

Leadership Styles and Communication Patterns on Employees' Performance: A Study of Ignatius Ajuru University of Education, Port Harcourt

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Abstract

This study assessed some leadership styles and communication patterns and how the leadership styles and communication patterns are related to employees' performance in Ignatius Ajuru University of Education (IAUE) in Port Harcourt, Rivers state. The design for the study was a survey. Using a sample of 400 employees drawn through stratified random sampling technique, two questionnaires were designed for data collection. The questionnaires were well validated and had reliability coefficients ranging from 0.71 to 0.81. A total of four research questions and two hypotheses guided the study. Simple percentage, mean, Pearson product moment, and Chi-square with Pearson's coefficient of contingency were the statistical tools deployed for the analysis of data in the study. The study revealed that the various leadership styles studied are all adopted in IAUE with transformational leadership style as the most adopted leadership style in the university. The study also revealed that all the communication patterns studied were all adopted by employees in IAUE with All-channel communication pattern as the widely adopted communication pattern in IAUE while the Y communication pattern the least used communication pattern in IAUE. The study further revealed that there was a very low but positive relationship between authoritarian leadership style and employees' performance which was statistically not significant. In addition, the study also revealed that there was a significant positive relationship between democratic leadership style, transactional leadership style, transformational leadership styles and employees' performance in IAUE. Another finding of the study was that a positive and significant relationship existed between communication patterns and employees' performance in IAUE. Based on these findings it was recommended that organizations especially university organization needs to adopt as many leadership style as the situation demands but more emphasis on transformational leadership style which as the potential of facilitating the achievement of organizational goals above personal goals. Also, communication patterns especially, the All-channel communication pattern should be adopted by organizations in view of its superior influence on employees' performance. The study concluded by presenting some areas of research that can be further studied by other researchers.

Keywords: Leadership Styles, Communication Patterns, Employees, Performance, IAUE, Port Harcourt.

INTRODUCTION/BACKGROUND

Leadership has been a "high stake topic" in the field of organizational theory throughout the years. Various studies investigated the ways in which leadership styles affects the organization from different perspectives. Specifically, leadership style is one of the significant concepts affecting employees' attitudes and behaviour, which might also affect the feelings, thoughts and performance of the employees. Communication patterns within this context serves as one of the

main pillars that lead the leaders' potential to leave a positive influence on the employees. In this respect, leadership style and communication pattern could be seen as the fundamental dynamics affecting employees' performance.

This study examined the relationship of leadership styles and communication patterns with a view to ascertaining how leadership styles and communication patterns affect employees' performance in Ignatius Ajuru University of Education (IAUE) Port Harcourt the focal organization of this study.

Ignatius Ajuru University of Education (IAUE) Port Harcourt, like a typical university with employees showed three categories of employees with regard to their performance. It has been observed in organizations that some employees, no matter the circumstances, do their work diligently with enthusiasm and satisfaction. Such employees usually reveal their high value and regard for their profession. They are at all times committed, dedicated and willing to offer professional service to clients or individuals consulting them. They attend to matters as at when due and on time. In addition, they show their heart-to-heart interaction or communication with fellow employees and others, always willing to make themselves available for service. They are never found wanting in their responsibilities to their immediate superior officer. They normally deliver on time on any job assigned to them with prompt dispatch. Their overall response to assigned duties in the departments they belong depicts high level of performance.

On the other hand some employees do not take their job seriously. In most cases they do not attend to duties regularly and even when they do, they do so poorly. Their communication or interaction with others is better imagined than told. They delay actions on matters before them. Even their colleagues in the office find it difficult to communicate effectively with them. Such employees' leadership style is autocratic in nature. This category of employees' rarely sits down in their offices to attend to people. They are irritable and unapproachable to people even fellow employees. Any assigned responsibility is haphazardly done or completely neglected. They are not committed to their job and their level of performance is very low.

A third category of employees who occupy a middle position in the continuum of performance were also identified. They are mildly or moderately committed to their job. They are usually more up and doing when compared with those who are very low in performance but less active when compared with those with high commitment to their job. Such employees usually attend to their obligations to people with a moderate degree of performance.

It is perceived by the researcher that these three categories of employees may also exist in IAUE since; the university is also an organization with leaders and followers. Based on the foregoing, the research holds the conviction that apart from one's passion for his job, regular payment of salary and non-salary conditions of service are factors related to employee performance. The leadership styles in an organization and the communication patterns adopted by the leaders in the organization may play a key role in employees' performance.

The concept and definition of leadership and style may differ from one person, or situation, to the other. The word leadership has been used in various aspects of human endeavour such as politics, businesses, academics, social works, etc. For example, according to Wikipedia (2014), leadership is a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. Tittlemore (2003), define leadership as the process of organizing a group of people to achieve a common goal. Messick and Kramer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself. Since human beings could become

members of an organization in order to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it, his personal objectives and goals could be met; if not, the person's interest will decline which will in turn affect his performance. It then follows that, a leader's style of leadership is very vital in any organization.

Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Thus, Glantz (2002) emphasizes the need for a leader to find his leadership style.

A leadership style is a leader's style of providing direction, implementing plans, and motivating people (Wikipedia, 2014). There are many different leadership styles that can be exhibited by leaders in the political, business or other fields. Some of them include authoritarian, paternalistic, democratic, laissez-faire, transactional and transformational to mention but a few.

Leadership styles have proven to be one of the key components of an effective organization. As it was asserted by Drucker (2003), the way and how a leader interacts with the team can determine the way and how employees perform. In the age of knowledge and technology, organizations need to be under the transformation process through the effective strategies used by their leaders and the leadership team. Bass (2010) in one of his studies asserted that employees not only perform better when they believe that their leaders are not only transformational leaders, but also leaders maintaining the satisfaction among the stakeholders.

Besides leadership style, communication pattern is also considered by the researcher to be a determining factor of employees' performance. Several authors have noted that communication is central to leadership (Frase, 2003; Bass & Riggio, 2006), that is, the way and manner a leader in an organization communicates to subordinates goes a long to influencing their performance. However, the focus in the next paragraph is on communication patterns used by leaders in an organization and how it affects employee performance.

Organizational communication can be transmitted in a number of directions: downward, upward, horizontally, diagonally, and through the grapevine. These communications can be formal or informal; in either case, the actual pattern and flow of communication connecting senders and receivers are called communication patterns or networks. Because this system contains all the communication of the organization, these patterns have a pervasive influence on the behaviour of individuals functioning within them.

Five of the most frequently used communication patterns or networks are wheel, chain, Y, circle, and all-channel network. The major difference among the networks is the degree to which they are centralized or decentralized (Ramos, 2012). A discussion of each network pattern is presented in the literature review.

The importance of a communication pattern lies in its potential effects on such variables as speed, accuracy, morale, leadership, stability, organization, and flexibility. Studies in communication networks shows that the pattern effectiveness depends on situational factors (Kim, 2012). For example, centralized patterns are more effective in accomplishing simple tasks, whereas decentralized patterns are more effective on complex tasks (Schultz, 2011). In addition, the overall morale of members of decentralized networks is higher than those of centralized networks. This finding makes sense in view of the research indicating that employees are most satisfied with their jobs and perform better when they have participated in decision making about them (Pullali, 2012). Moreover, research shows that a member's position in the pattern can affect

personal satisfaction and performance. Members in more central positions in the network tend to be more satisfied and thus perform better (Bonito, 2012).

Ignatius Ajuru University of Education Port Harcourt which is an academic organization have varying levels of employee performance as perceived by the researcher despite the fact that all of them share the same work environment and conditions of service. Furthermore, some research have focused on leadership styles and organizational or job performance, with none incorporating communication pattern as another factor that may affect employees' performance in an academic institution. Therefore, it is against such background that the researcher conceived the idea to investigate how leadership styles and communication patterns relates to employees' performance among Ignatius Ajuru University of Education Port Harcourt staff.

Statement of the problem

Employees' performance is a very important variable of goal achievement. When employees' performance is high, goals are achieved. Low level of performance among employees, and the employees of IAUE specifically may bring about poor achievement of unit/departmental/organizational objectives and other official vices plaguing the services rendered by universities today. With low and poor employee performance, productivity in academic and non-academic work is adversely affected. The poor quality achievement especially in academic field is later transferred to occupational sectors of the Nigerian economy. National productivity is also adversely affected. Thus low level of employees' performance observed among the employees can have chains of adverse and unpleasant consequences on personal and national economic development.

It was also observed that there are varying levels of employees' performance among employees of IAUE despite the fact that all of them are exposed to similar environmental situations of salary and non-salary conditions. The fact remains that employees are exposed to different leadership styles and communication patterns. Given these situations, the problem of this study was: To what extent do leadership styles and communication patterns influence employees' performance in Ignatius Ajuru University of Education?

Purpose of the study

The purpose of this study was to examine the extent to which leadership styles and communication patterns relates to employees' performance. In specific terms, the study intended to:

1. Examine the leadership styles adopted in IAUE.
2. Determine the relationship between leadership styles and employees' performance in IAUE.
3. Examine the communication patterns adopted in IAUE.
4. Determine the relationship between communication patterns and employees' performance in IAUE.

Research questions

The following research questions were answered in this study:

- What leadership styles are adopted in IAUE?
- What is the relationship between leadership styles and employees' performance in IAUE?
- What communication patterns are adopted in IAUE?
- What is the relationship between communication patterns and employees' performance in IAUE?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance in this study:

- There is no significant relationship between leadership styles and employees' performance in IAUE.
- There is no significant relationship between communication patterns and employees' performance in IAUE.

Significance of the study

The study has many significant dimensions to it. The study will be of immense benefit to administrators, unit and departmental heads, employees of various organizations and the society in general. For the administrators, unit and departmental heads, if leadership styles are found to influence employee's performance, the study will go a long way to enlighten the administrators in various institutions that apart from extrinsic factors such as salary and non-salary conditions of service, leadership styles of their superiors stands an important favourable factor of employee's performance. In addition, superiors will be needed to revisit their leadership styles and adopt only the styles that will promote employees performance.

Also, if communication patterns are found to influence employee's performance, leaders and employees will be encouraged to adopt communication patterns that enhance their communication or interaction with one another with a view to promoting interpersonal relationship which will in turn affect their performance.

On the part of the employees, those found to exhibit low level of performance will be encouraged to change their attitude to work especially if this number is found to be high. This is against the fact that such poor performance leads to low productivity as far as the overall output of the institution is concerned.

The findings of this study will also serve as additional literature to researchers and the society in the area of leadership styles and communication patterns on employees' performance in an organization especially universities. Thus, function as a reference material in this area of human endeavour.

LITERATURE REVIEW

The concept of leadership and leadership styles

Leadership is the process of influencing the activities of a group of people by leader efforts towards goal achievement (Bennett, 2009). It involves a force that initiates actions in people and the leader himself or herself (Ashraghi, 2006). It could be described as the ability to get things

done with the assistance and co-operation of other people within an organization (Aghenta, 2001). From the definitions presented, it then means that leadership enables organizations to be more productive and profitable, but the extent of success depends on the style of the leader and the resultant environment created for employees to function well (Judge & Piccolo, 2004).

Leadership style on the other hand, is a leader's style of providing direction, implementing plans, and motivating people (Wikipedia, 2014). It refers to the underlying needs of the leader that motivates his behaviour (Okeniyi, 2005). It is the manifestation of the dominant pattern of behaviour of a leader (Olaniyan, 2009). It is also a process through which a person or group of persons influence others in the attainment of group goals (Akinwumiju & Olaniyan, 2006). There are many different leadership styles that can be exhibited by leaders in different fields of human endeavour. Some of them include; authoritarian, democratic, paternalistic, laissez-faire, narcissistic, transactional and transformational. For this study, four of the leadership styles mentioned will be studied and they include, authoritarian, democratic, transactional and transformational.

Authoritarian leadership style is also referred to as autocratic leadership style. It is often considered as the classical approach. It is the one in which the leader retains as much power and decision-making as possible. The premise of the authoritarian leadership style is the belief that in most cases the worker cannot make a contribution to their own work, and that even if they could, they would not. Autocratic leaders attempt to simplify work to gain maximum control. Planning of work, including quality planning, is centralized. A strict top-down, chain-of-command approach to management is practiced. Procedures are maintained in exquisite detail and enforced by frequent audits. Product and process requirements are recorded in equally fine detail and in-process and final inspection are used to control quality. The leader does not consult employees, nor are they allowed to give any input. Employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments.

The democratic leadership style is also called the participative style as it encourages employees to be a part of the decision making. The democratic leader keeps his/her employees informed about everything that affects their work and shares decision making and problem solving responsibilities. This style requires the leader to be a coach who has the final say, but gathers information from staff members before making a decision. Typically, the democratic leader develops plans to help employees evaluate their own performances, allows employees to establish goals, encourages employees to grow on the job and be promoted, recognizes and encourages achievement. Under the democratic leadership style, the leader wants to keep employees informed about matters that affect them; the leader wants employees to share in decision-making and problem-solving duties, and the leader provides opportunities for employees to develop a high sense of personal growth and job satisfaction which will in turn promote high employees' performance.

Transactional leadership style, as its name implies, involves a "transaction" or quid pro quo between a supervisor and a subordinate. The type of transaction whether a reward or discipline, depends on the employee's performance. Transactional leaders attempt to meet the current needs of their subordinates through bargaining and exchanging. Transactional leaders expect their followers to attain agreed-upon goals without encouraging them to take on greater responsibilities for self-development or leading others. There is no attempt to change followers' attitudes, values, growth, and development on a long-term basis. Both leaders and followers focus on achieving the negotiated performance level (Chan, 2005). A transactional leader

motivates subordinates by giving rewards for services provided. This leader clarifies the subordinates' goals and arranges contingent rewards as inducements toward the achievement of the goals (Singer & Singer, 2001).

Leadership behaviours that emphasize telling or controlling is classified as transactional leadership because rewards and discipline are administered according to adherence or deviation from instructions. Transactional leadership is a reinforcement technique requiring constant application. There are two main components of transactional leadership - contingent reward and management-by-exception. Contingent reward is when the leader provides rewards if the subordinate performs in accordance with the performance expectations or expends the necessary effort (Densten, 2009). The contingent reward aspect of transactional leadership should also relate positively to performance in that these leaders clarify expectations and recognize achievements that positively contribute to higher levels of effort and performance (Bass, Avolio, Jung, & Berson, 2003). Management-by-exception represents the taking of action by the leader when the follower does not meet the performance expectations (Densten, 2009). In the management-by-exception approach, transactional leaders clarify expectations, specify standards for compliance, define what constitutes ineffective performance, and monitor closely to ensure that deviances and errors are corrected promptly (Chan, 2005).

Transformational leadership style involves the ability of the leader to motivate followers to rise above their own personal goals for the greater good of the organization (Murphy & Drodge, 2004). Transformational leaders go beyond transactional leadership and are characterized as visionary, articulate, assured, and able to engender confidence in others so as to motivate them to surpass their usual performance goals" (Schwarzwald, Koslowsky & Agassi, 2001, p. 277). The transformational leaders attempt to stimulate the undeveloped or dormant needs of their subordinates (Chan, 2005). There are four types of transformational leadership behaviour, namely idealized influence (charisma), inspirational motivation, individualized consideration, and intellectual stimulation (Densten, 2009).

Idealized influence represents role-modeling behaviour where the leader instills pride, faith, and respect, and has a gift for seeing what is really important, and transmits a sense of mission. Inspirational motivation represents the use of images and symbols that enable the leader to raise the expectations and beliefs of their follower concerning the mission and vision. Individualized consideration represents providing experiential learning and occurs when the leader delegates a project, provides coaching and teaching, and treats each follower as an individual. Intellectual stimulation represents cognitive development of the follower and occurs when the leader arouses followers to think in new ways and emphasizes problem solving and the use of reasoning before taking action (Johnson, 2006, p. 210).

Transformational leaders encourage their subordinates to bring creative viewpoints to work and stimulate a team vision through positive motivation. With regards to the law enforcement arena, the transformational leader expects their subordinates to be more occupied with problem solving and community-oriented policing which more often than not equate to lower statistics (Engel, 2003). Transformational leaders are expected to enhance the performance capacity of their followers by setting higher expectations and generating a greater willingness to address more difficult challenges (Bass, Avolio, Jung & Berson, 2003). Transformational leaders continuously show concern for their subordinates' needs, treat them with respect and utilize a flexible

approach towards them. This does not necessarily mean that the transformational leader never resorts to punishment or negative feedback. When these behaviours are used, they are perceived or may be interpreted as exceptional and required for completing the present task (Schwarzwald, Koslowsky & Agassi, 2001).

Transformational leadership behaviours alter the higher order needs of followers by changing their attitudes, beliefs, and values. Transformational leadership involves raising the consciousness of followers by appealing to higher ideals and values, and moving the focus of followers away from their self-interests encouraged by transactional leadership. In other words, the leader encourages their followers to consider their actions beyond simply “what is in it for them.” The transformational leader motivates subordinates by focusing them on a greater cause, such as justice.

According to Kouzes and Posner (2007) five elements of transformational leadership style include: (a) challenging the process: searching and seizing challenging opportunities to change, grow, innovate, and improve, with the willingness to take risks and learn from mistakes; (b) inspiring a shared vision: enlisting followers’ support in a shared vision by appealing to the followers’ values, interests, and aspirations; (c) enabling others to act: achieving common goals by building mutual trust, empowering followers, developing competence, assigning critical tasks, and providing continuous support; (d) modeling the way: being a role model and being consistent with shared values; and (e) encouraging the heart: providing recognition for success and celebrating accomplishments.

The concept of communication patterns

In any organization information gets to members by communication between and among members and between leaders and followers or employees. Organizational communication can be transmitted in a number of directions: downward, upward, horizontally, diagonally, and through the grapevine. These communications can be formal or informal; in either case, the actual pattern and flow of communication connecting senders and receivers are called communication patterns (Ramos, 2012). Five of the more frequently used communication patterns are wheel, chain, Y, circle, and all-channel patterns. The major difference among the patterns is the degree to which they are centralized or decentralized (Ramos, 2012). Each network pattern as given in Figure 1 is discussed in turn.

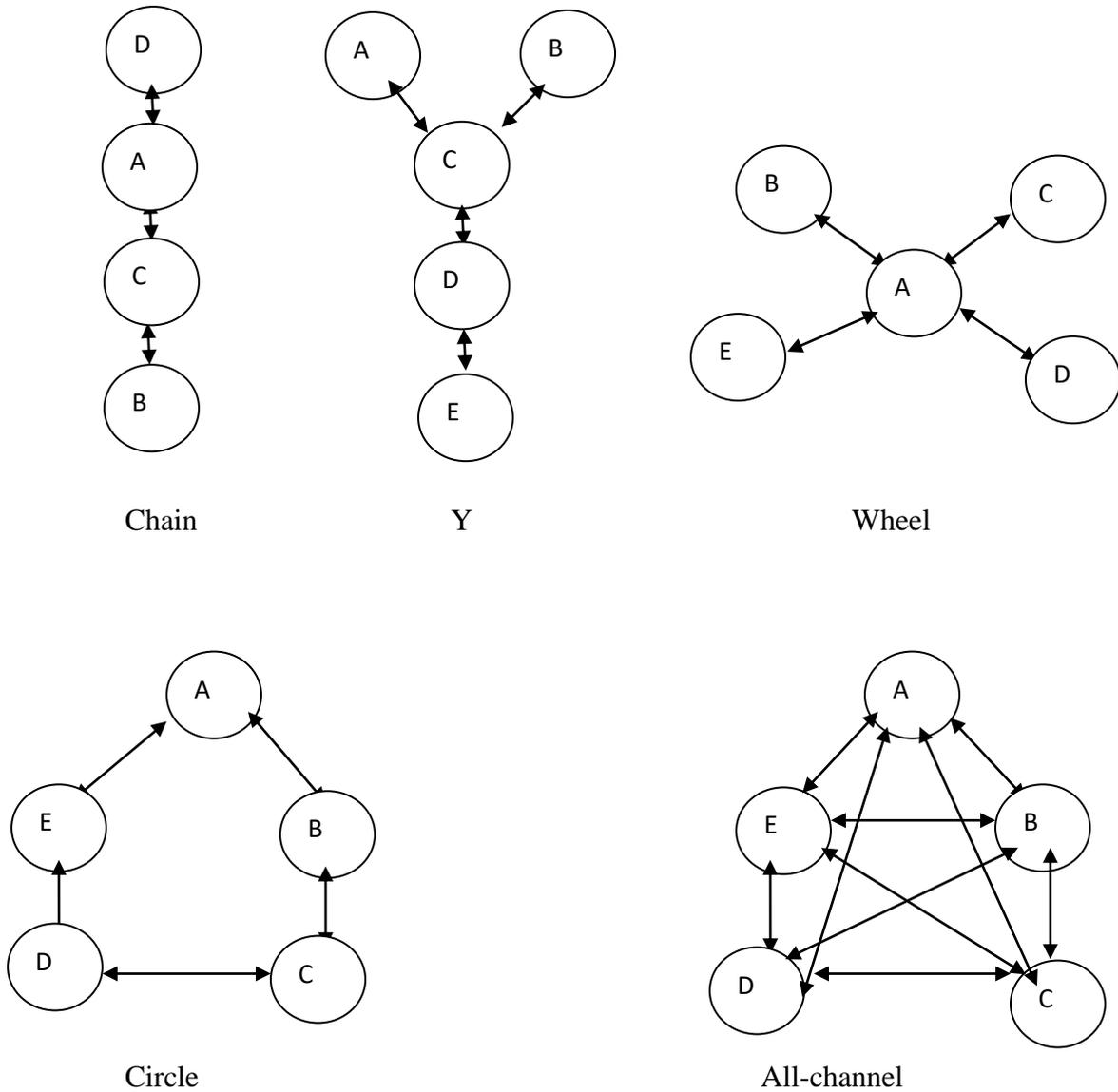


Figure 1: Common communication patterns

The *wheel pattern*, a two-level hierarchy, is the most structured and centralized of the patterns because each member can communicate with only one other person. For example, a superintendent of schools and those who are his immediate subordinates (assistant superintendent for business, instruction, personnel, and assistant to the superintendent), probably form a wheel network. The superintendent is A, and his assistant superintendents are B, C, D, and E, respectively. The four subordinates send information to the superintendent, and the superintendent sends that information back to them, usually in the form of decisions.

The *chain pattern* ranks next highest in centralization. Only two people communicate with one another, and they in turn have only one person to whom they communicate. Information is generally sent through such a network in relay fashion. A typical chain network would be one in which a teacher (B) reports to the department head (C), who in turn reports to the principal (A), who reports to the superintendent (D). Another example is the grapevine through which

information passes throughout a school building or district between different departments and organizational levels.

The *Y pattern* is similar to the chain except that two members fall outside the chain. In the Y network, for example, members A and B can send information to C, but they cannot receive information from one another. C and D can exchange information; E can receive information from D but cannot send any information. For example, two assistant principals, (A and B) report to the principal (C). The principal, in turn, reports to the assistant superintendent (D), who reports to the superintendent (E).

The *circle pattern*, a three-level hierarchy, is very different from the wheel, chain, and Y networks. It is symbolic of horizontal and decentralized communication. The circle gives every member equal communication opportunities. Each member can communicate with persons to their right and left. Members have identical restrictions, but the circle is a less restricted condition than the wheel, chain, or Y networks. For example, the circle network has more two-way channels open for problem solving (i.e., five) than the four channels of the aforementioned patterns. In the circle pattern, everyone becomes a decision maker.

The *all-channel pattern* is an extension of the circle network. By connecting everyone in the circle network, the result is a star, or all-channel network. The star pattern permits each member to communicate freely with all other persons (decentralized communication). The star pattern has no central position, and no communication restrictions are placed on any member. A committee in which no member either formally or informally assumes a leadership position is a good example of a star pattern.

The importance of a communication pattern or network as they are also called, lies in its potential effects on such variables as speed, accuracy, morale, leadership, stability, organization, and flexibility. Studies in communication patterns show that the pattern effectiveness depends on situational factors (Kim, 2012). For example, centralized patterns are more effective in accomplishing simple tasks, whereas decentralized patterns are more effective on complex tasks (Schultz, 2011). In addition, the overall morale of members of decentralized patterns is higher than those of centralized patterns. This finding makes sense in view of the research indicating that employees are most satisfied with their jobs and thus perform better when they have participated in decision making about them (Pullali, 2012). Moreover, research shows that a member's position in the pattern can affect personal satisfaction and in turn his performance. Members in more central positions in the pattern tend to be more satisfied and thus perform better in their jobs (Bonito, 2012).

The Concept of Employees' Performance

Employees performance consists of the observable behaviour that people do in their jobs that are relevant to the goals of the organization and that can be scaled (measured) in terms of each individual's proficiency (that is, level of contribution) (Campbell, McClay, Oppler & Sager, 2003). Employees' performance is of interest to organizations because of the importance of high productivity in the workplace. Campbell et al (2003) explains that performance is not the consequence of behaviour, but rather the behaviour themselves. In other words, performance consists of the behaviour that employees actually engage in which can be observed. For Bryman (2002), performance is defined as the result from a person's effort which achieved by the presence of effort, ability and task perception. According to Robbins (2002) employee performance are notes of achievements which resulted from a certain task in a certain period of

time. In addition, a leader's performance can be seen from output, product quality, productivity, cost management, safety and health, employees' relationship and development.

In the context of work settings, the performance of all individuals that makes up the organization is targeted towards the achievement of the goals of the organization. The overall productivity of the organization is hinged on the performance of each individual within the organization. For the purposes of this work, performance is defined as the execution or accomplishment of work, acts, feats, etc. by employees of a given organization.

THEORETICAL FRAMEWORK

Theories of leadership and leadership styles

Organizations have been with humanity more than two centuries but despite the perceived influence of leadership on performance, empirical research into leadership only commenced in the 1900s. Since the generation of interest in the concept, the body of knowledge has been growing fast with some over 350 definitions on the subject matter (Hamidifar, 2009).

To offer a comprehensive definition which encapsulates all leadership attributes would be very difficult (Bass, 2005), but the basic tenets of leadership are about influencing relationships among leaders and followers which generates effective behavior toward reaching defined organizational goals and objectives (Bennis & Nanus, 2005). Yukl (2004) pointed out that leadership is a process of having remarkable influence on the subordinate in which he or she is motivated to achieve a specified target and beyond, the group maintain cooperation and achieve stated objectives. Fry (2003) is also of the view that leadership is a strategic process of offering inspiration to enhance the employee's potential for growth and development by the leader. Northouse (2004) asserts that leadership is where any individual influences a group of people to achieve common goals. The contribution by these researchers to the concept of leadership points to the fact that leadership is a positive but persuasive (influential) action which generates inspiration among followers and directs effort towards accomplishing specified individual, team, and organizational objectives. Leadership is indispensable; it is needed in business, political, educational, and social organizations for the attainment of goals (Bennis & Nanus, 2005).

Several views have been expressed on leadership but most leadership theorist agrees that the traits, style, and contingency theories dominate the leadership literature (Muller, 2005). The leadership style movement started in 1945 at the Ohio State University. Significantly, the "Consideration" and "Initiating Structure" study stood out from these early contributions which provided the basic dimensions of leadership behaviour in formal organizations.(source) Consequently, contributors like Kahn, Likert, Katz, Maccoby also expanded the works of their predecessors by basically analyzing the relationship between supervisory behaviour and employee productivity and satisfaction in 1947 at the University of Michigan. Their studies identified two styles of leadership - Employee Centered (EC) and Production Centered (PC) leadership. EC leaders focus more on employee goals and satisfaction and less time in performing similar task assigned to employees. It is also disinterested in punishing employees when they go wrong. On the other hand, PC leaders are interested in output therefore spend more time in actual supervisory work related to production and less attention on supervisory activities like planning.

Many management scholars, in pursuit of effective and efficient achievement of organizational objectives, have identified a myriad of leadership styles. These include trait

theories, behavioural theories and contingency theories among others. These warrant further explanation in this study.

Trait Theories

These relate to those factors, isolating characteristics that differentiate leaders from non-leaders. These qualities include intelligence, charisma, decisiveness, enthusiasm, strength, integrity and self-confidence. Although, it has been difficult to link these specific characteristics to all leaders, attempts to identify traits consistently associated with leadership have been adjudged more successful. Kirkpatrick and Locke (2001) have identified six traits on which leaders are seen to differ from non-leaders. These are drive, the desire to lead, honesty and integrity, self-confidence, intelligence, and job-relevant knowledge.

Behavioural Theories

Researchers concentrate on what effective leaders actually did. The goal of researchers under behavioural theory construction is to possibly assess critical behaviour determinants of leadership, which can be used to identify latent talents to be trained as leaders.

Three specific leadership behaviours or styles are explored: autocratic, democratic, and laissez-faire. An autocratic leader typically centralizes authority, dictates work methods, makes unilateral decisions, and limits subordinate participation. Under the democratic style of leadership, the leader involves the subordinates in decision making, delegates' authority, encourages participation in deciding work methods and goals, and uses feedback as an opportunity for, coaching subordinates. The laissez-faire header gives the subordinates complete freedom to make decisions and complete the work in whatever way they deem fit.

Vie merely provides necessary materials and answers questions. In terms of productivity, the laissez-faire style is found in the study to be the least, but the democratic and autocratic styles record mixed fortunes.

In a study by Tannenbaurn and Schmidt (2003) proposed that in deciding which leadership behaviour to choose, leaders should look at other extraneous factors. These are: forces within the leaders themselves (comfort level with any alternative considered); forces within the subordinate (such as readiness to assume responsibility) and forces within the situation (for example, time pressures). They concluded that leaders should move toward more subordinate-centered styles in the long run because of the positive influence, such behaviour would have on increasing employee motivation, decision quality, teamwork, morale, development and employee performance.

Contingency Theories

The contingency theories of leadership were developed because the trait and behavioural theories could not achieve consistent results. This lack of satisfaction led to the criticism captured by Robbins and Coulter (2000) thus: The relationship between leadership style and effectiveness suggested that under condition a, leadership style x would be appropriate, whereas style y would be more suitable for condition b, and style z for condition c. But what were the conditions a, b, c, and so forth?

It is one thing to say that leadership effectiveness depended on the situation and another to be able to isolate those situational conditions. There is a plethora of successful studies that have identified several moderating factors relating to the task being performed (e.g. complexity, type, technology and size of project). Sometimes, other situational factors have been uncovered: style of the leaders' immediate supervisor, group norm, span of control, external threat and stress, and organizational culture (Barrow, 2007). Fiedler (1967) pioneered the development of contingency model for leadership in which he proposed that effective group performance depends on a proper match between a leader's style of interacting with subordinates and the degree to which the situation gives control and influence to the leader. In other words, a certain leadership style would be most effective in different situations. The significance of the model is to define the leadership styles and the different situations, and then to identify the appropriate combinations of style and situation.

Through the use of Fiedler's least-preferred co-worker (LPC) questionnaire, it is possible to classify leaders as relationship-oriented or task-oriented. The model identifies three situational variables: header member relations, task structure and position power. In situations that are highly favourable or highly unfavourable, task-oriented leaders tend to perform best. On the other hand, in moderately favourable or unfavourable situations, relationship-oriented leadership styles are preferable.

In this study, the researcher focused on contingency theory of leadership styles because the researcher presumed that in an organization like that of the IAUE, the leadership style that may be adopted by a leader largely depended on the situation he or she is faced with at a given time.

Theoretical Consideration of Communication Patterns

Communication means transferring messages from one to another and it has several forms such as intrapersonal, interpersonal, group and mass communication. While it comes to group communication it has a certain patterns in its own. Few patterns are popular in mainstream communication studies. Such as circle, chain, Y and wheel. These patterns have been discussed earlier in this study.

Research Model for the Study

Based on the above conceptual and theoretical presentation of this study the research model adopted is as follows:

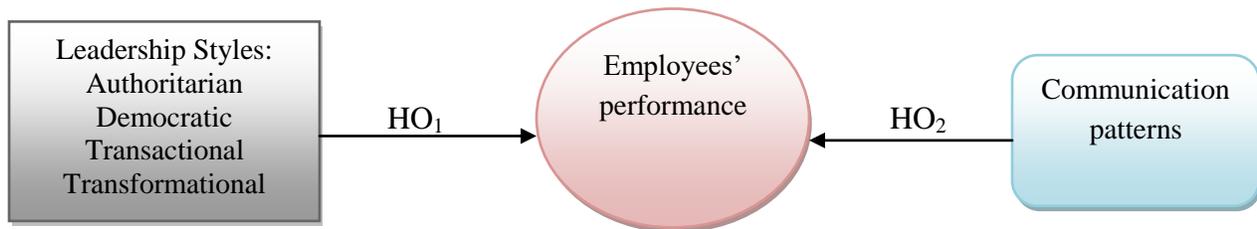


Figure 2: Research model for the study

Source: Researcher hypothesized model to guide hypotheses testing (2014).

METHODS

Research Design and Sources of Data

The design of the study was a descriptive survey. A descriptive survey concerns itself with ascertaining and establishing the status-quo, facts or pieces of information at the time of the research and presenting such facts as they are (Kpolovie, 2010). Furthermore, according to Nworgu (2006), descriptive survey are those studies which aim at collecting data on and describing in a systematic manner, the characteristics, features and facts about a given population. These studies are only interested in describing certain variables in relation to the population.

From the above definitions, a descriptive survey is that study in which the researcher collects data usually from large sample drawn from a given population and describes certain features of the sample as they are at the particular time of the study, without testing any hypotheses (Nworgu, 2006). Thus the survey research design was adopted.

The sources of data for the study are primary and secondary data. The primary data was generated from the questionnaires administered to the employees of IAUE. Secondary data was derived with regards to employees personal/demographic information which were obtained from the personnel unit of the office of the Registrar and cross checked by the researcher with the information obtained directly from each departments/units of the university. In addition, other sources of secondary data included textbooks, journals and e-libraries.

Study Population and Determination of Sample Size

The population for the study consisted of all senior staff employees in all the departments/units of Ignatius Ajuru University of Education Port Harcourt. As at the time of the study, there were 1, 222 employees in the University. (The source of the population size is the Registry department of IAUE, 2014).

To determine the sample size, the Taro Yamen's sampling techniques (Ukwuije, 2003) was adopted. The formula for Taro Yamen is:

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

Where
n = sample size
N = Population size
 α = Level of significant error
1 = Constant

Thus: $n = 1222/1 + 1222 (0.05)^2 = 301.36$

This value was then extended to 400 by the researcher to obtain a rounded figure, since, the value obtained via the application of Taro Yamen formula is a way of determining minimum sample size for a given study, i.e. it serves as a guide.

Thus the sample size was 400 persons which represented 33 percent of the population size. The table below shows the population and sample of staff sampled. The sample size which was 400 was drawn from academic and non-academic staff on the basis of 158 and 242 respectively.

Table1: Composition of sample for the study through stratified sampling technique

Category of Employees	Population	Sample size
Academic	483	158
Non-Academic	739	242
Total	1, 222	400

Instrumentation

Two instruments were used for this study. They included the Leadership Styles and Communication Patterns Questionnaire (LSCPQ) and Employees' Performance Scale (EPS). The two instruments were designed and developed by the researcher.

The Leadership Styles and Communication Patterns Questionnaire (LSCPQ) is a non-cognitive, non-standardized and a multi-variable or compound instrument. It was designed to assess the following leadership styles of employees, namely, authoritarian, democratic, transactional and transformational as well as communication patterns such as chain, Y, wheel, circle and all-channel networks, all in relation to employees' performance. The instrument consists of six sections; A, B, C, D, E and F. Section A is designed to elicit personal information from the respondents such as gender, age group, educational status, employee category and position held. Section B which contains 6 items is designed to provide adequate information on authoritarian leadership style. Section C, D and E each contains 6 items meant to elicit information from the employees on their leadership styles of democratic, transactional and transformational respectively. Section F consists of five communication patterns from which employees would be required to pick which is most used in the department/unit they belong.

On the whole, the instrument contained 30 items to be responded to. For each section of the instrument containing 6 items each, the items of the instrument were responded to on a 5-point Likert scale of strongly disagree (SD), disagree (D), undecided (U), agree (A) and strongly agree (SA).

Employees' Performance Scale (EPS) is a non-cognitive, non-standardized and non-compound instrument. It was developed to assess the varying levels of employees' performance on their job. The instrument consists of two sections, A and B. Section A is designed to elicit personal data about the employees such as gender, age group, educational status, etc. Section B contained 20 items which focused on employees' performance of the respondents. The items of the instrument were responded to on a 5-point Likert type scale of strongly disagree (SD), disagree (D), undecided (U), agree (A) and strongly agree (SA).

Face and content validity of the two instruments, namely Leadership Styles and Communication Patterns Questionnaire (LSCPQ) and Employees' Performance Scale (EPS) were determined.

Two copies of the Leadership Styles and Communication Patterns Questionnaire were given to two experts in Management to study the instrument and indicate what it appears to measure superficially. The instrument was developed to measure some leadership styles of employees such as authoritarian, democratic transactional and transformational as well as communication patterns (chain, Y, wheel circle and all-channel); hence it is a compound instrument. After thorough reading, the experts confirmed that the instrument was a true measure of the leadership styles and communication patterns mentioned above. It stands to reason that the instrument has face validity which refers to what an instrument appears superficially to measure.

Content validity of LSCPQ was determined in two phases. During the first phase, some copies of the instrument were given to three experts in Management to make their own inputs. They were requested to help the researcher improve on the content coverage of the instrument by including additional appropriate items for each leadership style contained in the various sections of the instrument which was a compound one. Giving the instrument to experts for such inputs would enlarge the content extensity of each leadership styles and thus improve the content validity of the whole instrument. The topic of the study, statement of the problem, purpose of the study with its specific objectives, research questions and hypotheses, were attached to the copies of the instrument given to the experts. The practice was to help guide the experts in whatever contributions or inputs they would want to make towards increasing the constituent items of the instrument.

During the second phase, improved copies of the LSCPQ were given to other experts in Management to indicate the degree of suitability or relevance of the items of the instrument. Included for the experts' attention were the topic of the study, purpose of the study, research questions and hypotheses. This practice constituted a guide to the experts for checking the degree of relevance or appropriateness of the items in measuring what the instrument purports to measure. The experts were requested to rate the items on a 4-point scale weighted as shown below:

Not relevant	=	1point
Some-what relevant	=	2points
Relevant	=	3points
Very relevant	=	4points

The experts' rating for each item was analyzed with mean. Any item with mean rating of 3 and above, representing 'Relevant' and 'Very relevant' were included in the final draft of the instrument while those with mean ratings below 3 were dropped. All these operations were carried out by the researcher in order to achieve high content validity for the instrument.

Face validity of the Employees' Performance Scale (EPS) was also determined through the same process as that of the LSCPQ. The experts confirmed that the EPS has face validity for elements of employees' performance. The EPS is a non-compound instrument because it was developed on one variable that is employees' performance.

Content validity of EPS was determined through the same two-phase process as that of the LSCPQ. The result from expert assessment also indicated high content validity.

The reliability of the instrument (LSCPQ) was determined through the test-retest method for a measure of its stability. Stratified sampling technique was used to draw a sample of 40 employees (20 academic and 20 non-academic staff) for the reliability test. Copies of the instrument were administered to the sample with request from the researcher that the sample should respond to all the items of the instrument as honestly as possible.

After an interval of two weeks, the same instrument was administered to the same sample to respond to as usual. The initial and the retest scores of the sample were correlated separately for each section of the instrument as well as for the entire instrument using Pearson product moment. For the fact that the instrument is a compound one-a multi-variable instrument with its various variables organized section by section-there was the need to determine the reliability for each variable (section) as well as for the entire instrument.

The following stability coefficients were obtained for the various variables of the instrument (authoritarian, 0.71; democratic, 0.73; transactional, 0.70; transformation, 0.75; entire instrument, 0.72). The coefficient values so obtained are high enough to guarantee the use of the instrument for this study.

The reliability of the instrument was determined through the test-retest method for a measure of stability of the instrument. Simple random sampling technique was used to draw a sample of 15 academic staff and 15 non-academic staff. Copies of the instrument were administered to the 30 employees, with request from the researcher that the sample should respond to all the items of the instrument as honestly as possible.

After an interval of two weeks, the same instrument was administered to the same sample. The initial and the retest scores of the sample were correlated using Pearson product moment. For the fact that the instrument is a non-compound one, the reliability coefficient of the entire instrument was determined and found to be 0.81. This coefficient value is high enough to permit the use of the instrument for this study.

Procedure for Data Collection and Data Analysis

The research instruments were administered directly by the researcher with the assistance of some research assistants in the university with a clear instruction on what is expected of them. At the end of the instruction copies of the instruments (questionnaires) were given to the respondents to complete. After completion, the instrument was retrieved on the spot. This process ensured 100 percent retrieval rate for the questionnaires.

Since the instruments were prepared on a five (5) points Likert scale, all items were scored on the basis of Strongly Agree (5 points), Agree (4 points), Disagree (3 points), Strongly Disagree (2 points) and undecided (1 point). With these points, the maximum score possible for LSCPQ is 120 (30 for each section on leadership styles) while the minimum score is 24 points (6 for each section on leadership styles). In the case of EPS the maximum score is 100 while the minimum score obtainable is 20.

The data collected was presented in tables and the mean statistics was used to analyze research question one, simple percentage for research question two and correlation statistics of Pearson Product Moment and Chi-square with Pearson's coefficient of contingency for research question three and four and hypotheses one and two respectively.

For the instrument LSCPQ the criterion mean is 3.5. This means that any item that is up to and greater than 3.5 was considered accepted as a factor occurring highly in the employees while, below 3.5 was rejected. Furthermore, in the case of EPS, a mean value of 76.54 was used to dichotomize the variable employees' performance into low employee performance and high employee performance. That is any total score of any of the respondents below 76.54 was considered to have performed low and above 76.54 considered to have performed high. All analysis of the data collected was done by deploying Statistical Package for Social Sciences (SPSS) for windows version 15.

RESULTS

Research Question 1: What leadership styles are adopted in IAUE?

Table 2: Mean and Standard Deviation values of Leadership styles in IAUE

S/N	Authoritarian	Mean	SD	Criterion mean	Decision
1	Employees need to be supervised closely or they are not likely to do their work	3.96	.859		Accepted
2	It is fair to say that most employees in the general population are lazy	3.18	.947		Rejected
3	As a rule, employees must be given rewards or punishments in order to motivate them to achieve departmental/unit objectives	4.09	.855	3.5	Accepted
4	Most employees feel insecure about their work and need direction	3.75	.969		Accepted
5	The leader is the chief judge of the achievement of the members of the department/unit	4.00	.823		Accepted
6	Effective leaders give orders and clarity procedures	4.05	1.162		Accepted
	Grand Mean	3.83			Accepted
	Democratic				
1	Employees want to be a part of the decision- making process	4.10	.904		Accepted
2	Providing guidance without pressure is the key to being a good leader	3.99	.956		Accepted
3	Most employees want frequent and supportive communication from their leaders	4.14	.920		Accepted
4	Leaders need to help subordinates accept responsibility for completing their work	3.99	.956	3.5	Accepted
5	It is the leader's job to help subordinates find their "passion"	3.66	1.013		Accepted
6	People are basically competent and if given a task will do a good job	3.68	1.035		Accepted
	Grand Mean	3.93			Accepted
	Transactional				
1	Leaders tell others what to do if they want to be rewarded for the work	3.76	.811		Accepted
2	I provide recognition/rewards when others reach their goals	3.89	.895		Accepted
3	Leaders clearly clarify the responsibility for achieving targets	4.01	.751		Accepted
4	I am satisfied when others meet agreed-upon standards	4.14	.946	3.5	Accepted
5	As long as things are working, I do not try to change anything	3.79	.802		Accepted
6	Leaders tell others the standards they have to know to carry out their work	3.95	.790		Accepted
	Grand Mean	3.92			Accepted
	Transformational				
1	I make others feel good to work with me	4.25	.860		Accepted
2	Others are proud to be associated with me	4.15	.924		Accepted
3	I talk about my most important values and beliefs to employees	3.89	.909	3.5	Accepted
4	I enable others to think about old problems in new ways	4.00	.838		Accepted
5	Leaders encourage employees to make the most of their real skills and capacities to their job	4.31	.736		Accepted
6	As a leader, I help others find meaning in their work	4.33	.772		Accepted
	Grand Mean	4.16			Accepted

Table 2 shows that all the items on all the leadership styles with the exception of item two of authoritarian leadership style were accepted. However, in order to answer the research question, the emphasis is on the grand mean of each leadership style. Therefore, the mean for authoritarian leadership style was 3.83, democratic (3.93), transactional (3.92) and 4.16 for transformational leadership style. These values shows that all the leadership styles are accepted when compared with the criterion mean of 3.5. This is an indication that the various leadership styles studied are all adopted in IAUE. Furthermore, the mean value of transformational leadership style which was the largest, suggested that transformational leadership style is the most adopted leadership style in IAUE.

Research Question 2: What communication patterns are adopted in IAUE?

To answer this question, data collected via the instrument relevant to communication patterns were subjected to simple percentage and the result presented on Table 3.

Table 3: Percentage analysis of communication patterns in IAUE

Communication patterns	Number	Percentage (%)
Chain	70	17.50
Y	25	6.25
Wheel	50	12.50
Circle	100	25.00
All-channel	155	38.75
Total	400	100.00

Table 3 shows that 17.50% of the respondents which corresponds to 70 employees say the chain pattern of communication is used in their departments/units in IAUE. 6.25 percent reported the use of Y communication pattern. Wheel, circle and all-channel indicated 12.50%, 25.00% and 38.75% respectively. This means that all the communication patterns studied were all adopted by employees in IAUE. However, the all-channel communication pattern with 38.75% amounting to 155 employees revealed that it is the most widely adopted communication pattern in IAUE while the Y communication pattern with 6.25 percent was the least used communication pattern in IAUE.

Research Question 3: What is the relationship between leadership styles and employees' performance in IAUE?

AND

Hypothesis 1: There is no significant relationship between leadership styles and employees' performance in IAUE.

To answer research question three and test its corresponding hypothesis, Pearson Product Moment Correlation technique was applied to the relevant data and the result obtained are presented in Table 4.

Table 4: Pearson analysis of the relationship between leadership styles and employee performance

Variables	Number	Mean	SD	r-value	Sig level
Authoritarian leadership	400	23.03	2.983	.094	.061
Employee performance	400	76.54	8.108		
Democratic leadership	400	23.55	3.428	.493*	.000
Employee performance	400	76.54	8.108		
Transactional leadership	400	23.54	3.154	.148*	.003
Employee performance	400	76.54	8.108		
Transformational leadership	400	24.93	3.309	.173*	.001
Employee performance	400	76.54	8.108		
Entire leadership style	400	95.04	9.249	.325*	.000
Employee performance	400	76.54	8.108		

*P < 0.05 level of significance

Table 4 shows a correlation coefficient (r-value) of 0.094 for the relationship between authoritarian leadership style and employee performance. The result is that there is a very low but positive relationship between the two variables. On further statistical testing this value was not significant. Therefore, the null hypothesis is accepted. That is there is no significant relationship between authoritarian leadership style and employee performance.

The r-value for the relationship between democratic leadership style and employee performance was 0.493. This coefficient shows that there is a positive but moderate relationship between democratic leadership style and employee performance. In addition, the value was found to be significant therefore; the null hypothesis with respect to democratic leadership style and employee performance was rejected. This means that there is significant relationship between democratic leadership style and employee performance.

For the relationship between transactional leadership style and employee performance as well as that of transformational leadership style and employee performance, the r-values were 0.148 and 0.173 respectively and were also found to be significant even though both coefficients indicated low and positive relationship between the variables. Consequently, the null hypothesis with respect to these two relationship statements was rejected in favour of the alternatives. This implies that both transactional and transformational leadership styles significantly relates to employee performance in favour of transformational leadership style.

When considered as a whole, the relationship between leadership style and employee performance had an r-value of 0.325 which is positive but low relationship between leadership style and employee performance. Furthermore, since the calculated significant value (0.001) is far less than 0.05 the chosen alpha level for this study, the null hypothesis with respect to the relationship between total leadership style and employee performance is hereby rejected. The result is that, there is significant relationship between total leadership style and employee performance.

Research Question 4: What is the relationship between communication patterns and employees' performance in IAUE?

AND

Hypothesis 2: There is no significant relationship between communication patterns and employees' performance in IAUE.

To answer research question four and test its corresponding hypothesis, Chi-square (X^2) and Pearson's Coefficient of Contingency denoted by C technique were applied to the relevant data and the result obtained are presented in Table 5.

Table 5 Chi-square analysis of the relationship between communication patterns and employee performance

Employee performance	Communication patterns					Total
	Chain	Y	Wheel	Circle	All-channel	
Low	30 (33.1)	10 (11.8)	10 (23.6)	40 (47.3)	99 (73.2)	189
High	40 (36.9)	15 (13.2)	40 (26.4)	60 (52.8)	56 (81.8)	211
Total	70	25	50	100	155	400

Chi-square (X^2) = 35.25*, df = 4, p = 0.001; C = 0.285*, N = 400, p = 0.001

*P < 0.05 level of significance

C = Pearson's Coefficient of Contingency

In Table 5 the figures or values in brackets indicates the expected frequency counts while the values outside the brackets are the observed frequencies. In addition, the Table showed a Chi-square (X^2) of 35.25 with df = 4, p < 0.05 which was significant. This simply shows that there is relationship between communication patterns and employee performance. However, what type of relationship? And whether the relationship shown in the value of the Chi-square is significant can only be determined with Pearson's Coefficient of Contingency (C) to enable the researcher answer correctly the research question and test the null hypothesis stated. Furthermore, C-value on the Table was 0.285, N = 400, p < 0.05; indicates that there is a positive but low relationship between communication patterns and employee performance. And that the relationship is significant. Therefore the null hypothesis which states that there is no significant relationship between communication patterns and employee performance in IAUE is therefore rejected and the alternative up held. The result is that there is a significant relationship between communication patterns and employee performance in IAUE.

DISCUSSION OF FINDINGS

The study revealed that the leadership styles adopted in IAUE in Port Harcourt include the authoritarian leadership style, democratic leadership style, transactional leadership style and transformational leadership style. This is an indication that the various leadership styles studied are all adopted in IAUE. Furthermore, the mean value of transformational leadership style which was the largest, suggested that transformational leadership style is the most adopted leadership style in IAUE.

The above situation may have occurred due largely to the fact that it has been observed that there is no one best form of leadership. Different types of leadership may also be most appropriate at different stages in the operation and working in a department/unit of an organization. In line with the contingency theory on leadership styles, it is one thing to say that leadership effectiveness depended on the situation and another to be able to isolate those situational conditions. There is a plethora of successful studies that have identified several

moderating factors relating to the task being performed (e.g. complexity, type, technology and size of project). Sometimes, other situational factors have been uncovered: style of the leaders' immediate supervisor, group norm, span of control, external threat and stress, and organizational culture (Barrow, 2007). Fiedler (1967) pioneered the development of contingency model for leadership in which he proposed that effective group performance depends on a proper match between a leader's style of interacting with subordinates and the degree to which the situation gives control and influence to the leader. In other words, a certain leadership style would be most effective in different situations. The significance of the model is to define the leadership styles and the different situations, and then to identify the appropriate combinations of style and situation. These basically explain why perhaps all the leadership styles studied are all adopted in IAUE.

In addition, the revelation that transformational leadership style is the most adopted leadership style is perhaps because, it is the leadership style that engender high levels of motivation and commitment among followers. The emphases according to Hamidifar (2009) are generating transforming performance. According to Judge and Piccolo (2004) transformational leadership subordinates pursue organizational goals over self-interest. This is perhaps why leaders in IAUE adopt this leadership style.

On the issue of communication patterns adopted in IAUE, the outcome of the analysis revealed that all the communication patterns studied were all adopted by employees in IAUE. However, the all-channel communication pattern was the most widely adopted communication pattern in IAUE while the Y communication pattern was the least used communication pattern in IAUE.

This situation is perhaps as a result of the fact that, the all-channel communication pattern is an all-embracing communication pattern that allows employees at whatever level they are to freely communicate formally or informally with other members of their department/unit without unnecessary restriction. Condition like this obviously promotes cordial relationship among members of a department/unit if properly managed by the leader of the department/unit.

A third concern of this study was whether or not a relationship existed between leadership styles and employees' performance in IAUE. The result revealed that there is an extremely very low but positive relationship between authoritarian leadership style and employee performance which was not significant. The relationship between democratic leadership style and employee performance was 0.493. This coefficient shows that there is a positive but moderate relationship between democratic leadership style and employee performance which was found to be significant. Furthermore, the relationship between transactional leadership style and employee performance as well as that of transformational leadership style and employee performance, were also found to be significant even though both coefficients indicated low and positive relationship between the variables. Also when considered as a whole, the relationship between leadership style and employee performance was found to be positive but low relationship which was however significant.

The outcome of the above finding was some worth expected but slightly surprising in view of the fact that one would have expected that transformational leadership style which was the most widely adopted leadership style in IAUE would have shown relationship that would have been greater than all other leadership style but in this case, democratic leadership style showed the highest relationship with employees' performance in IAUE even though both were significant.

The present result is in agreement with some past research findings. For example, Mullins (2005), in a study of leadership styles and organizational performance, found out that the major leadership style adopted was transformational leadership style followed by transactional leadership style. Similar results were found in related studies by Puni, Ofei and Okoe (2014), Bateh and Heyliger (2014), Ogunola, Kalejaiye and Abrifor (2013), Thamrin (2012), Paracha, Qamar, Mirza, Inamul-Hassan and Waqas (2012), Bhatti, Maitlo, Shaikh, Hashmi and Shaikh (2012), Pradeep and Prabhu (2011) and Riaz and Haider (2010).

However, the studies of Kai (2013) with respect to autocratic leadership style and Obiwuru, Okwu, Akpa and Nwankwere (2011) with respect to transformational leadership style were found to be inconsistent with the findings of the present one. A possible reason for this disagreement may be the kind of organization involved and the structural arrangement as well as the disposition of the leaders and followers in the organization.

In this study, the relationship between communication pattern and employees' performance in IAUE was also sought. The result showed that there was relationship between communication patterns and employee performance in IAUE and that the relationship was positive but low relationship and was also significant.

The outcome was however, not surprising but expected in view of the fact that it has been reported in literature that effective communication strategy and presentation promotes better understanding of organizational goals which in turn will motivate employees to accomplish their task, bearing in mind the inherent benefit for them and the organization or institution.

The present result is in agreement with the works of Cetina, Karabay and Efe (2012) and Lunenburg (2011) who both agreed that communication networks of an organization due impact on the performance of an organization. And that various communication patterns are available to different departments of an organization. Nevertheless, works in disagreement with the finding of this study were not found in literature by the research which once again portrays the importance of this study as far as relationship between communication pattern and employees' performance is concern.

CONCLUSION

In this study four research questions were posed with two of them having a corresponding hypothesis. The study revealed that the various leadership styles studied are all adopted in IAUE. Furthermore, the mean value of transformational leadership style which was the largest, suggested that transformational leadership style is the most adopted leadership style in IAUE.

In addition, all the communication patterns studied were all adopted by employees in IAUE. However, the all-channel communication pattern was found to be the most widely adopted communication pattern in IAUE while the Y communication pattern was the least used communication pattern in IAUE.

The study also revealed that there was a very low but positive relationship between authoritarian leadership style and employees' performance which was statistically not significant. Furthermore, the study also revealed that there was significantly positive relationship between democratic leadership style, transactional leadership style, transformational leadership styles and employees' performance in IAUE. The study also found out that there was a positive and significant relationship between communication patterns and employees' performance in IAUE.

Based on the findings of this research work and the discussion on the various results arrived at, it is concluded that leadership styles such as democratic, transactional and transformational all positively and significantly relate to employees' performance in IAUE a university organization. An outcome that is quite similar to those of Puni, Ofei and Okoe (2014), Bateh and Heyliger (2014), Ogunola, Kalejaiye and Abrifor (2013), Thamrin (2012), Paracha, Qamar, Mirza, Inamul-Hassan and Waqas (2012), Bhatti, Maitlo, Shaikh, Hashmi and Shaikh (2012), Pradeep and Prabhu (2011) and Riaz and Haider (2010) works. Nevertheless, in this study authoritarian leadership style which was one of the other leadership style examined, was found not to have any significant relationship with employees' performance in IAUE.

In the case of the relationship between communication patterns and employees' performance it can be concluded that there was positive and significant relationship between communication patterns and employees' performance in IAUE with the all-channel pattern been the most prevalent in the various departments and units of the university.

Recommendations

Based on the findings of this study and the conclusions reached, the following recommendations are made:

- Organizations especially university organization needs to adopt as many leadership style as the situation demands but more emphasis on transformational leadership style which as the potential of facilitating the achievement of organizational goals above personal goals.
- Organizations should pay less attention to the use of authoritarian leadership style which has no significant relationship with employees' performance.
- Organizations should encourage the adoption of leadership styles such as democratic, transactional and transformational leadership which promotes employees' performance because of their significant and positive relationship with employees' performance.
- Communication patterns especially, the all-channel communication pattern should be adopted by organizations in view of its superior influence on employees' performance.

Proposal for Further studies

The following areas are proposed for further study:

- A replication of this work with another university in Rivers state with a view of comparing the outcome of the findings.
- The same study carried out in another state and in another region in Nigeria with a similar setting with a view of comparing the findings.
- The interaction effect of leadership styles and communication patterns on employees' performance can be investigated with a more advance statistical technique such as Analysis of variance (ANOVA) and Multiple Regression.
- An in-depth study of communication competency of leaders and communication patterns of an organization on job performance of its employees with an inferential statistics such as ANOVA and MANOVA can be investigated.

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