinates referred to as the in-group.
The in-group usually receives special duties requiring responsibility and autonomy; they may also receive special privileges. Subordinates who are not part of this group are called the out-group and they receive less of the supervisor's time and attention. Early in leaders' interaction with a given subordinate, they initiate either an in-group or out-group relationship. It is not clear how a leader selects members of the in-group, but the decision may be based on personal compatibility and subordinates' competence. Research has confirmed the existence of in-groups and out-groups in formal organizations. In addition, studies generally have found that in-group members have higher levels of performance and satisfaction than out-group members.

Leadership Traits Theory: Griffin, (2002) asserts that the first organized approach to studying leadership is to analyze the personal, psychological, and physical traits of strong leaders. The trait

approach assumed that some basic trait or set of traits differentiated leaders from non-leaders. If those traits could be defined, potential leaders could be identified. Researchers thought that leadership traits might include intelligence, assertiveness, above-average height, good vocabulary, attractiveness, self-confidence, and similar attributes. Onwuchekwa (2002) further elucidated the trait theory which he says centers on identifying and distinguishing the characteristics of leaders – intellectual, social, emotional, physical or psychological and personal make-up to which individual's behavior can be attributed, including courage and wisdom as well as gender, height, weight and appearance.

Path-Goal Leadership Theory: The path-goal theory of leadership derives from the works of Martin Evans (1970) and Robert House (1971). The theory is seen as a direct extension of the expectancy theory of motivation by Vroom (1964). The most fully developed version of path-goal theory identifies four kinds of leader behavior, namely, ***Directive leader behavior*** which is letting subordinates know what is expected of them, giving guidance and direction, and scheduling work. ***Supportive leader behavior*** is being friendly and approachable, showing concern for subordinate welfare, and treating subordinates as equals. ***Participative Leader behavior*** is consulting subordinates, soliciting suggestions, and allowing participation in decision making. ***Achievement-oriented leader behavior*** is setting challenging goals, expecting subordinates to perform at high levels, encouraging subordinates, and showing confidence in subordinates' abilities.

The path-goal model of leadership states that the leader's job is to develop more desire for goals and to improve path towards goals so that goals can be better reached. In this manner, employee actions are tied to organizational goals. Leaders can build the path-goal relationship in a number of ways. They can give better rewards for goal attainment so that the goal becomes more desirable. They also can give feedback about goal accomplishment, which is a type of recognition for goal attainment. Perhaps, leader's more important task in the model is to improve or "grease" the path toward the goal so that it is more certain for employees to work toward their goals. They also provide resources and training so that the goal becomes easier to reach. They help remove any barriers that are in the way of goal attainment.

Charismatic Leadership Theory: House (1977) was the first person to propose a theory of charismatic leadership based on research findings from various social science disciplines. His theory suggests that charismatic leaders are likely to have a lot of self-confidence, a firm conviction in their beliefs and ideals, and a strong need to influence people. They also tend to communicate high expectations about follower performance and express confidence in followers. Sherman (1990) offers Donald Trump, one time American President and current presidential candidate of the Republican Party as an excellent example of a charismatic leader, who though had made his share of mistakes, is generally perceived as larger than life leader.

Behavioral Theory of Leadership: The behavioral approach to leadership prevailed between the years 1940 to 1960. Ogbu (2023) buttressed the Ohio University Personnel Board's study on most frequently adopted behavior of leaders among nine variables: *initiation, membership, representation, integration, organization, domination, communication, recognition* and *production*. According Ogbu, the study produced two dominant behaviours of leaders: ***consideration behaviour*** and ***initiating structure behaviour.***

Consideration behaviour is the degree to which a leader exhibits concern for subordinates and make effort to establish interpersonal relationships, mutual trust and friendship with the workforce. A leaders with this behaviour-type is not only willing to be accessible and approachable, but also ready to treat group members as equals and seek out for personal welfare of group members. **Initiating structure behaviour,** on the other hand, is the degree to which a leader is task-oriented, the extent to which they initiate actions, define the roles of leaders and subordinates, organise group activities and delineates tasks and how they could be achieved.

Power and Leadership: According to French and Raven (1959), to understand leadership fully, it is necessary to understand power. Power is the ability to affect the behavior of others. In organizational settings, there are usually five kinds of power; legitimate, reward, coercive, reverent, and expert. Griffin (2002) explains that ***Legitimate Power*** is power granted through the organizational hierarchy; it is the power accorded people occupying particular positions as defined by the organization. ***Reward***

Power, Griffin went on is the power to give or withhold rewards. Rewards that a manager may control include salary increases, bonuses, promotion recommendations, recognition, praise and interesting job assignments. *Coercive Power* is the power to force compliance by means of psychological, emotional, or physical threat. In the past physical coercion in organizations was relatively common. In most organizations today, however, coercion is limited to verbal and written reprimands, disciplinary layoffs, fines, demotion, and termination. *Referent Power* is based on identification, imitation, loyalty or charisma. Followers may react favorably because they identify in some way with a leader, who may be like them in personality, background, or attitudes. Referent power may also take the form of charisma, an intangible attribute of the leader that inspires loyalty and enthusiasm. *Expert Power* is derived from information or expertise. A manager who knows how to interact with an eccentric but important customer, a scientist who is capable of achieving an important technical breakthrough that no other company has dreamed of, and a secretary who knows how to unravel bureaucratic red tape all have expert power over anyone who needs that information. All of the leadership theories already discussed belong to the *Situational approach* which means that the application of each is dependent on the prevailing situation in organizations.

Leadership Skills

Ogbu (2023) opines that Leaders use different types of skills: technical, human, conceptual, and design skills and that although these skills are interrelated in practice, they can be considered separately. *Technical Skill* refers to a person's knowledge and ability of any type of process or technique. Examples are the skills learned by accountants, engineers, typists, and tools makers. These skills are the distinguishing features of job performance at the operating levels, but as employees are promoted to leadership positions and responsibilities, their technical skills become proportionately less important. *Human Skills* are the ability to work effectively with people and to build teamwork. No leader at any organizational level escapes the requirement for effective human skill. It is major part of leadership behavior. It is also ability of the leader to have relationship with workers. *Conceptual skills* are the ability to think in terms of models, frameworks, and board relationship, such as long-

range plans, it becomes increasingly important in higher management job. *Design Skills* are the ability to have analytical and problem solving skill. This involves a leader's ability to be able to identify problem situations, analyze it and discover and exploit opportunity and solve the problem. Leaders must be able to do more than see or watch a problem.

Leadership Styles

There are essentially six leadership styles identifiable from literature, namely, autocratic; benevolent-autocratic; consultative; participative, consensus and laissez-faire.

Autocratic Leadership style – Autocratic leaders believe they have authority to make decision or set goals and do not feel the need to explain the rationality behind the decision or goal. Autocratic leader commands and expect compliance, is dogmatic and positive and leads by the ability to withhold and give reward and punishment. This style assumes McGregor's Theory X that employees dislike work and must be directed, controlled and above all be threatened with punishment so they can put enough effort to attain goals.

Benevolent Autocratic Leadership Style – Benevolent autocratic leader also tend to rely on authority as the primary sources for decision making but will explain the rationale behind the goal or decision that he or she has made.

Consultative Leadership Style – Here, leaders obtain feedback from the employee after developing their own ideas and seek employees' inputs and opinions before making final decision.

Participative Leadership Style: Leaders work with employees to develop or set goals but retain the final decision making authority. This style of leadership creates confidence in subordinate willingness and ability to work, because the style allows workers to participate in organizational decision making to some extent.

Consensus Leadership Style – A consensus oriented leader asks for group decision and all votes in the group are at least normally equal before final decision.
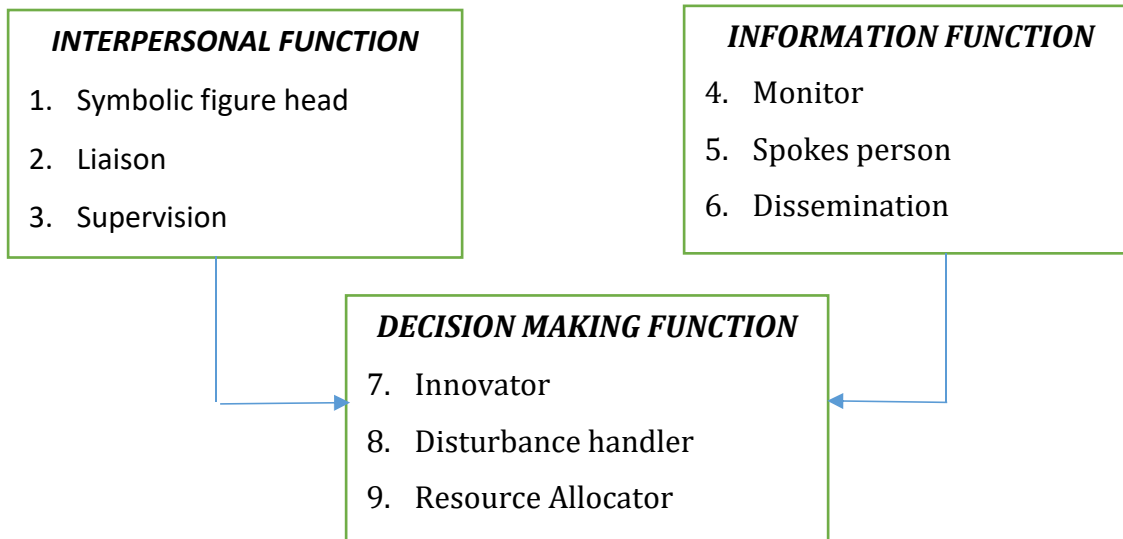
Laissez-faire Leadership Style – Laissez-faire leadership style tend to let employees make decision for themselves allowing for possibilities of self-management. Subordinate are left to do what they choose, the leader is only a figure head that passes information from top to down but careless to find out how the directives are accomplished.

Leadership Functions and Roles

The leader's functions fall into three groupings, interpersonal, informational and decision making functions (Griffin, 2003). *Interpersonal function* involves building and maintaining contacts and relationships with varieties of people located both inside and outside organizational unit. The second group of roles is *informational* which involves gathering and disseminating information inside the unit and from the external environment (Mintzberg, 1973). The third groups of roles are those under the *decision-making function* which include innovation, disturbance handling and resource allocation.

The leadership roles are represented in the following model:

INTERPERSONAL FUNCTION

1. Symbolic figure head
2. Liaison
3. Supervision

INFORMATION FUNCTION

4. Monitor
5. Spokes person
6. Dissemination

DECISION MAKING FUNCTION

7. Innovator
8. Disturbance handler
9. Resource Allocator

Fig. 1.1 The interrelationship among leadership functions
Source: Researcher's design

Principles of Leadership

Principles of leadership, essentially concerns how to help one be, know, and do within organizational environment. US Army (1973), proffers these eleven principles of leader-ship:

(1) *Know yourself and seek self-improvement* – In order to know yourself, you have to understand that you owe, know, do and attribute. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection and interaction with others.

(2) Be technically proficient – as a leader, you must know your job and have a solid familiarity with your employees' tasks.

(3) Seek responsibility and take responsibility for your action – search for ways to guide your organization to new heights. Analyze the situation, take corrective action, and move on the next challenge.

(4) Make sound and timely decision – use good problem solving decision making and planning tools.

(5) Set the examples – be a good role model for your employees. They must not only hear what they are expected to do, but also, they must see.

(6) Know your people and look out for their wellbeing.

(7) Keep your workers informed – know how to communicate with them.

(8) Develop a sense of responsibility in your workers – help to develop good character traits that will help them carry out their professional responsibilities.

(9) Ensure that tasks are understood – communicate the keys to a given responsibility, supervise and ensure that tasks are accomplished as expected.

(10) Train as a team – although many so called leader call their organization, department, section, etcetera, a team, they are not really teams they are just a group of people doing their jobs. *(11) Use the full capabilities of your organization* – This is achieved by developing a team spirit you will be able to employ in your organization, department, section, and etcetera to its fullest capability.

In the final analysis, leadership is essentially a human process at work in organization. All about it could be found in essential qualities of leadership and the act that defines a leader – the ability to hear what is left unspoken, humility, commitment, the value of looking at reality from many vantage points, the ability to create an organization that draws out the unique strengths of every member.

Research Methodology

Research Design: Descriptive survey research design is adopted in this study. The total **Population/Sample figures:** The population figure constitutes the entire staff strength of Alo Aluminium Manufacturing Company Limited which is made up of 122 employees. A **sample figure** of 106 was drawn using the Taro Yamane Formula given as shown below:

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

n = Sample size
N = Actual population
e = Level of significance (0.05)
1 = constant
Adopting the above formula, we obtain the sample size as follows:

$$n = \frac{122}{1 + 60(0.0025)} = \frac{122}{1 + 0.15} = \frac{122}{1.15} = \mathbf{106}$$

Instrument for Data Collection: The instrument used for data collection was structured questionnaire. The questionnaire items contain questions on leadership styles. The questionnaire was designed in a simple manner using Likert response formula of Strongly Agree, Disagree and Strong Disagree/Very High, High, Low and Very Low respectively.

Validity and Reliability of the Instrument: The instrument was **validated** the appraisal and correction done by experts in measurement and evaluation. The **reliability** was established using Cronbach alpha which recorded reliability index 0.806.

Method of Data Collection: **Primary Data** were derived from questionnaire items administered to the staff of the organization. Personal interview was also used to obtain relevant information. On the other hand, **Secondary Data** were obtained from previous work done as well as related literatures that bear essential relevance to the research work from textbooks, journals, periodical, seminars, workshop paper and information obtained from internet.

Method of Data Analyses: Descriptive statistics were based on the Likert Format response scale, while hypotheses were tested using Chi-Square X^2 Statistical Tool which formula is given as $X^2 \sum \frac{(o-e)}{e}$, where

X^2 = Chi-Square
$\sum$ = Summation
O = Observed Frequency
E = Expected Frequency.

Data Presentation and Analysis

Table 1: Respondents opinion on the extent of relationship between Subordinates and Management in the study institution.

S/N	OPTION	RESPONDENT	PERCENTAGE (%)
1.	Very Cordial	22	21
2.	Cordial	20	19

3.	Fairly Cordial	35	33
4.	Not cordial	29	27
	Total	**106**	**100**

Source: Field Survey, 2024

Table 1 shows the opinion of the respondents on the level of cordiality between the subordinates and the supervisors or managers. 22 (21%) are of the opinion that the relationship is Very Cordial; 20(19%), 35(33%) and 29 (27%) chose the options of Cordial, Fairly Cordial and Not Cordial respectively. The popular opinion, therefore, is that there is deficient (less) cordial relationship between management and employees.

Table 2: Respondents opinion on the extent to which leadership motivates workers for increased performance?

S/N	OPTION	RESPONDENT	PERCENTAGE (%)
1.	Very high	18	17
2.	High	14	13
3.	Low	38	36
4.	Very low	36	34
	Total	**106**	**100**

Source: *Field Survey, 2024*

The above table 2 shows the opinion of the respondents on the extent to which leadership motivates employees under them. 18 (17%) were of the opinion that the leadership's motivation is very high. Others were distributed among other variables High, Low, and Very Low thus: 14 (13%); 38(36%) and 36(34%) respectively.

Table 3: Respondents' opinion on the Leadership Style that more influences employees towards increased productivity

S/N	OPTIONS	NUMBER	PERCENTAGE (%)
1.	Autocratic	11	10
2.	Benevolent autocratic	13	12
3.	Consultative	20	19
4.	Participative	28	27
5.	Consensus	25	24
6.	Laisser-faire	9	8
	Total	**106**	**100**

Source: *Field Survey, 2024*

Table 3 shows the distribution of the respondents among the six leadership styles as they believe each influences employees' productivity - 11 (10%), 13(12%), 20 (19%), 28(27%), 25(24%), and 9(8%) respectively are of the opinion that Autocratic Style, Benevolent autocratic, Consultative, Participative, Consensus, and Liaises-faire more influences employees for increased productivity.

Table 4: Respondents' opinion on the extent to which Management is concerned about Welfare of the Employees

S/N	OPTIONS	NUMBER	PERCENTAGE (%)
1.	Very high	20	19
2.	High	14	13
3.	Low	40	38
4.	Very Low	32	30
	Total	**106**	**100**

Source: *Field Survey, 2024*

In the above table 5 it is evident that the 106 respondents were distributed as follows: 20(19%), 14(13%), 40(38%), and 32 (30%) for Very High, High, Low, Very and Low respectively as to the extent Management or Leadership of the organization is concerned about the welfare of their employees.

Table 5: Respondents' opinion on the best leadership behavior that should more appeal to employees for improved productivity.

S/N	OPTIONS	NUMBER	PERCENTAGE (%)
1.	People-oriented	80	75
2.	Task-oriented	26	25
	Total	**106**	**100**

Source: *Field Survey, 2024*

Table 5 shows that out of the 106 respondents, as many as 80, representing 75% are of the opinion that people-oriented behavior is the best leadership behavior that should more appeal to employees for improved productivity, while only 26 (25%) were of the opinion that Task-oriented behavior is a better catalyst to increased productivity.

Hypotheses Testing

The two hypotheses proposed for this study were tested using Chi-Square Statistics which is given as follows:

$X^2 = \sum \frac{O-E}{E}$, where:

X^2 = Chi-Square

O = Observed frequency

E = Expected frequency

The formula for the degree of freedom is; (r-1)(c-1), where r = number of rows and c= number of columns. The level of significance is 5% = 0.05

Decision Rule

Reject the null hypothesis (Ho) if the calculated Chi Square is greater than the table value at 0.05 level of significance and 1 degree of freedom, otherwise, accept (Ha).

Restatement of Hypothesis No.1

H_{01} There is no significant evidence that people-oriented leadership style increases employees' productivity.

Reference is hereby made to table 6 which answered the question on the best management behaviour that appeal to employees for greater productivity. The table below shows the descriptive statistics of the responses.

S/N	OPTIONS	NUMBER	PERCENTAGE (%)
1.	People-oriented	80	75
2.	Task-oriented	26	25
	Total	**106**	**100**

Expected frequency $= \frac{Total\ number\ of\ Respondents}{Number\ of\ Rows} = \frac{106}{2} = \mathbf{53}$. Degree of freedom = (r-1)(c-1) = (2-1)(2-1) = 1x1= 1

Response	O	E	O − E	(O − E)²	(O − E)²/E
Yes	80	53	27	729	13.75
No	26	53	-27	729	13.75
Total	**50**			**1458**	**X² = 27.5**

From the above, the calculated X^2 is **27.5** while the Table value at 1 degree of freedom at 5% (0.05) significance level is **3.84**.

Decision: We make reference to our decision rule above. Since X^2 calculated value is (**27.5**), which is significantly far greater than the Table value of (**3.84**), we reject the null hypothesis (H_{o1}), and accept the alternative hypothesis (Ha_1) that people-oriented leadership behavior appeals more to employees as a motivating factor for improved productivity.

Restatement of Hypothesis No.2

H_{01} There is no significant evidence that leadership styles adopted increases employees' productivity.

Reference is hereby made to table 4 which addressed the question on the Leadership Style that more influences employees towards increased productivity?

S/N	OPTIONS	NUMBER	PERCENTAGE (%)
1.	Autocratic	11	10
2.	Benevolent autocratic	13	12
3.	Consultative	20	19
4.	Participative	28	27
5.	Consensus	25	24
6.	Laisser-faire	9	8
	Total	**106**	**100**

Expected frequency $= \frac{Total\ number\ of\ Respondents}{Number\ of\ Rows} = \frac{106}{6} = \mathbf{17.6}$. Degree of freedom = (r-1)(c-1) = (6-1)(2-1) = **5x1 = 5.**

Response	O	E	O – E	$(O – E)^2$	$(O – E)^2/E$
Autocratic	11	17.6	-6.6	43.56	2.475
Benevolent autocratic	13	17.6	-4.6	21.16	1.20
Consultative	20	17.6	2.4	5.76	0.33
Participative	28	17.6	10.4	108.16	6.14
Consensus	25	17.6	7.4	54.76	3.11
Laisser-faire	9	17.6	-8.6	73.96	4.20
Total	**106**			**307.36**	$X^2 = 17.45$

From the above, the calculated X^2 is **17.45** while the Table value at 5 degree of freedom at 5% (0.05) significance level is **11.05.**

Decision: We make reference to our decision rule. Since X^2 calculated value is (**17.45**), which is greater than the Table value of (**11.05**), we reject the null hypothesis (Ho$_2$), and accept the alternative hypothesis (Ha$_2$) that the Leadership Styles that attracted greater responses, namely, Consultative, Participative and consensus leadership styles more influence employees towards increased productivity than autocratic and liaise-fair styles.

Conclusion

Following the above findings, the study concludes that:

1. Adoption of effective leadership style increases workers' productivity. It is a very important management technique for the continued success and existence of any organization. Leadership involves making organizational decisions on how the resources, including human beings working in organizations. Influencing (not coercing) people is the most effective means to gain their commitment and dedication to duties.
2. The study also concludes that adoption of the old-fashioned task-centered and autocratic style of leadership does not influence employees for increased productivity; it rather makes them to solder and passively resist management. No employee brings out his or her best performance under slavish condition of task-master/servant relationship.

Recommendations

In view of the conclusions above, the study recommends as follows:

1. Managers/Leaders in organizations should adopt Participative, Consensus, and Consultative leadership styles in their respective organizations to gain employees' commitment and dedication to discharge their duties.
2. Managers/Leaders should be concerned about the welfare of their employees by provisions of such fringe benefits as free medical treatment, granting of housing loans, granting of holidays and etcetera as effective means to workers' improved and increased performance or productivity.
3. The most appropriate leadership behavior to adopt in order to achieve the cooperation and dedication of the employees is People-centered behavior. Managers/Leaders should embrace this leadership behavior if they must succeed in achieving the goals and objectives of their respective organizations.

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