

LEADERSHIP STYLES AND EMPLOYEE RETENTION IN PRIVATE SECURITY
COMPANIES: A CASE STUDY OF ULTIMATE SECURITY LIMITED

JOHN PATRICK OPERINO

12/MMSHRM/27/157

A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE
MASTERS DEGREE IN MANAGEMENT STUDIES (HUMAN RESOURCE
MANAGEMENT) OF UGANDA MANAGEMENT INSTITUTE, KAMPALA.

FEBRUARY, 2014

DECLARATION

I John Patrick Operino hereby state that this work is my own. It has not been submitted to any other institution for another degree or qualification, either in full or in part. Throughout this work, I have acknowledged all sources in its compilation.

Signature.....

Date

APPROVAL

This is to confirm that I supervised the following dissertation by John Patrick Operino which has been carried out under the topic “Leaderships Styles and Employee Retention in Private Security Companies in Uganda with the case study of Ultimate Security Ltd.”

Name of the Supervisor.....

Signature.....

Date.....

DEDICATION

I dedicate this work to my dear wife Gorreth and the little ones Patrick and Paul. I thank them for their prayers, love, support and encouragement.

ACKNOWLEDGMENTS

I thank and give praise to the Almighty God for the gift of life and wisdom without which I would not have been able to write this report.

My sincere thanks and gratitude goes to Dr. Sebastian Bigabwenkya my supervisor. I thank him very much for his guidance and encouragement that enabled me to complete this report. I acknowledge with appreciation his positive criticisms that have been useful to produce this report.

I am greatly indebted to my family. My studies put a halt to many projects that were ongoing but they endured all. Thank I thank Mummy, my sisters, close relatives and friends including Centurio for their prayers, encouragement and support that saw bring this piece of work to completion.

My appreciation also goes to the management and entire staff of Ultimate Security Limited for allowing me to carry out research in their organization and for giving me the information I needed for this research.

TABLE OF CONTENT

DECLARATION	I
APPROVAL	II
DEDICATION	III
LIST OF TABLES	VIII
LIST OF FIGURES	IX
ACRONYMS	X
ABSTRACT	X
CHAPTER ONE: INTRODUCTION	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1
1.2.1 HISTORICAL BACKGROUND.....	1
1.2.2 THEORETICAL BACKGROUND.....	4
1.2.3 CONCEPTUAL BACKGROUND.....	7
1.2.4 CONTEXTUAL BACKGROUND	10
1.3 STATEMENT OF THE PROBLEM	11
1.4 GENERAL OBJECTIVE OF THE STUDY	12
1.5 SPECIFIC OBJECTIVES.....	12
1.6 RESEARCH QUESTIONS.....	12
1.7 RESEARCH HYPOTHESES	13
1.8 CONCEPTUAL FRAMEWORK	13
1.9 SIGNIFICANCE OF THE STUDY.....	15
1.10 JUSTIFICATION OF THE STUDY.....	16
1.11 SCOPE OF THE STUDY	16
1.12 OPERATIONAL DEFINITIONS.....	17
CHAPTER TWO: LITERATURE REVIEW	20
2.1 INTRODUCTION.....	20
2.2 THE CONCEPT OF LEADERSHIP	20
2.3 THEORETICAL REVIEW	24

2.3.1 THE PATH- GOAL THEORY OF LEADERSHIP	24
2. 4 EMPLOYEE RETENTION	28
2.5 LEADERSHIP STYLES AND EMPLOYEE RETENTION	32
2.5.1 DEMOCRATIC LEADERSHIP STYLE AND EMPLOYEE RETENTION	34
2.5.2 AUTOCRATIC LEADERSHIP STYLE AND EMPLOYEE RETENTION	38
2.5.3 LAISSEZ-FAIRE LEADERSHIP AND EMPLOYEE RETENTION	40
2.9 SUMMARY OF LITERATURE	41

CHAPTER THREE: METHODOLOGY.....42

3.1 INTRODUCTION.....	42
3.2 RESEARCH DESIGN.....	42
3.3 STUDY POPULATION.....	42
3.4 SAMPLE SIZE DETERMINATION	43
3.5 SAMPLING TECHNIQUES	44
3.5.1 Purposive Sampling Techniques	44
3.5.2 Systematic Sampling Technique	45
3.6 DATA COLLECTION METHODS AND INSTRUMENTS	45
3.6.1 Questionnaires	46
3.6.2 Interviews.....	46
3.7 VALIDITY AND RELIABILITY	47
3.8 DATA COLLECTION PROCEDURES	49
3.9 DATA ANALYSIS	49
3.10 MEASUREMENT OF VARIABLES	51

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS.....52

4.1 INTRODUCTION.....	52
4.2 RESPONSE RATE.....	52
4.3 RESULTS ON THE BACKGROUND CHARACTERISTICS OF RESPONDENTS.....	53
4.3.1 Gender of Respondents.....	53
4.3.2 Age of Respondents	54
4.3.3 Education Level of Respondents.....	55
4.3.4 Marital Status of Respondents.....	55
4.3.5 Length of Service at Ultimate Security Ltd.....	56
4.3.6 Category of Work	57
4.4 DESCRIPTIVE RESULTS ON EMPLOYEE RETENTION	57

4.5 DESCRIPTIVE RESULTS ON LEADERSHIP STYLES	65
4.5.1 <i>Descriptive Results Democratic Leadership and Employee Retention</i>	65
4.5.2 <i>Descriptive Results on Autocratic Leadership and Employee Retention in USL</i>	70
4.5.3 <i>Descriptive Results on Laissez-Faire Leadership and Employee Retention</i>	75
4.6 REGRESSION MODEL OF LEADERSHIP STYLES AND EMPLOYEE RETENTION IN USL	78
CHAPTER FIVE: SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....	83
5.0 INTRODUCTION.....	83
5.1 SUMMARY OF THE FINDINGS	83
5.1.1 DEMOCRATIC LEADERSHIP AND EMPLOYEE RETENTION IN USL	84
5.1.2 <i>Autocratic Leadership and Employee Retention at USL</i>	85
5.1.3 <i>Laissez- Faire Leadership and Employee Retention at USL</i>	86
5.2.2 <i>Autocratic Leadership and Employee Retention in USL</i>	89
5.2.3 <i>Laissez-Faire Leadership and Employee Retention in USL</i>	91
5.4 CONCLUSIONS	92
5.4 RECOMMENDATIONS	93
5.6 LIMITATIONS OF THE STUDY	95
5.7 AREAS OF RECOMMENDATION FOR FUTURE RESEARCH.....	95
REFERENCES	97
APPENDICES	104
APPENDIX I: QUESTIONNAIRES	104
APPENDIX II: INTERVIEW GUIDE.....	109

LIST OF TABLES

Table 3.1: Sample Size of Respondents.....	44
Table 4.1: Sample Size and Response Rate	53
Table 4.2: Gender of Respondents.....	54
Table 4.3: Age of Respondents.....	54
Table 4.4: Education Level of Respondents	55
Table 4.5: Marital Status of Respondents	56
Table 4.6: Length of Service in USL.....	56
Table 4.7: Category of Work	57
Table 4.8: Workers Frequently Resign From Their Jobs.....	59
Table 4.9 Vacancies Fall Frequently in USL.....	60
Table 4.10 Given Time to Relax.....	62
Table 4.11 Other Rewards beside Salary is Given	63
Table 4.12 Descriptive Results on Democratic Leadership Style and Employee Retention in USL	66
Table 4.13: Correlation between Democratic Leadership Style and Employee Retention in USL.....	70
Table 4.14: Descriptive Results on Autocratic Leadership Style and Employee Retention.....	71
Table 4.15: Descriptive Results on Laissez-Faire Leadership Style and Employee Retention in USL	75
Table 4.16: Correlations between Laissez-Faire Leadership Style and Employee Retention.....	78
Table 4.17: Prediction Model for Leadership Styles and Employee Retention in USL.....	79
Table 4.18: Multiple Response Rate on Factors Make Employees to Short Live In USL	80
Table 4.19: Multiple Response Rate on the Ways through Which Employees in USL Can Be Retained	81

LIST OF FIGURES

Figure 1.1 Conceptual Framework Showing the Relationship between Leadership Styles and Employee Retention	14
Figure 4.1: Guards and Other Employees Work For a Short Time and Leave	58
Figure 4.2: Workers Give Feedback to their Leaders	61
Figure 4.3 Further Training is Offered.....	64

ACRONYMS

USL: Ultimate Security Limited

QDA: Qualitative Data Analysis

ABSTRACT

This study addressed the relationship between leadership styles and employee retention using case study of Ultimate Security Limited (USL) in Uganda. The specific objectives of this study were: to establish how democratic leadership style influences employee retention; to find out how autocratic leadership style affects employee retention; and to establish how laissez-faire leadership style influences employee retention in USL. Empirical data was collected on three managerial leadership styles of democratic, autocratic and laissez-faire. Using case study research design, information was collected from 111 respondents comprising of top managers, operation officers, supervisors, guards and trainees. Respondents were selected using systematic and purposive sampling techniques. Data was collected using questionnaires and interviews. The study used both quantitative and qualitative methods of data analysis, with help of SPSS. Empirical data revealed that there is a positive relationship between democratic, autocratic and laissez-faire leadership styles and employee retention. The Pearson correlation test was conducted and the results shown that leadership styles are related to employee retention at USL. Regression analysis was also conducted and the result shown that the three managerial leadership styles were strong predictors of employee retention in USL. Democratic leadership however, showed negative effect on employee retention at USL due to limited application, autocratic leadership also showed negative effect on retention due to its strong application and laissez-faire showed negative influence on retention of employees due to limited application contrary to the recommendation of path goal theory of leadership. The study therefore recommended that leaders at USL should inculcate democratic leadership by empowering workers with leadership positions and decision making; leaders need to communicate and listen to guards and trainees and motivate them using other basic needs such as offering them food and accommodation. USL also needs to reduce on the level at which autocratic leadership is applied by giving workers opportunity to go for further training to improve on their skills so that they are trusted on ability to perform without close supervision and commands. USL also needs to elevate the application of laissez-faire leadership from the current level by allowing a degree of freedom to employees to do their work but while monitoring and giving them feedback on the level of maturity, commitment and productivity.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study established the relationship between leadership styles and employee retention using Ultimate Security Limited as a case study. This chapter presents the background of the study, statement of the problem, objectives of the study, research questions, research hypotheses, conceptual framework, significance of the study, justification of the study, scope of the study and operational definitions.

1.2 Background to the Study

1.2.1 Historical Background

The history of the study of leadership dates as far back as the 1940s, the time of the beginning of civilization during which ancient philosopher (Plato), Egyptian rulers, Greek heroes, and biblical patriarchs expressed one thing in common-leadership (Irwin, 2011). According to Clagg (2006), the history of leadership research can be broken down into five main stages that include trait approach, style approach, contingency approach, new leadership approach and post charismatic and post transformational leadership approach. These five approaches of leadership show how the perception about leadership has been changing from the ancient time until this 21st Century.

Trait approach dominated the scene until the late 1940s. This approach sought to determine the personal qualities and characteristics of leaders. The orientation of this approach

implied that leadership is innate i.e. leaders are born and not made and therefore nurturing is less significant (Abel, 2000; Sashkin & Sashkin, 2003). A leader has qualities that he/she is born with. That means there are features that a leader would possess so that he/she is picked to take up leadership position. This approach was however associated with erroneous subjectivism that one was able to tell and select effective leaders basing on innate qualities and distinguish such a leader from the non- effective (Clagg, 2006).

According to Warrick (2011), the style approach then followed the trait approach in the 1960s. In this approach, the emphasis changed from the personal innate characteristics of leaders to their behavior as leaders. By contrast from trait approach, since leader behavior is capable of being changed, the focus in the behavior of leaders carried with it an emphasis on training rather than selecting leaders. The key figures behind this approach were the Ohio State University group researchers. They were critiqued on ground that they were plagued by inconsistent results (Luthan, 2008). Clagg (2006) also noted that insufficient attention was paid to the possibility that the effectiveness of the leadership behavior that considered interest of others and initiated structure is situationally contingent.

The contingency approach existed in late 1960s to the early 1980s. According to Daft (2008) and Schermerhorn et al (2000), the failure to find universal leader trait or behavior that would always determine effective leadership led researchers to a new direction. Here the central focus was the situation in which leadership occurred (Daft, 2008). The centre of understanding leadership was given to the situational factors. The approach basically

sought to specify the situational variables that will moderate the effectiveness of different leadership approach. On top of training a leader to have good behavior as recommended by Ohio researchers in the style approach, the contingency approach focused on situation characterized by consideration of others' interests and motivation as essential attribute of a leader. Contingency approaches became less popular because it was not clear of why some situational factors needed a lot of attention in relation to others (Clagg, 2006).

Following contingency approach, new leadership approach emerged in the late and mid 1980s. New leadership approach initially had attributes describing an effective leader such as being visionary, charismatic, transformational and simply effective leader. Studies later synthesized these features to make transformational leadership approach (Yukl, 2013). In Bass' research on transactional and transformational leaders, he lists main features of transformational leadership that include: (a) charisma/ inspiration i.e. developing a vision, engendering pride, respect, and trust, creating high expectations, modeling appropriate behavior; and (b) intellectual stimulation i.e. continually challenging followers with new ideas and approaches (Yukl, 2013). The weakness of this approach was that it viewed leaders as a heroic person in the organizational and not as widely dispersed activity within the firm.

Post charismatic and post- transformational leadership approach emerged in the late 1990's as Storey (2004) posits that this approach of leadership is a product of the late 20th century (Schermerhorn et al, 2000). This approach of leadership embeds learning, truly distributed

leadership in teams, and learning from experience and failure. Leadership practiced is more consciously made public and open to challenges and testing (Schermerhorn et al, 2000).

1.2.2 Theoretical Background

Various leadership paradigms have been used to describe leadership and leadership effectiveness. Leadership paradigm has changed over the last decades; it has transited from the traditional leadership to the new perspectives. Champoux (2006) and Hoy & Miskel (2001) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. The focus of all theories on leadership is to determine organizational effectiveness. This study however based on path- goal theory of leadership to examine the influence of leadership on retention of employees at USL.

The Path–Goal Theory of Leadership

Path- Goal theory of leadership is also known as the path-goal theory of leader effectiveness model. It is a leadership theory developed by Robert House, an Ohio State University graduate in 1971 and revised in 1996 (Yukl, 2013). This theory states that a leader's behavior is contingent to the satisfaction, motivation and performance of his or her subordinates.

The major facets highlighted in the path goal theory of leadership are satisfaction, motivation and performance. The attainability of these aspects defines the effectiveness of a leader in the organization (Colquitt et al, 2010). The factors of motivation, satisfaction and performance similarly play a role in retention of employees in an organization. This is because an employee will want to stay longer in an organization and to perform well to

achieve organizational goals and objectives if his/her basic needs are granted and is motivated through rewards, salary rise, trust, and relaxation time among other aspects (Breugh, J. A. & Mary S, 2011).

According to Mosly (2008), the author of path goal theory (Robert House) uses this leadership model to explain how a leader's behavior influences the performance and satisfaction of the subordinates. According to Colquitt et al, (2010), the fundamental principle of this model is that leadership behavior should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behavior that will lead to these goals/rewards. Therefore, it allows for the possibility of adapting leadership to the situation. Robert House's proposition is that a leader should choose a leadership style that considers the characteristics of followers and the demand of the task (Luthans, 2004).

Hoy and Miskel (2001) suggest that based on the situational factors, the leader should choose one of four leadership styles that will enhance goal achievement through performance and satisfaction. The leadership behaviors a leader applies are directive, supporting, participative, and achievement- oriented.

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides colleagues with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when subordinates' ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives.

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence, work on dissatisfying or stressful tasks and work does not provide job satisfaction.

Participative leadership style involves a leader consulting with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent.

Achievement-oriented style is where the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement and sets high expectations for subordinates and rewards them when the expectations are met. The leader provides both high directive (structure) and high supportive (consideration) behavior. This style works well with achievement oriented subordinates (Lussier and Achua 2001).

In conclusion, according to path goal theory of leadership, the success of a model is based on the ability of the leader to thoroughly motivate the subordinates because the subordinates are satisfied and work hard if there is an indication that their efforts will lead to things that they highly valued, such as awards and promotion. This teaching in the impetus behind this study and particularly to establish if it's applied and if it helps the organization on USL retain its workers

1.2.3 Conceptual Background

The concept of leadership is so complex that giving a conclusive definition is difficult. In the case of this study however, a working definition was adopted and that of leadership being a process of social influence in which one person can enlist the aid and support of other people for the accomplishment of a common task (Martindale, 2011). Leadership is important in any organization and any setting. It is an important function of management which helps to maximize efficiency and to achieve organizational goals. A leader initiates actions, motivates subordinates, provides guidance, create confidence, builds morale, builds working environment and does the co-ordinations (Beardwell & Claydon, 2007). Leadership is however inextricably intertwined with leadership behavior or styles that a manager is supposed to exercise depending on the situation.

Leadership style is a leader's methodology of providing direction, implementing plans, and motivating people (Mullins, 2007). It is in other words a way in which the functions of leadership are carried out and the behavior adopted by managers towards subordinates staff. Nathan (1996) asserts that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff. According to Alan (2013), leadership is less about one's needs, and more about the needs of the people and the organization one is leading. Leadership styles are not something to be tried on like so many suits, to see which fits. Rather, they should be

adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization.

Path- goal theory of leadership articulates leadership behaviors of leadership behavior includes directive, achievement oriented, participative and supporting as behaviors that a leader ought to apply in different situations. This study however, uses the managerial leadership styles to evaluate their influence on employee retention at Ultimate Security Limited. The styles of managerial leadership towards subordinate staff are considered within a simplified three-fold heading: Authoritarian (Autocratic), Democratic and Laissez-faire. These styles of leadership were researched by a group led by Kurt Lewin in 1939 (Clagg, 2006).

In Autocratic Leadership Style, a leader has a complete command and hold over their employees/team. The team cannot put forward their views even if they are best for the team or organizational interests. The advantage of this style is that it leads to speedy decision-making and greater productivity under leader's supervision. However, this leadership style leads to greater employee absenteeism and turnover (Warrick, 2011).

In Democratic Leadership Style, the leaders invite and encourage the team members to play an important role in decision-making process, though the ultimate decision-making power rests with the leader. The leader guides the employees on what to perform and how to perform, while the employees communicate to the leader their experience and the suggestions if any. The advantages of this leadership style are that it leads to satisfied, motivated and more skilled employees. It leads to an optimistic work environment and also

encourages creativity. This leadership style has the only drawback that it is time-consuming (Warrick, 2011).

In the Laissez Faire Leadership Style, the leader totally trusts their employees/team to perform the job themselves. He just concentrates on the intellectual/rational aspect of his work and does not focus on the management aspect of his work. The team/employees are welcomed to share their views and provide suggestions which are best for organizational interests. This leadership style works only when the employees are skilled, loyal, experienced and intellectual (Luthans, 2008).

There is however no one best leadership style, rather as stated by path goal theory, application of these behaviors has to vary depending on the situation. Just like leadership styles adopted by a leader affects performance and productivity of employees, retention of employees is contingent on motivation, rewards, good payments and good working environment among other factors and these can be provided by situational application of leadership styles (Colqui et al, 2010).

According to Breugh & Starke (2011) employee retention alludes to the ability of an organization to keep its employees for a long time. Employee retention can be represented by a simple statistic (for example, a retention rate of 80% usually indicates that an organization kept 80% of its employees in a given period). However, many consider employee retention as relating to the efforts by which employers attempt to retain employees in their workforce. In this sense, retention becomes the strategy rather than the outcome.

According to Ongori (2007), in a business setting, the goal of employers is usually to decrease employee turnover, thereby decreasing training costs, recruitment costs and loss of talent and organizational knowledge. By implementing lessons learned from key organizational behavior concepts employers can improve retention rates and decrease the associated costs of high turnover. However, this isn't always the case. Employers can seek "positive turnover" whereby they aim to maintain only those employees who they consider to be high performers.

1.2.4 Contextual Background

In this study, the relationship between leadership style and employee retention was established using a case study of Ultimate Security Ltd at head office in Kampala. Ultimate Security Limited is one of the leading suppliers of security guards in Uganda. This company has its headquarters in Bugolobi with other branches in other parts of the country including; Mbale, Mbarara, Gulu, Arua, Jinja and Entebbe (Ultimate, 2012). It started its operations in Uganda as a provider of security services in 1991 and until now Ultimate Security is one of the ten private security firms that form the Uganda Private Security Organization recognized by the Inspector General of Police (Ultimate, 2012).

Ultimate Security Company is one of those firms that have high labor turnover whereby according to Human Resource Handbook for USL (2012) out of 100 recruits trained every month by the company, 48 of them leave the organization in less than two months which created an interest in establishing how leadership behavior applied at USL influenced employee retention.

1.3 Statement of the Problem

Although there is no definition on which specific style of leadership that must be applied by leaders, but rather a call to choose either to use authoritarian, participative or laissez fair styles depending on the situation, so that both workers and leaders comfortably work to attain the goals of the firm and be retained, instances have been recorded where workers short live in Ultimate Security Ltd. They are trained and recruited but after a short while they quit. The Human Resource Office reports for the USL for 2012 reveal that there is a high turnover of workers whereby there are so many people who join the company and after a short while leave for other security organizations in the country (Human Resource Handbook, 2012). According to the Human Resource Handbook 2012, between April to June 2012, 180 guards were fully recruited into the company but by the end of July 2012, 60 guards had left the company to other sister security companies. This high labor turnover depicts low retention rate of employees which has had a devastating blow on the labor force of this security company. Ultimate Security has in many occasions acted as a training ground for other security organizations and this has lowered service delivery since a lot of time and money is spent on training and recruiting. High labor turnover is also disadvantageous to Ultimate's competitive advantage since the demand for security services countrywide is on the increase but USL has difficulty in retaining its employees to match the demand from the clients and competition in the market.

Although there are many organizational factors that can cause employee retention including payments, staff relations, safety of working environment, motivation and location of work place, the majority of these factors are manmade- implying that there is a

centripetal force behind them which is leadership. Leadership plays a pivotal role in the organization. Warrick (2011: 155) asserts that “there are no doubt variables other than a leader’s style that affect employee performance and satisfaction. Certainly, job challenge and interest, organizational working conditions and work climate, opportunities for growth and advancement, and peer relations among other factors should be considered. However, the potential consequences of a leader’s style should be understood and not be underestimated.” Therefore, due to this pivotal position of leadership in organization, whatever happens in the firm, a leader can have an idea or action on and is why this study has taken interest in establishing how leadership styles influence employee retention in USL.

1.4 General Objective of the Study

The general objective of the study was to establish how leadership styles influence employee retention using a case study of Ultimate Security Limited, Uganda (USL).

1.5 Specific Objectives

This study was guided by the following specific objectives:

- i. To establish how democratic leadership style influences employee retention at USL.
- ii. To find out how autocratic leadership style affects employee retention at USL.
- iii. To establish how laissez-faire leadership style influences employee retention at USL.

1.6 Research Questions

- i. How does democratic leadership style influence employee retention at USL?
- ii. How does autocratic leadership style affect employee retention at Ultimate Security Limited?

iii. How laissez-faire leadership style influence employee retention at USL?

1.7 Research Hypotheses

i. Democratic leadership styles influences employee retention.

ii. Autocratic leadership style has effect on employee retention

iii. Laissez-faire leadership style has influence on the retention of employees

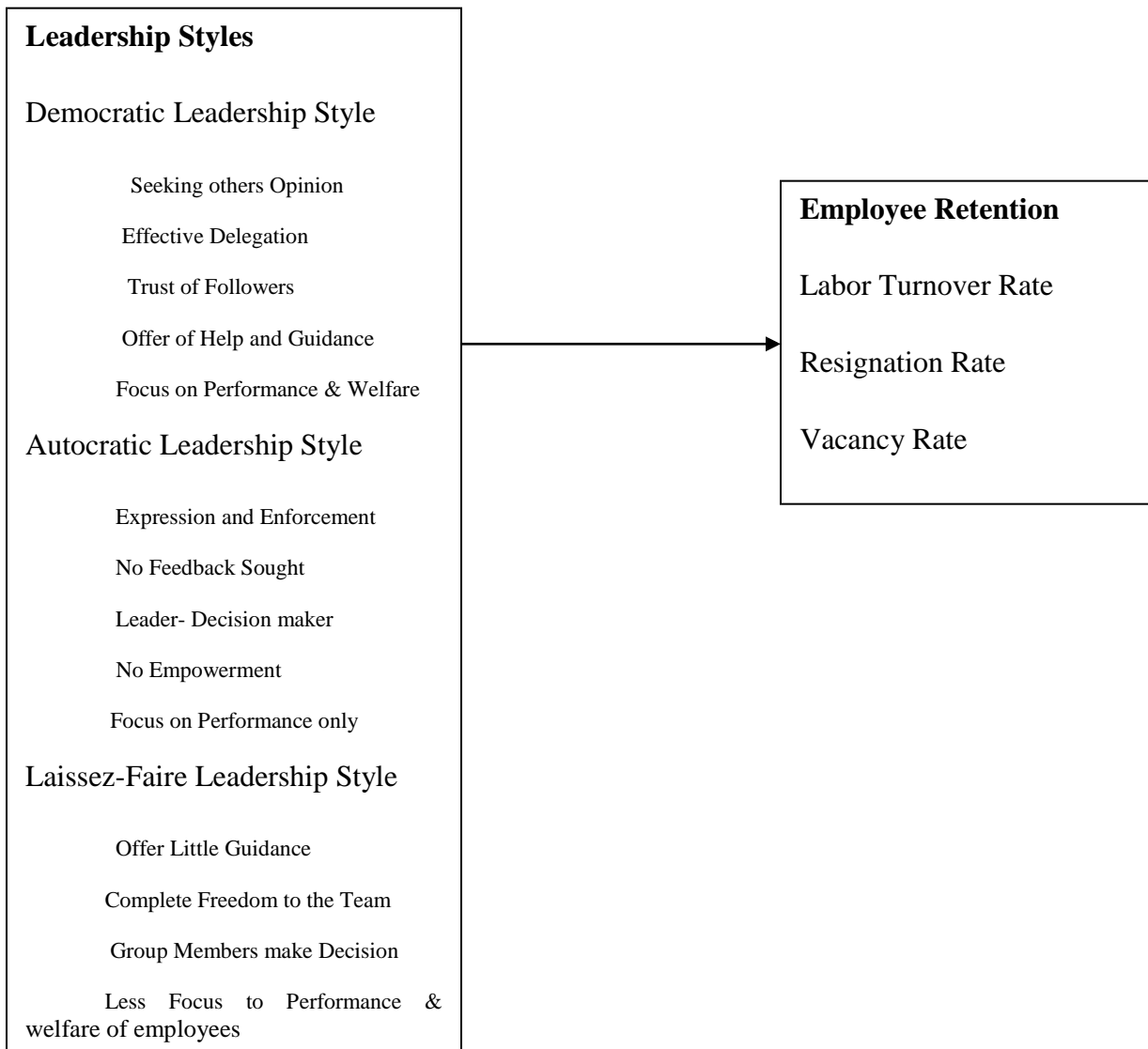
1.8 Conceptual Framework

A conceptual framework is a tool researchers use to guide their inquiry; it is a set of ideas used to structure the research, a sort of map that may include the research question, the literature review, methods and data analysis (Sue, 2013). Researchers use a conceptual framework to guide their data collection and analysis. A conceptual framework also enables the researcher to find links between the existing literature and his own research goals. If, for example, a researcher was looking at why women stay with violent men then she might want to look at theories of identity to establish whether certain personality types are more likely to be battered and why (Sue, 2013). The conceptual framework in this research was as follow

Figure 1.1 Conceptual Framework Showing the Relationship between Leadership Styles and Employee Retention

Independent Variable

Dependent Variable



Source: Developed From the Writings of Mullins (2007: 38).

The diagram above is the conceptual framework that showed the breakdown of the variables as they were studied. The study was about the relationship between leadership styles and employee retention. Leadership styles which formed the independent variable were broken

down into democratic leadership, autocratic and laissez-faire leadership. These leadership styles were assumed to have a direct influence on employee retention that was indicated by labor turnover rates, resignations and vacancy rates in the organization.

1.9 Significance of the Study

The researcher believed that at the end of this study, findings on the relationship between leadership styles and employee retention would be available. This information may be used by many people and institutions. First of all, Ultimate Security Ltd may get to know which mode of leadership is favorable for retaining its employees and therefore find out the loophole in the system that is responsible for the high turnover of guards and recruits in their organization. Once this is laid bare, the company may also use the recommendations of this study to improve on its leadership systems.

Connected to the above, other security and non security companies may also use the findings of this research to know how efficacious the leadership styles are in retaining workers in an organization. Thus, they may use this information to evaluate the application of the various modes of leadership in their organization and which ones are more essential in achieving organizational goals as well retaining workers.

Besides the organizations, the government of Uganda and its numerous institutions including schools and hospitals may also use this information to improve on the manner in which employees are handled so that they are retained wherever they are working.

And lastly but not least, since the body of knowledge grows from time to time, future academicians may also use this piece of information to find out the trend of changes in the

application of leadership styles from the time of this research up to the time of their study so that they once again give timely reviews on what is needed in leadership that is vital in retaining employees.

1.10 Justification of the Study

Studies have been conducted on related themes such as Brett, A. H (2005) wrote *on relationship between employee performance, leadership and emotional intelligence*, Veronica, C.T (2011) wrote on *effect of leadership behavior and employee performance*, Bolonia (2007) wrote on *the effect of leadership styles on employee satisfaction and performance*. All the many writings on the relationship between leadership styles and other dependent variables show how important leadership is in an organization. Studies on leadership have been conducted on numerous case studies not Ultimate Security Limited. Therefore, considering the perceived important role of leadership styles on retention and considering the high labor turnover in Ultimate Security Limited, the study found it necessary to establish relationship between leadership styles and employee retention using USL. The findings of this study would not only be beneficial to USL but also to other security and non security firms, government institutions and future researchers.

1.11.1 Scope of the Study

1.11.1 Geographical Scope: The study was carried using Ultimate Security Limited as case study. This study chose Ultimate Security Company because it is one of the companies where there is limited employee retention. According to recent survey (December 2012) by the human resource office of Ultimate security, out of 100 recruits trained every month by the company, 48 of them leave the organization in less than two months(Human Resource Handbook, 2012). The study therefore took interest in Ultimate

Security Company to establish how leadership styles applied influences employee retention.

1.11.2 Time Scope: The study established the relationship between leadership styles and employee retention in Ultimate Security Limited from the period of 2008 until 2013. This time scope was significant because it was between 2008 and 2013 when the company has experienced the highest labor turnover.

1.11.3 Content Scope: The study established the relationship between the variables of leadership styles and employee retention. The independent variable is leadership styles and dependent variable is employee retention. Leadership theory path goal theory is presented. The specific leadership styles as shown in the objectives of the study i.e. democratic, autocratic and laissez-faire styles are discussed. Employee retention indicated by facet of labor turnover rate, resignations and few vacancy rates are also presented.

1.12 Operational Definitions

The following terms surfaced in this study and their operational definitions are as follow:

Leadership: This refers the process of influencing others to do what one wants in order to accomplish a particular goal (Hardy, Lawrence & Nord, 2011).

Leadership Styles: These are methods chosen by a leader on how to lead subordinates. A leader can choose the style of being democratic or autocratic, laissez-faire, transactional or applying all of them depending on the situation (Mullins, 2007).

Retention: This is the process of holding or keeping a thing in one place for a long time. It can be keeping an idea in the mind or a person in a particular place (Breugh & Starke, 2011). In this study, retention will allude to the long term service of employees in an organization.

Employee Retention: This is a process by which the employees are encouraged to remain with one organization for the maximum period of time or until the completion of the project (Breugh & Starke, 2011).

Labor Turnover: This is the rate at which an employer gains and losses employees. If an employer is said to have a high turnover relative to its competitors, it means that employees of that company have a shorter average tenure than those of other companies in the same industry. High turnover may be harmful to a company's productivity if skilled workers are often leaving and the worker population contains a high percentage of novice workers (Moyo, Sanchez & Rodriguez, 2012).

Democratic Leadership: This is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this leadership style is usually one of the most effective and lead to higher productivity, better contributions from group members, and increased group morale (Hardy, Lawrence & Nord, 2011).

Autocratic Leadership: This is a leadership style characterized by individual control over all decisions and little input from group members. Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers.

Autocratic leadership involves absolute, authoritarian control over a group (Rowbottom & Bill, 2006).

Laissez-faire Leadership: is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members (Maxwell, 1999).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature on the variables under study. As displayed in the conceptual framework, the independent variable is leadership styles and this has aspects that include democratic, autocratic and laissez-faire. Therefore, literature on path goal theory, employee retention and styles of leadership was presented.

2.2 The Concept of Leadership

Leadership remains one of the most relevant aspects of organizational context. For more than five decades ago, the term leadership has been a researchable topic. Mostly, the research work focuses on issues of quality of leadership, ability of a leader, or leadership effectiveness, or leadership styles. According to Adlam (2003), leadership is a complex concept. This has been proved true since several approaches have been employed to provide meaning to the term leadership and effectiveness. Therefore, leadership has been defined from different sources and some of the definitions are discussed below.

The traditional perspectives of leadership perceive the concept of leadership as inducing compliance, respect and cooperation. In other words, the leader exercises power over the followers to obtain their cooperation (Anderson et, al., 1998). In addition to that, the old leadership perspectives are based on leader's role as formulating goals, and ensuring their efficient accomplishment. Luthan (2008) also defines leadership as a capacity of a leader to listen, observe, and to use their expertise as a starting point to encourage dialogue

between all levels of decision-making in a transparent manner that articulate their values and visions clearly. Furthermore, Schermerhorn, et, al., (2000) define leadership as a case of interpersonal influence that get individuals, or groups of people to do what the leader wants to be done. This implies that the leader's focus is on what he/she wants from people. Therefore, followers' input is not encouraged with regard to what it is to be done. Maxwell (1999) argues that the leader's attention is on what he/she can put into people rather than what he/she can get out of them, so as to build the kind of relationship that promotes and increase productivity in the organization.

Recently, the focus of leadership has shifted from bureaucracy (in which the leader tends to directs others and make decision for others to implement) to non-bureaucracy, the perception where leadership appears to emphasize motivation, inclusion and empowerment of followers. Colquitt, et al (2010) comprehends leadership as a process in which an individual sets direction for other people and carries them along in that direction with competence and productivity. This approach emphasis is on transformation that brings positive change in the organization, groups, interpersonal relationships and the environment (Eisenhower, 2013).

Both the old and new concepts of leadership appear to coincide on some characteristics of leadership. For example, both agree that leadership does not take place in isolation. Rather, it takes place in the process of two or more people interacting and the leader seeks to influence the behavior of other people. However, to a large extent, the old concept of leadership is based on exercising power over followers to maintain the status quo, while the new perspective is based on continuous improvement and power sharing with the

followers. The old concept of leadership is based on downward exercise of power and authority while the new seeks to develop respect and concern for the followers and see them as a powerful source of knowledge, creativity and energy for improving the organization.

Synthesizing the features of the old and new concepts of leadership and considering the complexity of leadership as a concept, this study adopts a working definition of leadership as being a process of social influence in which one person can enlist the aid and support of other people for the accomplishment of a common task (Martindale, 2011; Eisenhower, 2013). What is contained in this definition are the aspects of influence, other people or a group and common task. What it means is that for an organization to achieve its objectives, there are a group of people who are tirelessly working under the guidance of a leader or (Rowbottom & Bill, 2006). Since every organization is established for a purpose and this purpose is usually expressed in terms of the organizational goals, mission statement and objectives and since it the obligation of managers and all those involved in the day-to-day running of the institution to insure that these objectives and mission are achieved (De George, 2006), leaders involve other people to bring these organizational goals to accomplishment and this is the common task that they all focus on.

The issue of change and empowerment as emphasized in the new perspective on leadership urges the leader to continually generate new ideas for increasing effectiveness and productivity within the organization. A leader is required to provide needed strategies for executing the ideas/vision and motivate the employees to accomplish the vision by using their own initiatives to improve their inter-group relations in and outside of the

organization. Leadership therefore remains important in any organization and any setting. According to it is a Martindale (2011), a plays the following functions in a firm

A leader initiates action: this is in the way that a leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts. This requires a leader to know where he/she is going as Posner & Kouzes (2013) puts it “leaders must know where they are going if they expect others to willingly join them on the journey.”

A leader motivates in the way that a leader proves to be playing an incentive role in what concern’s working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.

A leader provides guidance in the way that a leader does not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.

A leader creates confidence in the way that confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining to them their roles and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.

A leader builds morale- meaning that a leader creates among employees the willingness to co-operate towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that employees perform with best of their abilities as they work to achieve goals.

A leader builds work environment in a way that management is getting things done from people and an efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.

A leader also performs the function of co-ordination among the employees and does this by reconciling personal interests with organizational goals.

2.3 Theoretical Review

From the ancient time, several leadership theories have come into existence, including trait theory, behavioral theory, and contingency theory: situational & path goal and transformational theory of leadership (Turner & Müller, 2005). This study picked interest in the path goal theory of leadership to find out how styles of leadership affect employee retention. The researcher picked on path goal theory because Ultimate Security Limited like any other firm has goals to achieve. However, full attainability of these goals including; obtaining competitive advantage is hindered by high labor turnover of workers which points to low employee retention.

2.3.1 The Path- Goal Theory of Leadership

Path-goal theory of leadership was developed by Robert House, an Ohio State University graduate, in 1971 and revised in 1996 (Fox, 2009). The theory states that a leader's behavior is contingent to the satisfaction, motivation and performance of her or his subordinates (Clegg, 2006).

According to this theory, the manager's job is viewed as giving guidance to workers to choose the best paths to reach their goals, as well as the organizational goals (Hardy, Lawrence & Nord 2011). The theory argues that leaders will have to engage in different types of leadership behavior depending on the nature and the demands of a particular situation. It is the leader's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organization's goals (Mullins, 2007; Kotnour, 2010).

When Robert House says that a leader's behavior is contingent to the satisfaction, motivation and performance of his or her subordinates and that a leader ought to engage in different leadership styles depending on the situation, what does it mean? And how does this path goal theory relate to employee retention? The aspects of satisfaction, motivation and performance are at the centre of an organization and leaders together with their subordinates hold them in their hands (Eskildsen & Nussler, 2000). The implication is that since a firm has a purpose of existence embedded in its goals, these goals can be achieved when leaders and subordinates perform excellently. The performance can be achieved when there is satisfaction and motivation of employees (Colquitt et al, 2010). So then satisfaction and motivation lead to retention of employees as articulated in the following paragraph.

Employee satisfaction refers to the way people feel about their jobs and the different aspects of their jobs (Spector, 1997). While motivation is a process by which an employee's mind is moved to work to the expectation of the organization (Luthans, 2005). Spector, (1997) and Colquitt, et al (2010), contend that satisfaction and motivation of

employees makes them to perform well and also to work in one company for long time (retention). They argue that employee or job satisfaction is an important concern in every organization since it focuses on both humanitarian and utilitarian perspectives. According to the humanitarian perspective, people deserve to be treated fairly and with respect. The utilitarian perspective proposes that employee or job satisfaction can lead to employee behaviors that affect organizational functioning and performance.

Herzberg (1959) stated that hygiene factors which include supervision, salary, company policy and administration, relationship with peers, working conditions, personal life and security as well as motivation factors which include recognition, responsibility, achievement and the work itself affect job satisfaction (Nyausaru, 2013). On other hand, the sources of employee job dissatisfaction include inadequate salary, conflicting job demands (from the leadership) and absence of promotion prospects. For efficiency purposes, an effective leadership style is one that positively affects employees' satisfaction and results in better performances. Effectiveness and productivity and retention are clearly desirable for a company (Turner & Muller, 2005).

The factors that make employees satisfied and get motivated are similar factors that can retain employees in an organization. It's therefore possible to say that the theory of path goal that urges leaders to have styles that motivate and satisfy subordinates entails an urge for leaders to exercise styles that retains employees in their organization. And of course the adoption of these leadership styles has to vary depending on the situation. As Kinick & William (2008: 53) asserts that "contingent reward bear a significant effect on the

relevance of job satisfaction to job performance as well as on the importance of motivation to job performance and retention policy.”

Therefore, according to path goal theory of leadership, since various factors of leadership styles affect various aspects of employee job satisfaction, which in turn affect job performance, managers, supervisors, leaders and organizational heads should not stick to only one form of leadership style. A combination of the various leadership styles will bring more satisfaction and enhance employee performance. They should therefore find the appropriate combinations of the leadership styles that would achieve the organizational goals together with the individual targets or objectives of the employees. Path- goal identifies some of the leadership behavior such as *directive*, *achievement-oriented*, *participative*, and *supportive* leader behaviors whereby:

The directive is where the leader lets followers know what is expected of them and tells them how to perform their tasks. The theory argues that this behavior has the most positive effect when the subordinates’ role and task demands are ambiguous and intrinsically satisfying (Schermerhorn, 2013; Mullins, 2007).

The achievement-oriented is where the leader sets challenging goals for followers, expects them to perform at their highest level, and shows confidence in their ability to meet this expectation (Daft, 2008; Mullins, 2007). Occupations in which the achievement motives were most predominant were technical jobs, sales persons, scientists, engineers, and entrepreneurs.

The Participative involves leaders consulting with followers and asking for their suggestions before making a decision. This behavior is predominant when subordinates are highly personally involved in their work (Daft, 2008, Mullins, 2007).

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well-being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence, work on dissatisfying or stressful tasks and work does not provide job satisfaction (Hoy & Miskel, 2001).

In conclusion, according to path goal theory of leadership, the success of this model is based on the ability of the leader to thoroughly motivate the subordinates because the subordinates are satisfied and work hard if there is an indication that their efforts will lead to things that they highly valued, such as awards and promotion.

2. 4 Employee Retention

Employee retention refers to the various policies and practices which let employees stick to an organization for a longer period of time. Every organization invests time and money to groom a new employee, make him a corporate ready material and bring him at par with existing employees. The organization is completely at a loss when the employees leave the organization once they are fully trained (Haar et al, 2012).

According to (Drake, n.y) for managers, nothing feels better than having a strong, successful, happy workforce in place that is mutually focused on the organization's performance. Hiring top-quality individuals is an important task on its own, but essential to any manager's ongoing process is a critical retention strategy. In fact, hiring does not end

when the candidate has accepted the position. Advantageous initiatives and well-planned processes must be firmly in place and consistently nurtured so that employees will have reasons to remain with a company for growth to continue. Following a well developed strategy will enable the firm to retain its top-performing talent. Obviously, a company cannot hold onto all your best people, but it can certainly minimize the loss. Reducing employee turnover is a strategic and vital issue, beneficial to the company.

Employees are valuable assets with unique competencies and characteristics who require appreciation as much as a paycheck. In fact, people are the single most valuable element within an organization. Without them, a manager cannot do business or generate revenue. It is absolutely necessary to make them permanent staffs in an organization (Adams, 2013). Sourcing, hiring and retaining motivated employees are the responsibility of the company's governing board and leadership team. Getting and keeping good staff demands focused, formal and informal policies and procedures that make retention a prime management outcome. Managers need to appreciate staff every day and constantly work to keep them on board. (Adams, 2013) hints on aspects a leader ought to inculcate in order to retain employees such as knowing them and their needs, rewarding them, effectively leading them and creating good working environment.

A leader should know his employees and also get to know what they desire. Knowing employees and their needs can be done through gathering feedback by enhancing employee feedback processes. From the feedback, a leader concentrates on maintaining what is done well and improving what is poorly done with the intention of attaining the highest potential return on retention. There are a number of ways to gather upward feedback. One is to hold small, open forums, conducted by the owner or senior manager, where a leader asks for

employee input on how to be an effective employer. A leader asks for example what motivates workers to stay with a company. What would lure them away? Which of the company benefits are most meaningful to them? And what a firm can do differently?

A leader should also create an employee centered environment to send a clear message that employees are important. A leader can do this by creating an open and flexible workplace that contributes to work-life balance. Today's employees want time to enjoy life beyond work so employers who can offer flexible work arrangements will be positively viewed. Innovative benefits that support employee health and wellness will also be welcomed. However, a leader should not just blindly apply these practices without finding out which are more important to his/her employees. Whatever one chooses to offer must also fit within the firm's operational needs without being too rigid (Sadhira, 2013).

A leader can also reward & recognize top performing employees in his firm because while each employee should receive a fair, competitive compensation and benefits package, he must find ways to recognize and reward top performers. Fortunately, this recognition can be something other than pay. As simple as it sounds, say "thank you" (Lewis, 2003). Provide immediate, specific acknowledgement of work well done and make it personal (Span, 2013). Let the employee know why it was of value to the team and the company (Kotter, 2013). A leader can also encourage staff to recognize one another by creating a peer recognition program with small tokens such as movie passes, lunch gift certificates, or lottery tickets. A leader can even create an annual Employee Recognition Program where you nominate staff for special achievements and celebrate in a splashy manner (Sadhira, 2013).

Regarding effective leadership & supervision, commands and tight controls are not full time effective leadership modes, there is need to apply different leadership styles depending on the situation (Janesz, et al, 2009). Today's supervisors have to demonstrate effective people skills because people leave jobs due to poor supervisors (Span, 2013).

A leader also needs to provide opportunities for development not only in terms of training. Employee development also includes mentoring and buddy systems, external education and conferences, joining associations, job shadowing, cross training, increasing the employee's responsibility and/or complexity in their current role, job rotation, and temporary assignments in other departments or positions. A leader should ensure that employees have the time to take advantage of these development opportunities by making the development of employees a priority for your supervisors (Sadhira, 2013; Span, 2013).

In this study, employee retention is indicated by labor turnover rate, resignations and vacancy rates in an organization. Labor turnover refers to the rate at which an employer gains and losses employees. It can simply be comprehended as employees' length of service in a firm in relation to the signed contract (Ongori, 2007). With globalization which is heightening competition, organizations must continue to develop tangible products and provide services which are based on strategies created by employees. These employees are extremely crucial to the organization since their value to the organization is essentially intangible and not easily replicated (Meaghan & Nick, 2002). Therefore, managers must recognize that employees are major contributors to the efficient achievement of the organization's success (Ongori, 2007). Managers should control employee turnover for the benefit of the organization success.

High labor turnover is experienced when many employees are leaving the factory before the expiry of their contracts. Low labor turnover is when few employees leave the company before the expiry of their contract. Low labor turnover has been chosen in this research to reflect long stay in the firm and also a manifestation of labor retention. Once there is low labor turnover, then there are few voluntary labor turnover- where employees voluntarily decide to quite the firm and few vacancies falling in the firm that also shows that workers are retained in the organization.

2.5 Leadership Styles and Employee Retention

Leadership style is a leader's methodology of providing direction, implementing plans, and motivating people (Mullins 2007). It is in other words a way in which the functions of leadership are carried out and the behavior adopted by managers towards subordinates staff. Nathan (1996) asserts that providing leadership is a very essential component of a leader's role. The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff and retain them. According to Alan (2013), leadership is less about one's needs, and more about the needs of the people and the organization one is leading. Leadership styles are not something to be tried on like so many suits, to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization.

According to Warrick (2011), few leaders understand the full significance of how influential their leadership style is on the performance, satisfaction and retention of their

employees. Leaders control both interpersonal and material rewards and punishments that often shape employee behavior and influence an employee's performance, motivation, and attitude. They can affect an employee's self-image and resulting potential in either a positive or negative way by being supportive, fair, and encouraging, or unsupportive, inconsistent, and critical. In addition, they can even affect an employee's health and energy level by creating a stimulating work climate or one filled with tension and fear. To Warrick, the influence of a leader's style reaches greater proportions as the effects on individuals begin to have a cumulative effect on group performance. Warrick asserts that "there are no doubt variables other than a leader's style that affect employee performance and satisfaction. Certainly, job challenge and interest, organizational working conditions and work climate, opportunities for growth and advancement, and peer relations among other factors should be considered. However, the potential consequences of a leader's style should be understood and not be underestimated" (Warrick, 2011: 155).

Attention to the leaders' style of leadership has also come about because of greater understanding of the needs and expectations of people at work. It has also been influenced by such factors as: Increasing business competitiveness and recognition of efficient use of human resources; Changes in the value-system of society; Broader standards of education and training; Advances in scientific and technical knowledge; Pressure for a greater social responsibility towards employees, And government legislation, for example in the areas of employment protection, and the influence of the European Union. All these factors have combined to create resistance against purely autocratic styles of leadership (Mullins 2007).

Although there are many dimensions to leadership and many possible ways of describing leadership styles, such as dictatorial, unitary, bureaucratic, benevolent, charismatic, consultative, and participative to mention a few (Yukl, 2008), This study focuses on managerial leadership styles towards subordinate staff. The three leadership styles which are the focus of this study include authoritarian (Autocratic), democratic and Laissez-faire. These styles of leadership were researched by a group leader by Kurt Lewin in 1939 (Mullins, 2007).

2.5.1 Democratic Leadership Style and Employee Retention

The democratic leadership style is the style of leadership where a leader shares the decision-making abilities with his group members by promoting their interests and practicing social equality (Rowden, 2000). This style of leadership encompasses discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. Democratic style encompasses the notion that everyone by virtue of their human status should play a part in the group's decisions (Pinto, & Trailer, 1998). The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions (Rowden, 2000).

According to Goleman (2000) one of the merits of this style of leadership is that it helps to build trust among employees that at the end keeps them in the company for a long time. In the democratic style of leadership, managers employ very crucial styles geared toward improving employee performance and retention (Alan, 2013). Yukl (2013) argues that democratic leadership tends to produce better quality than other forms of leadership. She argues that satisfaction levels are higher in democratic organizations since employees are

involved in the process of production right from the beginning to the end. Employees therefore feel part of the process and will strive to achieve the goals they have set (Daft, 2008). In such a process, employees may not aspire to leave the organization before achieving the goals set.

Democratic/ participative leadership is the most effective style of leadership today in many organizations. Democratic leaders offer guidance, allow participation in groups and inputs from the other group members. Democratic leaders encourage members to participate but retain the final say when it comes to decision making. This leadership style makes the members feel engaged, motivated and creative. Democratic style of leadership has workers and organization goals at heart. And to effectively lead others, commands and tight controls are not called for, rather proper communication with subordinate which alerts a leader of workers needs, motivation, and nature of working environment is paramount. By communication, a leader gets to know what would derail employees and thus take remedies against so that he retains his employees (Span, 2013). Warrick (2011) asserts that democratic leaders put high emphasis on performance and people. This leadership also assumes that most people are honest, trustworthy, and will work hard to accomplish meaningful goals and challenging work. It therefore strives for a well organized and challenging work environment with clear objectives and responsibilities and gets the job done by motivating and managing individuals and groups to use their full potential in reaching organizational as well as their own personal objectives.

Draft (2008) stresses that the democratic leadership style is characterized by a structured but cooperative approach to decision making. It focuses on group relationships and sensitivity to people, fosters professional competence and supervision is minimal. This

leadership style entails consulting with subordinates and evaluating their opinions and suggestions before decisions are made by management (Bhadury, 2000). This leadership involves consensus, delegation, consultation, and involvement. Results have shown that those who perceive their leaders as participative have great commitment to the organization they work for and have satisfaction with their jobs and perform highly hence low turnover

Research has also found out that this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. Some of the other advantages of democratic leadership are as follows

Office politics that can threaten the growth and development of a working environment can be reduced with the help of a democratic style of leadership (Bhadury, 2000). All the people involved use their skills together for the completion of a certain task and hence, almost all ideas are taken into consideration and carefully debated

Communication gap is reduced in that tension between the leader and team members is decreased as a result of which fear of rejection and denial also reduces – this makes all sorts of issues addressable. An autocratic leader, on the other hand, would have certain demands and expectations from his subordinates which make the employees fear the leader (Warrick, 2013).

A positive work environment is created- meaning that a culture of junior workers getting a fair amount of responsibility and challenges is encouraged. When there is the right vibes among employees, work becomes more pleasurable (Bhadury, 2000).

Employee turnover is reduced as a democratic leaders makes people feel empowered at work as it is essentially performance based. A majority of the workers appreciate this method of management as it secures them a safe future with the company (Alan, 2013).

While democratic leadership is one of the most effective leadership styles, it does have some potential downsides. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Democratic leadership also works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action (Mullins, 2007). Some managers adopt democratic leadership to please their subordinates but fail to follow the technique in its entirety. They might simply take in all the ideas and end up never implementing them. The decision making process might be a long drawn one since every team member needs to be consulted. No one has a scarcity of ideas but to put them all in place requires a great deal of patience and understanding. Missing opportunities and being stuck in the middle of a hazard can be some of the drawbacks of this method (Janesz, et al, 2009).

The summary consequences of democratic leadership styles are: Results in high employee productivity, satisfaction, cooperation, and commitment. It also reduces the need for controls and formal rules and procedures. It results in low employee absenteeism and

turnover. Develops competent people who are willing to give their best, think for themselves, communicate openly, and seek responsibility.

2.5.2 Autocratic Leadership Style and Employee Retention

Autocratic leadership is the same as authoritarian leadership style. It is the type of leadership where the leader is strict and keeps close control over followers by keeping close regulation of policies and procedures given to them (Mullins, 2007). Under authoritarian leadership, the leader believes in direct supervision as a key in maintaining a successful environment. In fear of followers being unproductive, authoritarian leaders keep close supervision and feel this is necessary in order for anything to be done.

In this leadership styles, leaders put high emphasis on performance and a low emphasis on people. They assume that people are lazy, irresponsible, and untrustworthy and that planning, organizing, controlling, and decision making should be accomplished by the leader with minimal involvement. This leadership style also relies on authority, power, manipulation and hard work to get the job done (Warrick, 2013). Examples of authoritarian communicative behavior: a police officer directing traffic, a teacher ordering a student to do his or her assignment, and a supervisor instructing a subordinate to clean a workstation. All of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across. An authoritarian trait sets goals individually, engages primarily in one-way and downward communication, controls discussion with followers, and donates interaction (Alan, 2013).

According to Brennen (n.d), autocratic leadership style is characterized by a leader who makes all the decisions and passes the directives to subordinates without any tolerance for questioning the directives. There is little opportunity for subordinates to develop initiative and creativity and employee behavior is closely controlled by rewards, punishments, arbitrary rules, and task orientation. He however notes that it leads to more productivity, and is good when dealing with inexperienced people.

Although the emphasis is on high productivity, it often breeds counterforce of antagonism and restriction of output. Frequently results in hostile attitudes, a suppression of conflict, distorted and guarded communications, high turnover and absenteeism, low productivity and work quality, and a preoccupation with rules, procedures, red tape, working conditions, status symbols, and trying to cater to the whims of the boss. It also tends to develop dependent and uncreative employees who are afraid to seek responsibility.

According to Hardy, Lawrence, & Nord (2011) due to its authoritative nature, the staff may be less likely to adopt the vision of the management or the values if they are not incorporated in the process of making in organizations' decision. Autocratic leadership results to lower acceptance of the decisions by management hence high turnover in the organization.

Autocratic leadership is often best used in crises, when decisions must be made quickly and without dissent. For instance, the military often uses an autocratic leadership style; top commanders are responsible for quickly making complex decisions, which allows troops to focus their attention and energy on performing their allotted tasks and missions. The

benefit of autocratic leadership is that it's incredibly efficient. Decisions are made quickly, and work gets done. The downside is that most people resented being treated this way.

2.5.3 Laissez-Faire Leadership and Employee Retention

According to (Champoux, 2006) Laissez-faire comes from a French phrase which means "leave it be," and it describes leaders who allow their people to work on their own. The laissez-faire which is also known as delegative leadership style was first described by Lewin, Lippitt, and White in 1938, along with the autocratic leadership and the democratic leadership styles. The laissez-faire style is sometimes described as a "hands off" leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers (Mullins, 2007, Yukl, 2013). Laissez-faire leaders may give their team complete freedom to do their work and set their own deadlines. They provide team support with resources and advice, if needed, but otherwise don't get involved (Janesz, et al, 2009).

This leadership style assumes low emphasis on performance and people as it assumes that people are unpredictable and uncontrollable and that a leader's job is to do enough to get by, keep a low profile, stay out of trouble, and leave people alone as much as possible (Champoux ,2006). This leadership style also relies on abdicating to whoever will rise to the occasion to get the job done. This leadership style can be effective if the leader monitors performance and gives feedback to team members regularly. It is most likely to be effective when individual team members are experienced, motivated, skilled, self-starters. The main benefit of laissez-faire leadership according to Warrick (2011) is that giving team members so much autonomy can lead to high job satisfaction and increased productivity. The downside is that it can be damaging if team members don't manage their

time well or if they don't have the knowledge, skills, or motivation to do their work effectively. If the leader withdraws too much from their followers it can sometimes result in a lack of productivity, cohesiveness, and satisfaction (Luthan 2008).

2.9 Summary of Literature

The concept of leadership is so rich in literature that exhausting all is difficult. The above presentation has been a review of path goal theory of leadership, employee retention and the connection between leadership styles and retention. Literature articulates the merits and demerits of leadership styles on employee satisfaction, performance and retention. However, no particular style is recommended for an organization. Leadership is not "one size fits all things"; often, a leader must adapt a style to fit a situation or a specific group. This is why it's useful to gain a thorough understanding of other leadership styles; after all, the more approaches one is familiar with, the more tools he/she is able to use to lead effectively.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in carrying out the study. It contains the research design, the study population, the sample size, the sampling methods, data collection methods and instruments, validity and reliability, procedure of data collection, data analysis, and measurement of variables.

3.2 Research Design

Research design is a process of planning how to carry out a research (study). It is a strategy for conducting research. A research design can also be comprehended as a way of going about the research process; it is concerned with turning research questions into a research project (Ader, Mellenbergh, & Hand, 2008). To establish the relationship between leadership styles and employee retention, this study used a case study design (USL). According to Oso and Onen, (2005), a case study is an intensive descriptive and holistic analysis of a single entity or a bounded case meant to study a single entity in depth in order to gain insight into the larger cases. A case study design was chosen to enable the researcher bring an understanding of correlation between leadership and employee retention.

3.3 Study Population

The accessible population at USL was 240 people. From this accessible population, the researcher used the slovin's formula to sample 150 respondents from the USL headquarters

based in Bugolobi in Kampala. The respondents included males and females from the categories of top managers, operational officers, supervisors, guards and trainee/ recruits. These categories of respondents comprised of leaders who can orchestrate for employee retention and subordinate who vacate their jobs in USL.

3.4 Sample Size Determination

Because the researcher knew the accessible population of workers at Ultimate Security Limited, he applied the Slovin's formula to calculate sample of the population from which information was acquired. The Slovin's formula is presented as $n = \frac{N}{1+N(e)^2}$ where n=sample size, e = the proportion of sampling error and N= Accessible Population (Slovin's formula, 2012).

The researcher looked at the figure 240 as accessible population of workers at USL, the Slovin's formula was then used to ascertain the sample size as follows (Note: the error (e) is assumed to be 0.05

$$n = \frac{240}{1 + 240 (0.05)^2}$$

$$n = \frac{240}{1 + 240 (0.0025)}$$

$$n = \frac{240}{1 + 0.6}$$

$$n = \frac{240}{1.6} = 150$$

The sample size of 150 respondents was broken down according to categories of top management, operations, supervisors, guards and trainees as shown in the table below.

Table 3.1: Sample Size of Respondents

Category of Respondents	Accessible Population	Sample Size	Sampling Techniques
<i>Top Managers</i>	5	3	Purposive
<i>Operation Officers</i>	5	3	Purposive
<i>Supervisors</i>	50	30	Purposive
<i>Guards</i>	120	80	Systematic
<i>Trainees/ Recruits</i>	60	34	Systematic
Total	240	150	

Source: Primary Data

The above table (3.1) shows the category of respondents, accessible population of USL, sample size and sampling techniques. Out of the accessible population of 240, only 150 respondents were sampled to participate in the study. The respondents were drawn from the categories of top management, operation officers, supervisors, guards and trainees/recruits. Respondents were sampled using purposive and systematic sampling techniques.

3.5 Sampling Techniques and Procedures

Sampling is the procedure a researcher uses to gather people, places or objects to study, which must be representative of the study population (Kisilu & Tromp, 2011). Therefore, once the above designations were made, the researcher used purposive and systematic sampling techniques.

3.5.1 Purposive Sampling Technique

This is where the researcher zeroes on the respondents who can give the information that is needed (Oso, 2005). The researcher used purposive technique to sample top managers,

operation officers and supervisors so that to get needed information on the leadership mode applied and how leadership affects retention of employees in this organization. This technique led the researcher to respondents with needed information in the short time that was available for research.

3.5.2 Systematic Sampling Technique

This is a technique used to select participants in a given interval with a purpose of ensuring equality in representation (Blaxter, Hughes & Tights, 2010). The researcher used this technique to select guards and trainees who participated in the study. The reason for the use of this technique was because the guards and trainees were many. Therefore, it was essential to select them systematically by giving them numbers and selecting them in interval of every third. The merit of this technique to the researcher was that it enabled the researcher utilize the little time available because the selection using numbers was simple.

3.6 Data Collection Methods and Instruments

The researcher intended to get data from primary and secondary sources. The primary sources comprised of people in the field who included top managers, operational managers, supervisors, guards and trainees. Secondary source included the library text books whereby the researcher visited different libraries including; Uganda Management Institute. The researcher also read magazines and news papers and journals to get data.

The researcher therefore used data collection methods that included both open and closed ended questionnaires, interviews – with interview guide that contained open ended questions. All these are discussed as follows.

3.6.1 Questionnaires

These are printed questions that can be filled by the respondents (Oso, 2005). Questionnaires were used because the sample size of the population was big and with large number of literates, who can read and write. The researcher printed out 106 questionnaires to be answered by guards and recruits/trainee. The researcher decided on guards and recruits to answer questionnaires because they are the ones directly affected by turnover whereby they come and go- implying that they have information regarding how leadership is applied in this organization and how it affects their stay for long time.

The researcher used both open and closed ended questionnaires. The issue of focus in the questions was on how leadership styles affect retention of employees at this company. The questions also dug out which mode of leadership was more applied in this security company. Therefore, the closed ended questions required the respondent to tick alongside the Likert scale of 5-strongly agree, 4-agree, 3-not sure, 2-disagree and 1- strongly disagree. The motive of using Likert Scale was also to enable the researcher establish the relationship between the dimensions of leadership styles and employee retention. The questionnaires were also designed in open ended manner that provided space for respondents to give detailed answers like on how what things they wanted put in place to enable employees work with USL for long time.

3.6.2 Interviews

This involves a person to person verbal communication in which one person asks a question and the other answers (Ezzy & Liamputtong, 2002). This method enabled the researcher to obtain first hand information from the interviewees as the researcher guided

the flow of the conversation. The researcher intended to interview 36 respondents, coming from the categories of top managers, operation officers and supervisors. They were selected to be interviewed because they are the leaders in the company who may not be able to place a finger on how their styles affect employee retention. Interviewing them enabled the research to personally interact with them and also get first hand information from them which would not have happened if they answered questionnaires.

The researcher used interview guide- particularly open ended interview questions. The researcher asked open ended questions to get in-depth information on how leadership styles influenced employee retention at USL. And since there was no research assistant, the researcher personally conducted the interviews and did the recording.

3.7 Validity and Reliability

In order to make sure that quality and relevant data was collected, the research instruments were tested for validity and reliability as follows;

3.7.1 Validity of the Instruments

Validity refers to the ability of the instruments to produce findings that are in agreement with theoretical or conceptual values; in other words to produce accurate results and to measure what is supposed to be measured (Sarantakos, 1998). To ensure that instruments produce valid information, the researcher used face valid and content related validity.

Face validity is the facial judgment regarding how the instrument used will be valid (Odiya, 2009). The researcher used facial judgment by evaluating both questionnaire and interview guides to make sure they present what was expected- meaning that they collect

information that established the relationship between leadership styles and employee retention. The researcher also made a pre-test and post- test of questionnaires.

The researcher also used content related validity to test for the validity. By definition, content related validity of an instrument is about the extent to which the items represent the content of the attribute being measured (Odiya, 2009). It assesses the degree to which the items cover the domain of the attribute it is designed to measure (Oso, 2005). The researcher applied content related validity in evaluating the content of questionnaires and interview guides to ensure that the information got is relevant for measuring the relationship between leadership styles and employee retention.

3.7.2 Reliability of Instruments

This alludes to the ability of the instruments to produce consistent results (Sorantakos, 1998). To measure the reliability of the instrument, Cronbach’s alpha was used. According to Sekaran (2005), if the Cronbach’s alpha is less than 0.6, it means that the instrument used has low reliability and thus open for errors. If the alpha value is within 0.7, the instrument is acceptable.

Cronbach’s Alpha test for validity and reliability of the questionnaire

Variable	Cronbach's Alpha at pre-test	No. of Items	Post test Cronbach's Alpha Based on Standardized Items
How democratic leadership style influences employee retention at USL	.878	35	.878
How autocratic leadership style affects employee retention at USL	.935	30	.934
How laissez-faire leadership style influences employee retention at USL	.955	24	.955
Employee retention at USL	.831	10	.830

Source: Primary Data

From the reliability results in table above, democratic leadership style influenced employee retention in USL with an alpha coefficient of 0.878 at pre-test which remained 0.878 at post-test. How autocratic leadership style affects employee retention in USL had an alpha coefficient of 0.935 at pre-test which was standardized to become 0.934 at post-test. At pre-testing, the relationship between laissez-faire leadership style and employee retention in USL revealed a coefficient of 0.955 which was standardized to 0.955 at post-test and employee retention in USL had 0.831 at pre-testing and later standardized to 0.830 at post-test. All the coefficients revealed a consistency of the items at pre-test. However, some of the questions in the questionnaire were rephrased and others removed. Thus, the coefficients at post-test improved and therefore the internal consistency of the parameters hence reliability of the information collected.

3.8 Data Collection Procedures

The procedures for data collection in this research were as follow.

After developing a research proposal over time, it was approved by the supervisor, and after its defense, an introduction letter to go for field work was obtained from the Administration of Uganda Management Institute signed by the coordinator of the department of Human Resource. This was attached to the questionnaire that had vivid explanation of the objectives of the study and assurance to the respondents of strict confidentiality and respect to their responses.

3.9 Data Analysis

Sekaran (2003) regards data analysis as the evaluation of data. It is the process of systematically applying statistical and logical techniques to describe, summarize and

compare data. Data analysis also refers to the means of studying the collected data. In this study, data collected will be analyzed both quantitatively and qualitatively.

After the researcher had collected all the questionnaires and accurately recorded all interviews, the researcher crosschecked the questionnaires in search for the complete ones and to ascertain the number of the missing ones. The outcome was then coded using computer software called Statistical Package for Social Sciences (SPSS) from where simple frequencies, pie chart, graphs and tables were drawn. The researcher then applied data analysis methods that fall under qualitative and quantitative research approaches.

3.9.1 Qualitative Data Analysis

According to Tilahun (2009), qualitative data alludes to the type of data that cannot easily be reduced to numbers. This data is related to concepts, opinions and behaviors of people in social context. This data can be transcripts of individual interviews and focus groups, field notes from observation of certain activities, copies of documents, audio/video recording. QDA therefore alludes to process and procedures whereby one moves from the qualitative data that has been collected into some form of explanation, understanding or interpretation of people and situation that are investigated. The research therefore applied content analysis under QDA. By definition, content analysis is the procedure for the categorization of verbal or behavioral data for the purpose of classification, summarization and tabulation. The content analysis in this study was used on descriptive and interpretive levels (Busha, 2008). Descriptive level presented what the data is all about like on the gender, education levels or marital status of respondents. Interpretative level dug out the meaning of the data from the feedback from respondents.

3.9.2 Quantitative Data Analysis

Under quantitative data analysis, bivariate analysis was used. Bivariate analysis is a form of the quantitative (statistical) analysis. It involves the analysis of two variables, for the purpose of determining the empirical relationship between them (Babbie, 2009). The bivariate analysis falls under inferential analysis and the intention for using it is to establish relationship between two variables. Since the variables in this study are leadership styles and employee retention, the bivariate analysis and specifically the Pearson correlation test was run to establish the relationship between leadership styles and employee retention. Regression Analysis was also done to predict how efficacious leadership styles are on employee retention.

3.10 Measurement of Variables

To measure the variables of leadership styles and employee retention, the researcher used a Five- Likert scale of 5-Strongly agree; 4- Agree; 3- Not sure; 2- Disagree; 1- Strongly disagree. This mode of measuring variables was to enable the research establish the relationship between leadership styles and employee retention (Amin, 2005).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presented the results of the study, analysis of results and the interpretation of the findings. Contained there in were the response rate, background characteristics of respondents, results on the aspects of employee retention, results on study objectives, correlation between leadership styles and employee retention and the regression analysis. Descriptive results were presented using frequency tables, percentages, graphs, charts and means. Analysis and interpretations were then done. This study was guided by objectives that included; to establish how democratic leadership style influences employee retention in USL; to find out how autocratic leadership style affects employee retention in USL; to establish how laissez-faire leadership style influences employee retention in USL.

The results on each of those objectives were presented, analyzed and interpreted in this chapter.

4.2 Response Rate

The researcher sampled 150 respondents. Of these, the researcher orchestrated 114 respondents belonging to the category of guards and trainees to answer questionnaires and 36 respondents belonging to the category of top management, supervisors and operation officers to be interviewed. After issuing 114 questionnaires, 90 were fully answered and returned. Due to busy schedules of respondents, the researcher managed to interview only 21 respondents. Therefore,

$$\frac{90 + 21}{150} \times 100 = 74$$

by computation, the response rate=

The response rate obtained was 74% and considering the purpose of this research i.e. of establishing the relationship between leadership styles and employee retention as well as establishing the effect of leadership styles on employee retention and considering data collection methods (use of questionnaires and interviewees which the research personally administered), this response rate was found to be representing the views of sampled population (IAR, 2011). The details of response rate tracing from the sample size was detailed in the table 4.1 below

Table 4.1: Response Rate

Category of Respondents	Sample Size	Interviews	Questionnaires	Responses	Response Rate
<i>Top Managers, Operation Officers & Supervisors</i>	150	36		21	74%
<i>Guards and Trainees</i>			114	90	

Source: Primary Data

4.3 Results on the Background Characteristics of Respondents

Background characteristics of respondents were established in terms of gender, age, education level, marital status, length of service and category of work. The results are as follow

4.3.1 Gender of Respondents

The options for genders in this study were males and females. The gender of respondents is therefore presented in the table below.

Table 4.2: Gender of Respondents

		Frequency	Percent	Valid Percent
Valid	Male	62	68.9	68.9
	Female	28	31.1	31.1
	Total	90	100.0	100.0

Source: Primary Data

The table 4.2 above shows the gender of respondents. According to the results in the table, 68.9% of respondents were males and 31.1% females. This shows that male gender highly participated in this study as manifested by their high figure of 68.9%. The results also show that the researcher indeed took into consideration the gender aspect of respondents.

4.3.2 Age of Respondents

This section contains the age of respondents.

Table 4.3: Age of Respondents

		Frequency	Percent	Valid Percent
Valid	22-30 Years	50	55.6	55.6
	31-40 Year	27	30.0	30.0
	41-50 Years	9	10.0	10.0
	50 and above Years	4	4.4	4.4
	Total	90	100.0	100.0

Source: Primary Data

The results in the table 4.3 above show that 55.6 % of respondents were between twenty two and thirty years; while 30.0% of the respondents were between thirty one and forty years, 10.0% were between forty one and fifty years and 4.4% were fifty and above years. Although the researcher gave respondents a good range of age groups to participate in the study, the results show that the respondents of twenty two to thirty years were the majority due to their high score of 55.6%.

4.3.3 Education Level of Respondents

This section contains the education level of respondents. The options that the researcher gave respondents were O' level, A' level, bachelors, postgraduate and masters. The findings are shown in the table below

Table 4.4: Education Level of Respondents

		Frequency	Percent	Valid Percent
Valid	O' level	42	46.7	46.7
	A' level	37	41.1	41.1
	Bachelors	6	6.7	6.7
	Post graduate	3	3.3	3.3
	Masters	2	2.2	2.2
	Total		90	100.0

Source: Primary Data

The results in the above table 4.4 show that 46.7% of the respondents had O' Level certificates while 41.1% had A' Level, 6.7% Bachelors Degree, 3.3% Postgraduate and 2.2% Masters Degree. The results reveal that those who hold the Ordinary Level certificate were majority respondents as their score is high by 46.7%. This speaks aloud of the fact that most guards and trainee in this company are holders of certificate of Ordinary level although the researcher gave attention to a wide range of academic qualifications ranging from Ordinary certificates to Masters Degree.

4.3.4 Marital Status of Respondents

This section contains the marital status of respondents. The status given included: single, married and, divorced. The findings are shown in the table below

Table 4.5: Marital Status of Respondents

		Frequency	Percent	Valid Percent
Valid	Single	35	38.9	38.9
	Married	51	56.7	56.7
	Divorced	4	4.4	4.4
	Total	90	100.0	100.0

Source: Primary Data

According to the above table (4.5), 38.9% of respondents were single; while 56.7% married and 4.4% divorced. The results reveal that the majority of respondents (56.7%) were married and perhaps with family responsibilities.

4.3.5 Length of Service in Ultimate Security Ltd

This section contains the length of services of respondents in USL. The results are shown in the table below

Table 4.6: Length of Service in USL

		Frequency	Percent	Valid Percent
Valid	Lesser than 1 Year	17	18.9	18.9
	1-2 Years	50	55.6	55.6
	3-5 Years	12	13.3	13.3
	6 and above Years	11	12.2	12.2
	Total	90	100.0	100.0

Source: Primary Data

The results in the above table 4.6 reveal that 18.9% of the respondents had lasted for lesser than one year in Ultimate Security; while 55.6% had lasted between one and two years, 13.3% between three and five years and 12.2% had lasted six years and above. According to the results, the majority of respondents (55.6%) were those who had lasted between one & two years in this organization. This means that on a basis of one and two years, there are

mostly new guards and trainees working in this organization. The implication is also that there is high labor turnover that is portrayed by majority of respondents who have worked in the company for a short time (one-two years). All in all, the researcher gave attention to a series of time period in this which workers have worked in USL.

4.3.6 Category of Work

This section contains the category of work of the respondents. The category of work included top management, supervisors, operation officers, guards and trainees. The findings are shown in the table below

Table 4.7: Category of Work

		Frequency	Percent	Valid Percent
Valid	Guard	58	64.4	64.4
	Trainee	32	35.6	35.6
	Total	90	100.0	100.0

Source: Primary Data

The above table (4.7) shows the category of work of the respondents. Those who answered the questionnaires whose feedback is presented in statistical form belonged to either the category of guards or trainees. As shown above, 64.4% of respondents were guards while 35.6% were trainees. The results therefore reveal that the majority respondents were guards as they obtained the highest score of 64.4%.

4.4 Descriptive Results on Employee Retention at USL

Besides the company records that show high turnover of workers in Ultimate Security Company, in this section, the researcher wanted to once again establish from respondents if indeed they feel that way. The researcher also wanted to find out if some of retention factors are applied at Ultimate Security. Therefore, the researcher asked if employees in

USL work for a short time and leave for other companies, if workers frequently resign from their jobs, if vacancies frequently fall at USL, if employees are given chance to give feedback to their superiors, if workers are given time to relax from work, if other rewards a part from salary is given to workers and if USL gives employees opportunity for further training. The results to these inquiries are presented as follow.

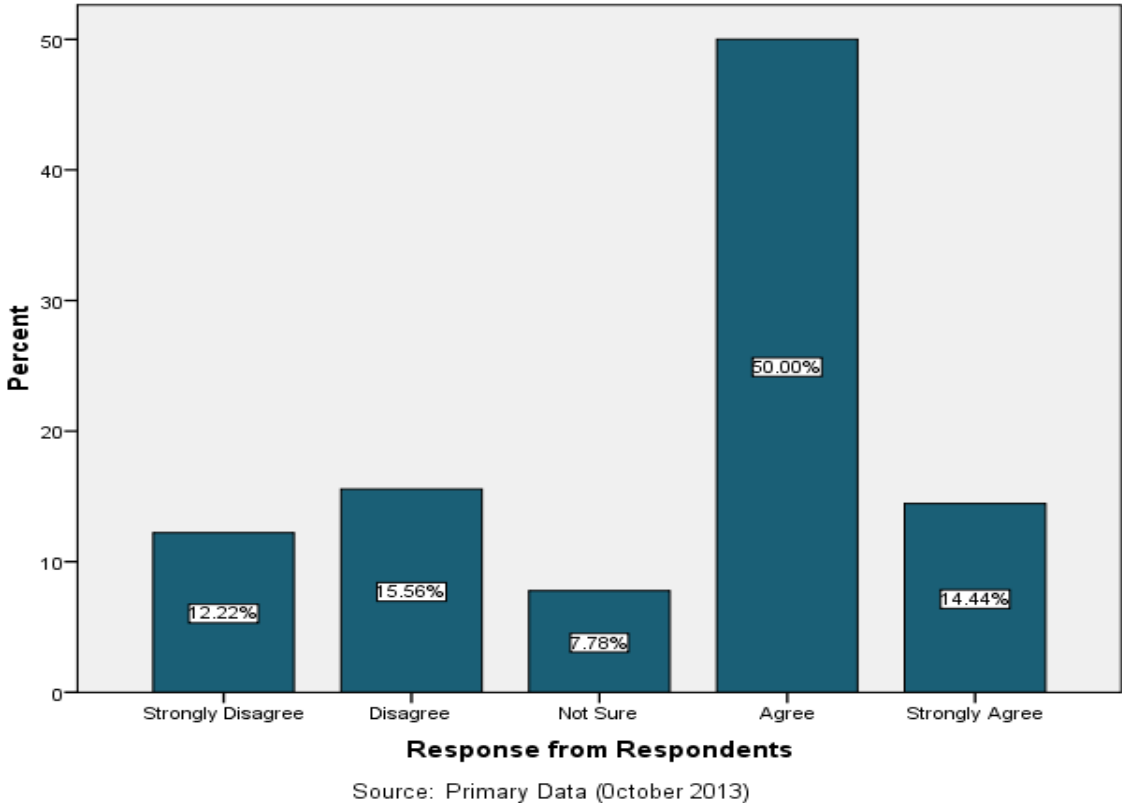


Figure 4.1: Guards and Other Employees Work For a Short Time and Leave

In this section, the researcher asked if at USL, guards and other employees work for a short time and then leave for other firms. As shown on the figure (4.1), 12.22% of respondents strongly disagreed that in USL, guards and other employees work for short time and then leave for other companies; while 15.56% disagreed, 7.78% were not sure, 50.00% agreed and 14.44% strongly agreed with the statement. The results therefore reveal that indeed employees leave after a short time which is a depiction of high labor turnover among

guards and other employees. This is manifested by the high percentage of respondents who agreed to the statement compared to 7.78% who were not sure and 12.22% who strongly disagreed. The reflection of high labor turnover in USL was further reflected in the interviews where when asked how they feel about work in USL, if they love their work and stay in this company for a long time, a male interviewee asserted that:

“Workers in this company are many, those in managerial and administrative positions although they also experience work pressure, they have some degree of freedom and satisfactory salary. The other workers- I mean the guards, I may think that situation forces them to stay, I can’t tell that they enjoy their work because of its nature and remuneration. They work for long hours and on less pay. They often leave for other companies after a short time in this company” (USL 03).

This assertion has many aspects contained therein but one to the issue is a reflection that guards and other workers leave USL after a short while.

Table 4.8: Workers’ Resignation from Their Jobs

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	19	21.1	21.1
	Disagree	32	35.6	35.6
	Not Sure	9	10.0	10.0
	Agree	17	18.9	18.9
	Strongly Agree	13	14.4	14.4
	Total	90	100.0	100.0

Source: Primary Data

The results in the above table 4.8 show that 21.1% of respondents strongly disagreed that in USL, workers frequently resign freely from their jobs. 35.6% disagreed, 10.0% not sure 18.9% agreed and 14.4% strongly agreed. The results therefore show that the majority of respondents (35.6%) disagreed with the statement that workers in USL frequently resign from their jobs. As presented in table 4.7 there is high labor turnover and the disagreement that workers frequently resign from their jobs would mean that workers don’t go through

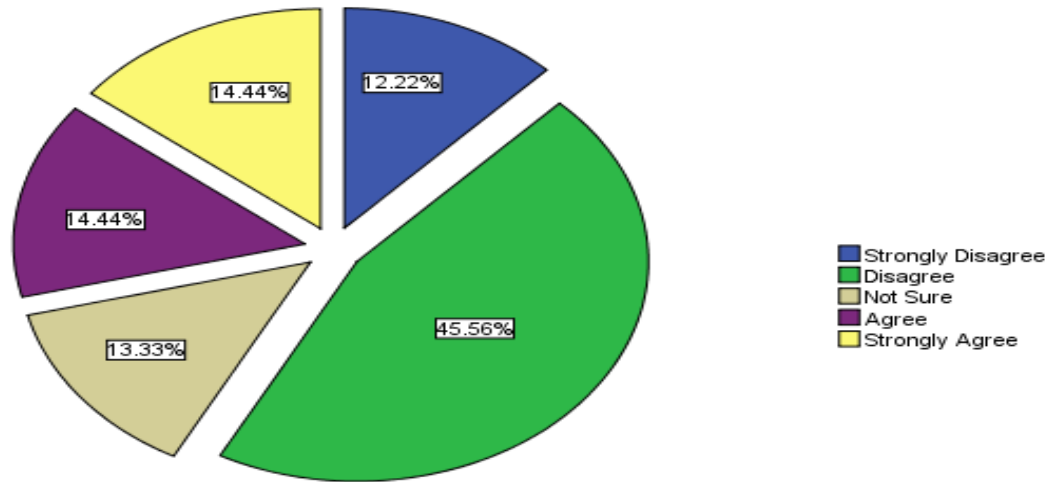
the formal and voluntary resignation but through “a wake up and walk away” without a formal resignation.

Table 4.9 Rate at Which Vacancies Fall at USL

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	9	10.0	10.0
	Disagree	9	10.0	10.0
	Not Sure	12	13.3	13.3
	Agree	44	48.9	48.9
	Strongly Agree	16	17.8	17.8
	Total	90	100.0	100.0

Source: Primary Data

Asked if they observe that in USL, vacancies fall frequently and workers are recruited on constant basis, 10.0% of respondents strongly disagreed, 10.0% disagreed, 13.3% were not sure, 48.9% agreed and 17.8% strongly agreed to the statement. The implication is that the high percentage of respondents i.e. 48.9% coincided that the vacancies in USL fall frequently and that the workers are recruited on constant basis. This also shows that there is high labor turnover in this organization. A male interviewee asserted that *“in this company we bring in recruits for training after every three weeks, they are trained, a good number is passed out but guards always leave, making us to train and replace”* (USL 17). This is once again a confirmation that vacancies fall frequently in USL and that there is high labor turnover.



Source: Primary Data (October, 2013)

Figure 4.2: If Workers Give Feedback to their Leaders

Asked as to whether workers give feedback to their bosses on what affects them and their work, according to the above chart (4.2), 12.22% of the respondents strongly disagreed with the statement; while 45.6% disagreed, 12.33% were not sure, 14.44% agreed and 14.44% strongly agreed that they give feedback to their superiors on what affects them and their stay. The results reveal that the majority of respondents (45.56%) were those who disagreed that they normally give feedback to their leaders; which implies little attention given to workers’ views and welfare as well. This was also confirmed in the interview where a supervisor pinpointed that the loop of communication at USL is broken.

“Yes, the guards and workers on the low level forward their views but because the process to the concerned people is long, the views end up getting eroded in between some

Table 4.10 If Workers are Given Time to Relax

		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	49	54.4	54.4
	Disagree	17	18.9	18.9
	Not Sure	10	11.1	11.1
	Agree	7	7.8	7.8
	Strongly Agree	7	7.8	7.8
	Total	90	100.0	100.0

personnel and at the end no action is taken on what needs to be rectified (USL 08).

Source: Primary Data

Respondents were asked as to whether their leaders in USL give them time to relax from work. As shown in the above table (4.10), 54.4% strongly disagreed, 18.9% disagree, 11.1% were not sure, 7.8% agreed and 7.8% strongly agreed with the statement. The majority of respondents i.e. 54.4% were of those who strongly disagreed that their leaders at USL give them time to relax from work. This is a revelation that guards and trainees work all time with limited time to rest. An interviewee in-charge of training asserted that

“Trainees are treated as in the military, its shining or raining, early morning or evening, trainees have activities going on such as parading, lessons, cleaning and athletics every morning”(USL 19)...the same applies to guards who work for long hours such as guarding the banks and telecommunication masts to mention a few”(USL, 01)

The assertion indeed shows that little time is given to the trainees to relax. In the open section of the tool, respondents were also asked what makes workers short live in USL, many of them stated long hours of work which is connected to the little time offered to them to relax.

Table 4.11 Other Rewards beside Salary is Given

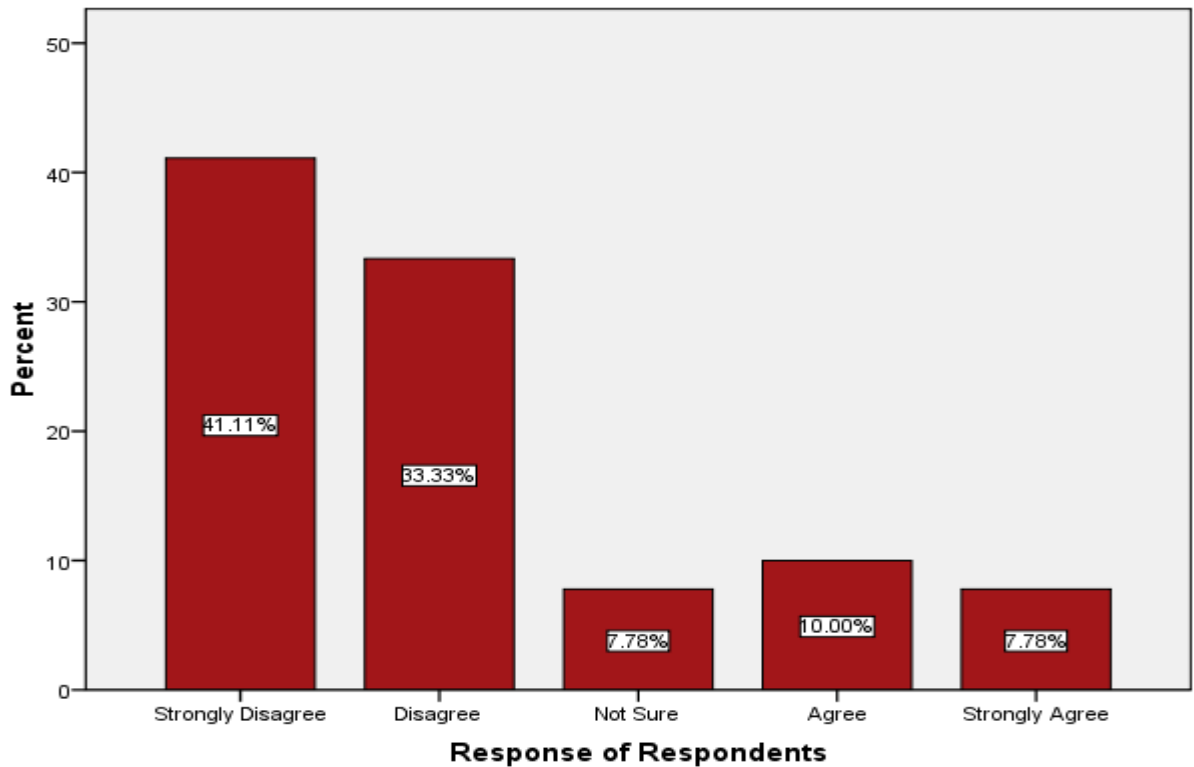
		Frequency	Percent	Valid Percent
Valid	Strongly Disagree	52	57.8	57.8
	Disagree	24	26.7	26.7
	Not Sure	2	2.2	2.2
	Agree	7	7.8	7.8
	Strongly Agree	5	5.6	5.6
	Total	90	100.0	100.0

Source: Primary Data

Asked if apart from their salary, they are normally given other rewards for the work they do at Ultimate Security Limited, as shown in the table 4.11 above, 57.8% strongly disagreed, 26.7% disagreed, 2.2% were not sure, 7.8 agreed and 5.6% strongly agreed with the statement. The results therefore show a high figure of 57.8% of respondents who strongly disagreed that besides their salary; they are normally given other rewards in this company. The implication is that besides monthly salaries, guards are given no other rewards which are so essential in a life of every worker. The respondents also highlighted limited promotion, lack of housing allowances, lack of food, and medication among others as factors that make them short live in the organization. These would be the other rewards offered on top of low monthly salaries. An interviewee said that:

“Workers are paid little money and yet it subject to tax and not given food at work.... no house and medical allowances offered to them... sometimes leaders of USL bring in people who have never worked in the company and immediately promote them- leaving some who have served the company for some time (USL 21).

This assertion reveals not only the absence of other rewards but little monthly salary that USL offers its workers. Low salary and limited rewards can indeed cause low labor retention because many will quit in search for green pasture.



Source: Primary Data (October, 2013)

Figure 4.3 Further Training is Offered

In this section, the respondents were asked if in USL they are given chance for further training to acquire more skills. According to the feedback on the above figure (4.3), 41.11% strongly disagreed with the statement; while, 33.33% disagreed, 7.78% were not sure, 10.00% agreed and 7.78% strongly agreed that they are given chance for further training to acquire more skills. The high score is 41.11% of respondents who strongly disagreed that they are offered chance for further training-meaning that they cannot enhance their knowledge and skills through further training due to its absence. The respondents in their write up on the reason why they short live in USL, they hinted on the aspect of short time training and lack of chance for further training to enhance their knowledge. To them, the rigorous training they go through is only for two-four weeks and

they are deployed. Their knowledge and ability to perform well could be hiked through offering them opportunities to go for refresher courses.

4.5 Descriptive Results on Leadership Styles in USL

In this section, the researcher presents the results that answer the study objectives. These objectives were on independent variable (leadership styles) and linked to the dependent variable (employee retention). The findings are therefore presented, analyzed and interpreted in line with study objectives.

4.5.1 Descriptive Results Democratic Leadership and Employee Retention

Under this objective, the researcher sought to establish how democratic leadership style has influenced retention of employee in USL. The dimensions of democratic leadership formed the basis of questioning. The respondents were asked if in most cases their leaders seek their opinions, if their leaders effectively delegate them, if their leaders trust them, if they are allowed to participate in decision making & leadership, if participation in decision makes them stay longer in USL, if they are motivated, if motivation makes them stay long in USL and if their leaders give attention to both their welfare and performance. Because there are numerous items under inquiry, the descriptive results are presented in a single table using means and standard deviation; thereafter, there are analyzed and interpreted.

Table 4.12 Descriptive Results on Democratic Leadership Style and Employee Retention in USL

Democratic Leadership Style and Employee Retention in USL	N	Min	Max	Mean	Std. Deviation
In my company, leaders in most cases seek my opinion	90	1.0	5.0	2.46	1.2
My leaders at USL effectively delegate tasks to me	90	1.00	5.00	2.43	1.3
I believe my leaders at USL trust me as a team member	90	1.00	5.00	2.45	1.4
I am genuinely offered guidance to discover my potentials and growth	90	1.00	5.00	2.47	1.3
I can say that our leaders in USL in most case allow me to participate in leadership and decision making	90	1.00	5.00	2.27	1.4
I feel that taking part in leadership can make me stay long in Ultimate Security Limited	90	1.00	5.00	2.48	1.4
I feel that am motivated to work at USL	90	1.00	5.00	2.43	1.3
I feel that motivation I get can make me stay longer at USL	90	1.00	5.00	2.27	1.2
I feel that in my company, leaders give attention to both our welfare and income to the company	90	1.00	5.00	2.23	1.2

Source Primary Data

Mean Range	Response Mode	Interpretation
3.51-4.50	Strongly Agree	Very High
2.51-3.50	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

When asked as to whether in their company, leaders in most cases seek their opinion on issues, as per the above table 4.14; the mean was of 2.46 which is low and showing a disagreement to the statement. This implies employees have limited chance to forward

their opinions for consideration. This was further confirmed by a male interviewee who asserted that

‘The guards particularly in this organization have limited interaction with their superiors. They are deployed in different areas and work all time. They rarely get in touch with their bosses and their views are rarely sought. If they happen to forward their views, the information does not reach the intended because of long process and limited interest in what they say’ (USL, 04).

This is further a pin pointer of the fact that guards’ opinions are not sought- which can make them part and parcel of the company and also impetuses them to work for long time.

When asked as to whether their leaders in USL effectively delegate tasks to them, the descriptive results show mean of 2.43. This is also low and showing a disagreement that leaders in USL effectively delegate tasks to their subordinates. In summary form, the implication of this disagreement is a reflection of lack of delegation of tasks to subordinates which ought to happen in an effective manner of leadership.

Asked if they believe that their leaders in USL trust them as team members, the results show mean of 2.45 which is equally low and revealing a disagreement to the statement. The implication is that leaders in USL have little trust in their workers which is supposed to be inculcated for the better working condition between leaders and subordinates and attainability of working relationship which also leads to employee retention. According to the interviews conducted, a male interviewee cited lack of knowledge and untrustworthiness of guards as a major reason for not trusting them “... *some of them steal company uniforms and always have unpredictable moves which make us not to trust them*” (USL 20). This is indeed a confirmation of lack of trust in employees.

Asked if they are genuinely offered guidance to discover their potentials and growth, the results reveal disagreement with a mean of 2.47. What it means is that just as worker's opinions are not sought and seen as untruth worth; the company leaders offer workers no guidance to discover growth. This was further shown on how respondents disagreed to the fact that they are given chance for further training to acquire more knowledge and skills. This limited guidance to discovery of potentials of growth also reveals limited care for workers. Yet, it all becomes difficult to retain a worker whom leaders value not and whom leaders offer less guidance.

Asked as to whether their leaders in USL in most case allow them to participate in leadership and decision making, the answers were low with a mean of 2.27. This is a disagreement to the statement. This implies that indeed workers are less empowered to take part in leadership and decision making. This was also cited as one of the reasons why employees quit working in this firm after working for a short time. This was also cited as one of what USL needs to put in place to hike the retention rate of workers.

Asked if participating in leadership and decision making makes them stay long in USL, the majority respondents (mean- 2.48) disagreed to the statement. It logically follows that since they are not empowered to participate in leadership and decision making, then the effect cannot be felt. The respondent disagreed that due to its absence, participating in leadership and decision making does not make them stay long in USL.

Asked as to whether they are motivated to work in USL majority respondent (mean-2.43) disagreed to being motivated. There is in other words lack of motivational aspects offered to the workers in this company. A male interviewee in the category of supervisors

coincided with the absence of motivation in USL saying; *“Motivation in this company is not there. Leaders care about themselves and views of the clients not the guards. Supervisors, operations and instructors also fight for their own... ”* (USL 11). This is reflection of absence of motivation which is so connected to the aspect of other rewards besides salary which the respondents disagreed to being offered. Motivational aspects that respondents also cited to be lacking include; incentives like food, accommodation, low salary and health allowance which workers as also cited as the reasons why they short live in USL. In similar development, the respondent disagreed that they are to stay longer in USL because of motivation that they received (mean 2.27). Of course, even if motivation would make them stay longer, its effect is not felt on employee retention in USL due to its absence.

Asked if they feel that in their company, leaders give attention to both their welfare and income to the company, majority respondents-giving a mean of 2.23 disagreed. This is a denial of this aspect of democratic leadership in USL. Limited care for the employees was among reason cited as a cause of their quit of the company. Although portraying the aspect of limited care for workers and performance, a male interviewee on top management claimed to be wishing workers well and that they stay long but the situation does not favor.

The interviewee said:

“Yes to some extent, I care about my workers and admire seeing them thrive. But in this company, we have different people involved in the supervision of guards. Quiet often I have gotten informed of the dismissal of guards... But I generally care about my workers and their performance (USL, 02).

This is a reflection of some care for employees although the situation does not favor their stay for long time.

4.5.1.1 The Correlation between Democratic leadership and Employee Retention

The relationship between democratic leadership style and employee retention in USL was measured by carrying out correlations as shown in the table below;

Table 4.13: Correlation between Democratic Leadership Style and Employee Retention in USL

		Democratic leadership style	Employee retention in USL
Democratic leadership style	Pearson Correlation	1	-.721**
	Sig. (2-tailed)		.000
Employee retention in USL	Pearson Correlation	-.721**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			
a. Listwise N=90			

Source: Primary Data

From table 4.12 above, the study revealed that democratic leadership style has a significant influence on employee retention in USL ($r = -0.721$, $p < 0.01$). This means that a well displayed democratic leadership style where leaders share the decision-making abilities with group members either by promoting their interests or practicing social equality, employee retention rate is improved contrary to when democratic leadership is less applied. Although there is a positive association of democratic leadership with employee retention in USL, the influence is negative because it's not applied. This shown is by limited empowerment of workers to lead and take part in decision making, limited motivation and less care for both employee welfare and income to USL.

4.5.2 Descriptive Results on Autocratic Leadership and Employee Retention in USL

The second objective for this study was to find out how autocratic leadership affects employee retention in USL. To fulfill this objective, the researcher formulated questions

based on the dimensions of autocratic leadership style. The questions sought to find out if workers are normally ordered to do their work, if they normally receive commands from their leaders, if commands and orders are what leaders practice, if leaders make decision by themselves without consulting workers, if leader have little trust in their workers, if workers are seen by their leaders as being incompetent, lazy and deserving close supervision, if commands, orders & close supervision makes them stay longer and if their leaders are more interested in income (performance) than employee welfare. The results to these questions are presented below

Table 4.14: Descriptive Results on Autocratic Leadership Style and Employee Retention

Autocratic Leadership Style and Employee Retention in USL	N	Min	Max	Mean	Std. Deviation
I am normally ordered to do my work in USL	90	1.00	5.00	3.82	1.4
I normally receive commands from my leaders in USL	90	1.00	5.00	3.34	1.5
Commands and orders are what my leaders practice	90	1.00	5.00	3.44	1.3
My leaders in USL mostly make decision by themselves without consulting me	90	1.00	5.00	3.54	1.3
My leaders in USL have little trust in me	90	1.00	5.00	3.07	1.3
My leaders normally see me as incompetent, lazy and deserving close supervision.	90	1.00	5.00	2.48	1.3
Commands, orders and close supervision in USL can make me stay for a short time	90	1.00	5.00	3.04	1.4
I feel that leaders in my company are more interested in income and good performance and not my welfare	90	1.00	5.00	3.08	1.4

Source: Primary Data

Mean Range	Response Mode	Interpretation
3.51-4.50	Strongly Agree	Very High
2.51-3.50	Agree	High

1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

When asked if they are normally ordered to do their work in USL, as shown in table 4.14, majority respondents (mean 3.82) strongly agreed to the statement. Relatedly, majority respondents (mean 3.32) agreed that they normally received commands from their leaders in USL. A male respondent faithfully asserted that

Guards are supervised to do work but the chain of command through which they convey their complaints is completely broken.... (USL 19). USL as military institution, the leaders including instructor issue commands and orders and must be abide by, others wise disobedience is gravely punishable (USL 05). These assertions of interviewee point to the existence of command and order among the leaders in USL.

This is a confirmation of the presence of frequent issue of orders and commands by leaders in USL.

Consequently, the majority respondents also agreed that this commands and orders is what their leaders practice (mean 3.34). What is revealed of this finding is a purely autocratic leadership style that issues orders and commands. The leaders apply up-down communication by issue of commands and orders, views from down are rarely heard (USL, 13). When asked regarding which style of leadership they would be comfortable with: the one in which you share views, the one in which they are mostly commanded or the one where they are left alone to do what they want and which of these styles is more applied by leaders in USL? A male respondent answered saying:

"I am personally comfortable with style where we share views through interaction. This happens up on the managerial level but not guards. Management rarely takes their views. They are more of commanded and ordered similar to those in the military. Even us in the administration sometimes we are commanded and ordered. The push is most common in USL although I would be more comfortable with share of ideas to fix problems" (USL 17).

This is further a reflection of the existence of orders and commands which is autocratic leadership.

When asked as to whether their leaders in USL mostly make decision by themselves without consulting them, majority respondents (3.54) strongly agreed. The majority of respondents also agreed that leaders have little trust in them as they work in this company (mean, 3.07). This was further explained by an interviewee who said that due to diverse backgrounds of guards and trainees and due to often time impersonation in the academic document, little trust is given to them

One challenge we have here is that we bring in people from the level of P.7 and others S.4. Some time these people come here with forged papers. This has removed trust in them that we take time studying and knowing them so as to entrust them with some leadership positions. However, by the time we get to know them well, some would have left...” (USL 06).

This lack of trust among workers can cause labor turnover. Yet, still respondents agreed that their leaders normally see them as being incompetent, lazy and thus deserving close supervision (mean 2.58). The respondents also agreed that orders, commands and close supervision can make them short live in USL (mean 3.04). They even hinted on close supervision and harassment by supervisors as among factors that make them short live in USL. At the end, the respondents agreed that their leaders are more interested in their performance that brings income to the company and not their welfare (mean 3.08). Quiet often, they have lacked food, medication and worked long hours to earn junk of money for the company but company leaders care less about them. When asked about what they think if one says that their leaders are less concerned about welfare of your workers as well as the work they do. A female respondent answered:

“No! Workers are there to bring money to the company. Care is on income and not on workers, and this is worsened by their behaviors like theft and sickness. Once a guard is a victim of either of the two, he/she is dismissed immediately” (USL 12).

This assertion is a clear indication of the much interest leaders have in the performance of workers which brings income to the firm and not their welfare. This can equally derail workers.

4.5.2.1 The Correlation between Autocratic Leadership and Employee Retention

The relationship between autocratic leadership and employee retention was shown by the correlation results in the table below;

Table 4.15: Correlations between Autocratic Leadership and Employee Retention

		Autocratic leadership	Employee retention
Autocratic leadership	Pearson Correlation	1	.625**
	Sig. (2-tailed)		.000
Employee retention	Pearson Correlation	.625**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			
a. Listwise N=90			

Source: Primary Data

The results in table 4.15 above show a correlation of $r = 0.625$, $p < 0.01$, that shows that autocratic leadership in USL positively relates with employee retention in organizations. The results imply that since autocratic leadership in USL believes in direct supervision as a key in maintaining a successful environment, if it is well applied (depending on the need), it can cause productivity and commitments among workers. However when it's over applied, employees can get derailed to leave the firm. Despite the positive relationship, autocratic leadership has strong negative effect on employee retention in USL. This is because of its strong application manifested by respondents' agreement that it's the leadership style mostly practiced in USL and that it makes them work for a short time and quit for other companies.

4.5.3 Descriptive Results on Laissez-Faire Leadership and Employee Retention in USL

This was the third objective of this study. In this objective, the researcher wanted to establish how laissez- faire leadership influences employee retention in Ultimate Security Company. The questions were posed according to the manner in which laissez-faire leadership style was broken down in the conceptual framework. The questions wanted to establish if leaders in most cases give complete freedom to the workers to do what they want while at work, if workers are in most case they are personally allowed to make decisions to solve problems in the company, if leaders prefer delegating workers for most duties, if leaders in USL keep to themselves and don't want to be bothered, if leaders care less about performance as well as welfare of workers, if limited interest in performance and employee welfare is a common practice in USL and if the "care free leadership" method makes employees work in USL for a long time. The responses to these questions are presented, analyzed and interpreted as follow.

Table 4.15: Descriptive Results on Laissez-Faire Leadership Style and Employee Retention in USL

Laissez- Faire Leadership & Employee Retention in USL	N	Min	Max	Mean	Std. Deviation
In most cases my leaders in USL give me complete freedom to do what I want	90	1.00	5.00	2.41	1.4
I am allowed to personally make decision to solve problems in my company	90	1.00	5.00	2.38	1.4
I feel that our leaders in USL prefer delegating me for most duties	90	1.00	5.00	2.45	1.4
My leader in USL keep to themselves, they don't want to be bothered.	90	1.00	5.00	2.43	1.4
My leaders in USL care less about my work and well being	90	1.00	5.00	2.34	1.3
I think that the limited interest in my performance and my needs is a common practice in USL	90	1.00	5.00	2.20	1.3
The care free leadership method can make me work in USL for a long time	90	1.00	5.00	2.50	1.5

Source: Primary Data

Mean Range	Response Mode	Interpretation
3.51-4.50	Strongly Agree	Very High
2.51-3.50	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Very Low

Asked as to whether in most cases their leaders in USL give their workers free complete freedom to do what they want. As shown in the table 4.15 above, the majority of respondents disagree to the statement, which in simple terms means that workers have restraints, they don't have complete freedom to do what they want (mean 2.41). The respondents further disagreed to being allowed to personally make decisions to solve problems in the company (mean 2.38).

On a similar note, respondents disagreed about feeling that their leaders in USL prefer delegating them for most duties (mean 2.45). The majority respondents (2.43) also disagreed that their leaders prefer keeping to themselves minus any disturbance. This all shows how workers are closely monitored. The majority respondent ended up disagreeing that their leaders care less about performance as well and welfare of their workers (2.34). Their leaders as shown in autocratic leadership care more on workers performance that brings income to the company and not employee welfare which explains why there is close supervision. Certainly, performance and income would decline if leaders withdrew and rolled unbothered by the people.

The respondents (mean 2.20) also disagreed to the statement that this “care free” leadership style is what exists in USL and that it makes them work in USL for a long time (mean 2.50).

4.5.3.1 Correlation between Laissez-Faire Leadership Style and Employee Retention in USL

The relationship between laissez-faire leadership style and employee retention in USL was also obtained using the Pearson correlation test presented in following table;

Table 4.16: Correlations between Laissez-Faire Leadership Style and Employee Retention

		Laissez-faire leadership style	Employee retention
Laissez-faire leadership style	Pearson Correlation	1	.857**
	Sig. (2-tailed)		.000
Employee retention	Pearson Correlation	.857**	1
	Sig. (2-tailed)	.000	
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data

The correlation results above i.e. $r = 0.857$, $p < 0.01$ revealed the existence of a positive relation between laissez-faire leadership style and employee retention. This means that when leaders allow a degree of freedom to employees to do their work and make decision, they are challenged to think and be sincere and to work efficiently and effectively which at the end retain them in the organization compared to when it's too much or completely burned from practice. Although there is a positive relation between laissez-faire leadership and employee retention, its expected positive influence on employee retention is lacking due to limited application. This is observed in respondents' disagreement that leaders give them complete freedom to do what they want and that leaders delegate them for most duties.

4.6 Regression Model of Leadership Styles and Employee Retention in USL

Regression analysis was carried out to examine the extent to which the facet variables of democratic leadership style, autocratic leadership style and laissez-faire leadership style predict employee retention in USL.

Table 4.17: Prediction Model for Leadership Styles and Employee Retention in USL

<i>Coefficients</i>	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Model					
(Constant)	.668	.236		2.836	.005
Democratic leadership style	.539	.053	.576	10.166	.000
Autocratic leadership style	.317	.071	.254	4.487	.000
Laissez-faire leadership style	.423	.53	.342	5.763	.000
Dependent Variable: Employee retention					
R = .746					
R Square = .557					
Adjusted R Square = .552					
Sig = 0.000					

Source: Primary data

From the results democratic leadership style, autocratic leadership style and laissez-faire leadership style determined employee retention up to the tune of 55.7% (R Square = .557) which evidence that a well displayed use of leadership styles such as democratic, autocratic and laissez-faire styles would 55.7% enhance employee retention. The regression model was significant and thus reliable for making conclusions and recommendations (Sig. <.05). The most significant predictors of employee retention were democratic leadership (Beta= .576, t= 10.166, Sig. = 0.000) and laissez-faire leadership style (Beta= .342, t= 5.763, Sig. = 0.00).

Table 4.18: Multiple Response Rate on Factors Make Employees to Short Live In USL

Table Frequencies

	Factors	Responses		Percent of Cases
		N	Percent	
Table a	Pressure at work	19	7.1%	21.1%
	Lack of motivation	37	13.7%	41.1%
	Short time training	22	8.2%	24.4%
	Low salary	28	10.4%	31.1%
	Poor working conditions	16	5.9%	18.7%
	Harassment by supervisors	19	7.1%	21.1%
	Corruption	14	5.2%	15.6%
	Long working hours	18	6.7%	80.0%
	Lack of decision making among employees	33	12.3%	36.7%
	Lack of promotion	20	7.4%	22.2%
	Lack of basic needs	43	15.9%	47.8%
Total		269	100.0%	359.8%

a. Dichotomy group tabulated at value 1.

According to the multiple responses rate in the table above, the factors that make employees to short live in Ultimate Security Ltd are enormous and these include lack of basic needs, lack of motivation and lack of decision making among employees as suggested by 15.9%, 13.7% and 12.3% of the respondents respectively. The results further show that employees too short live in Ultimate Security Ltd because of the low salary offered by the company and at time the short time training that exists within the organization with 10.4% and 8.2% of the responses. The respondents also suggested a number of factors such as pressure at work (7.1%), harassment by supervisors (7.1%) and lack of promotion with 7.4% of the responses. There are other factors such as poor

working conditions (5.9%) and corruption (5.2%) among others. These findings therefore exemplify that there are a number of factors that make employees to short live in Ultimate Security Ltd as suggested and discussed above.

Table 4.19: Multiple Response Rate on the Ways through Which Employees in USL Can Be Retained

Tabulated Frequencies

		Responses		Percent of Cases
		N	Percent	
Table ^a	Employee motivation	64	32.7%	71.1%
	Salary increment	33	16.8%	36.7%
	Accommodation and housing allowance	25	12.8%	27.8%
	Favourable working hours	13	6.6%	14.4%
	Refresher courses	10	5.1%	11.1%
	Involve employees in decision making	31	15.8%	34.4%
	Giving bonuses to employees for better performance	14	7.1%	15.6%
	Promoting employees after every financial; year	6	3.1%	6.7%
Total		196	100.0%	217.8%

a. Dichotomy group tabulated at value 1.

The ways in which employees in Ultimate Security Ltd can be retained for a long time is through employee motivation as suggested by 32.7% of the respondents; this was followed by 16.8% of the respondents who suggested that employees in ultimate security should be given a salary increment. The findings further portray that there is need to provide accommodation and housing allowances and also favorable working hours with 12.8% and 6.6% of the responses. It was further established that refresher courses given to the employees can help to retain them in organizations. There is also need to involve employees in decision making as in the long run this will help to retain employees thus

helps to reduce on the rate of turnover in organizations. The respondents also affirmed that giving bonuses to employees for better performance (7.1%) and promoting employees after every financial; year (3.1%) can also help to retain employees in ultimate security.

4.8 Conclusion

This chapter has presented analysis and interpretation of results from the field. All categories of respondents ranging from those who answered questionnaires to the ones interviewed were open and generously gushed out the needed information. Findings revealed high labor turnover and existence of autocratic leadership. A male interviewee gave response that summarized the cause of low retention in USL and the solutions to this pathology. The response is presented as follow

“The causes of run away from work in this company are in 3 levels: The employees in administrative position mainly succumb to pressure at work. The trainees leave because of misconception they have: some come knowing they will be deployed immediately only to realize that they have to go through training; some leave after knowing the little offer. Others have health and behavioral problems. The guards leave because of little salary-unable to cater for needs, working far away from their home areas, no salary increment, no promotion from within-rather guards brought in from out are the ones promoted, little care for workers welfare by bosses. To have guards stabilize in USL, they need to be provided with meals and accommodation, motivated through promotion, down-up and up down communication channel address their needs of workers be observed (USL 10).

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study established the effect of leadership styles and employee retention using the case study of Ultimate Security Limited. The study made use of secondary data to analyze the variables of leadership styles and employee retention. The study also made use of primary data from the respondents. Therefore, in this chapter, the researcher makes summary, discussion, conclusions and recommendations of the findings.

5.2 Summary of the Findings

The study sought to establish how leadership styles influence employee retention in Ultimate Security Limited. This was carried out by way of unpacking the factor components of leadership styles and thereafter relating them with employee retention. Attention was given to three facets of leadership styles including; democratic, autocratic, and laissez-faire. Data was collected by way of self administered questionnaires which were both closed and open ended and an interview guide. The data was analyzed with the use of the Statistical Package for Social Sciences which was used to present results in tabulations of frequencies, percentages, means, correlation and regression analysis.

The findings revealed that the study comprised of more male respondents and the majority of the respondents were holders of O' level certificates. A big number of the respondents

belonged to the 22-30 years age group and mostly married. Most of respondents had served tenure of one to two years in the company and most of them were guards.

On the indicators of employee retention, majority of respondents agreed that guards and other employees normally leave for other companies after working in USL for short time. Most respondents disagreed that in USL workers frequently resign from their jobs. Most respondents also agreed that vacancies frequently fall in USL and more workers are recruited on constant basis. Most respondents disagreed to giving feedback to their leaders regarding what affects them and their work. Most of them also disagreed to being given time to relax by their leaders. Most of respondents also disagreed to being given other rewards besides their usual salary and being given chance for further training to acquire new skills.

5.2.1 Democratic Leadership and Employee Retention at USL

On the first objective of the study i.e. establishing how democratic leadership influences employee retention in USL, the majority respondents showed absence of down-up and up-down communication where their opinions are sought. Majority of them disagreed that their leaders effectively delegate responsibility to them and that they are trusted by leaders. The majority of them disagreed to being genuinely offered guidance to enable them discover their potentials and growth. Majority of them disagreed to being allowed to participate in leadership and decision making. Majority of them also disagreed to the statement that participating in leadership and decision making makes them stay long in this company. Most respondents disagreed to being motivated and that motivation offered to

them in USL makes them stay longer. Most respondents also disagreed that their leaders give attention to both their work and the performance of the company.

The results reveal limited absence of democratic leadership in USL particularly in relation to the guards and trainees. This is clearly seen by the denial of the aspects that point to democratic leadership. Respondents for example disagreed that they are allowed to take part in leadership and decision making, their opinions being sought, being delegated and their leaders giving attention to both their welfare as well as performance. The results also divulge the negative influence of this leadership style because of its absence. The correlation test between democratic leadership and employee retention however revealed a positive association between democratic leadership style and employee retention in USL ($r = -0.721$, $p < 0.01$); meaning that varying from one situation to another, a well displayed democratic leadership style where leaders share the decision-making abilities with group members either by promoting their interests or practicing social equality makes employees to be retained in the organization.

5.2.2 Autocratic Leadership and Employee Retention in USL

On the second objective which was to find out how autocratic leadership style affects employee retention in USL, most respondents strongly agreed that they are normally ordered to do their work. Most of them also agreed that they normally receive orders from their leaders. The majority respondents also agreed that commands and orders are what leaders in USL practice and that these commands and orders make them stay in this company for a short time. The majority of respondents agreed that their leaders have little trust in them and that normally see them as incompetent, lazy and deserving close

supervision. Most respondents also agreed that their leaders are more interested in income - good performance to the company and not their welfare as workers.

The results pick up the strong presence of autocratic leadership in USL. This is in the way that respondent mostly agreed and expressed that commands and orders are what leaders in USL practice and normally order and command workers to do their work. These are outstanding features of autocratic leadership. Other features present as per the results are the interest in performance and not employee welfare. The results also reveal negative effect of autocratic leadership on employee retention due to its absolute application. The correlation test however, between autocratic leadership and employee retention ($r = 0.625$, $p < 0.01$) show that autocratic leadership positively associates with employee retention in organization. Just like autocratic leadership believes in direct supervision as a key in maintaining a successful environment and that leaders are strict and keep close control over their followers by keeping close regulation of policies and procedures given to them, when well applied depending on the situation, it can in a relative sense influence retention of employees compared to when its extreme or completely neglected.

5.2.3 Laissez- Faire Leadership and Employee Retention in USL

On the third objective of establishing how laissez-faire leadership style influences employee retention, most respondents denied leadership mode that grants them complete freedom to do what they want and also personally make problem solving decision. The majority of respondents disagreed that their leaders prefer delegating them for most duties and that leaders keep to themselves and don't want to be bothered. Most respondents disagreed that their leaders care less about performance and wellbeing of their workers and

that this is a common practice by leaders in USL. The majority of workers also disagreed that this “care free” leadership method makes them stay in USL for a long time.

The results depicted absence of laissez-faire leadership in USL. This is shown by how respondents disagreed that leaders prefer delegating them for most duties, their leaders care less about performance and wellbeing of their workers and that this is a common practice by leaders in USL. Because of this absence, the result showed that laissez-faire has negative influence on employee retention as respondents disagreed that this “care free” leadership makes them stay long in USL. The correlation test however, revealed that there was a positive correlation between laissez-faire leadership style and employee retention, ($r = 0.857, p < 0.01$). This implies that leaders who depending on the situation allow their subordinates to work on their own, give them freedom to make problem solving decision and delegate them, challenges to them be responsible and mature and so feel valued thus the need to stay in a company for long time. This however, has to vary depending on the need otherwise, it may compromise performance as well as derail employees as they will feel not guided in their work and career path.

5.3 Discussion of the Findings

The discussion of findings in this section articulates the relationship between leadership styles and employee retention in relation to the reviewed literature- and more importantly the upholding of the path goal theory of leadership.

Before going into the relational aspect of the independent variable (leadership styles), it's important to note that according to the findings summarized above, employees leave the company after a short while and vacancies fall frequently. This finding is congruent to the

records of Human Resource Handbook (2012) regarding employee retention; whereby, according to these records, of 100 recruits trained every month by USL, 48 of them leave in lesser than two months. The congruity between the results and the records at Ultimate Security confirm the datum that there is indeed high labor turnover and low retention.

The results further reveal the absence of retention aspects like getting feedback from employees, offering them some free time, offer of other rewards besides salary and offer for further training. The absence of retention aspects is contrary to the teachings on the recommended mode of retaining workers; Drake (n.y) argues that for managers, nothing feels better than having a strong, successful and happy workforce which even leads to high performance. The manager does not only hire top quality individuals, but essential to any manager is an ongoing process of retention strategy. Aspects essential to retain employees include: creating good working environment, effectively leading workers, rewards (Adam, 2013). Others include knowledge of employees and their needs, creation of an open and flexible workplace that contributes to work-life balance and further training among others, which are actually absent in USL according to the results (Sadhira, 2013).

5.3.1 Democratic Leadership and Employee Retention in USL

The findings show that there is limited exercise of democratic leadership in USL. Employees are not allowed to participate in leadership and decision making. Motivational aspects and guide to the workers are also practiced on limited level. The limited application of democratic leadership is contrary to teaching of path goal theory of leadership. According to this theory, leaders ought to apply leadership methods according to the need to motivate workers, the need to satisfy workers and according to the need for

better performance (Clegg, 2006). The elements that motivate and satisfies workers and thus retain them include; good supervision, good relationship with peers, good working conditions, personal life and security, good salary, other rewards, recognition, responsibility, clear job descriptions, and promotions among others (Turnner & Muller, 2005).

Although path goal theory of leadership recommends application of styles of leadership varyingly and depending on the situation, some scholars have actually named democratic leadership, the ideal and effective leadership style. In any case, if, USL would not abide by the recommendation of path goal theory, they would fully apply democratic leadership because it is quoted to retain employees in an organization. Democratic leadership style helps to build trust among employees Goleman (2000) and in it; managers employ very crucial styles geared towards improving employee performance and retention (Alan, 2013). The quality of production in democratic leadership is of better quality than other forms of leadership. Satisfaction levels are also higher in democratic organizations since employees are involved in the process of production right from the beginning to the end (Yukl, 2013). Employees therefore feel part of the process and always strive to achieve the goals they have set (Daft, 2008). Therefore, employees may not aspire to leave the organization before achieving the goals set.

5.3.2 Autocratic Leadership and Employee Retention in USL

As summarized above, the findings show that there is complete application of autocratic leadership in USL. Employees receive orders and commands from their leaders and there is limited attention given to their welfare but rather performance. There is also limited trust in employees as they are seen as incompetent. Up-down communication mode is also absent.

These features as articulated by Warrick (2013) are manifestation of autocratic leadership. According to Warrick, in autocratic leadership, leaders put high emphasis on performance and a low emphasis on people. They assume that people are lazy, irresponsible, and untrustworthy and that planning, organizing, controlling, and decision making should be accomplished by the leader with minimal involvement of workers. Authoritarian traits set goals individually, engages primarily in one-way and downward communication, controls discussion with followers, and donates interaction (Alan, 2013).

When asked as to whether they as leaders motivate workers or only care about their performance, a male respondent said there is no motivation in USL. For example he said: *“Leaders in top management position care about themselves and not guards at lower level. Income from clients is what matters. Moreover it’s the guards who bring in such income”* (USL 10). The strong clinging on autocratic leadership is also contrary to the expectation of path goal theory leadership because when it’s too much, it becomes dangerous. According to path goal theory, autocratic leadership can as well be applied depending on the situation. For example a situation that calls upon motivation, satisfaction and good performance. If applied according to situation, autocratic leadership leads to high productivity (Mullins, 2007). Otherwise, application of purely one leadership style is not what path goal recommends. According to the findings, due to its strong application, autocratic leadership has shown negative effect on employee retention in USL. The negativity also coincides with the teaching on effects of autocratic leadership; whereby according to Hardy, Lawrence, & Nord (2011), although the emphasis is on high productivity, it often breeds counterforce of antagonism and restriction of output. It also frequently results in hostile attitudes, a suppression of conflict, distorted and guarded

communications, high turnover and absenteeism and low productivity. It also tends to develop dependent and uncreative employees who are afraid to seek responsibility. Also due to its authoritative nature, the staff may be less likely to adopt the vision of the management or the values if they are not incorporated in the process of making in organizations' decision.

5.3.3 Laissez-Faire Leadership and Employee Retention in USL

The results summarized on laissez-faire leadership mode show its absence in USL. This is shown by how respondents ruled out application of elements of laissez-faire leadership. Features of laissez-faire disagreed on by respondents such as freedom to do what workers want, low supervision and less interest in both performance and welfare are picked from literature which articulates that, in laissez-faire leadership style, leaders assume low emphasis on performance and people as they assume that workers are unpredictable and uncontrollable and that a leader's job is to do enough to get by, keep a low profile, stay out of trouble, and leave people alone as much as possible (Champoux, 2006).

The main benefit of laissez-faire leadership according to Warrick (2011) is that giving team members so much autonomy can lead to high job satisfaction and increased productivity but it can be effective if the leader monitors performance and gives feedback to team members regularly. Considering the fact that leaders in USL have limited trust in their workers and since their interest lies most in performance, it is possible that they cannot allow complete freedom to workers to do what they want. Similarly, they cannot delegate them for most duties since they are thought of as being incompetent. Otherwise, laissez-faire is most likely to be effective when individual team members are experienced, skilled, self-starters. The downside is that it can be damaging if team members don't

manage their time well or if they don't have the knowledge, skills, or motivation to do their work effectively (Luthan 2008).

The limited application of laissez-faire leadership is also contrary to the upholding of path goal theory that urges leaders to varyingly apply leadership styles so as to motivate workers, satisfy them and produce good performance. The limited application of this leadership mode is what attributes to its negative influence on employee retention in USL. Otherwise, if well applied depending on the situation as path goal teaches; there would be productivity and job satisfaction.

5.4 Conclusions

This study has established the relationship between leadership styles and employee retention using the case study of USL. The rationale behind this undertaking has been the high labor turnover in this security company. Considering the centrality of leadership role in an organization, the study decided to establish how leadership styles associate with retention. All this was majorly guided by path goal theory that urges leaders to varyingly apply leadership styles so that to motivate and satisfy employees and to make them perform well. The factors for motivation and satisfaction that lead to better performance are the same factors that retain employees.

The study found that there was a strong relationship between democratic leadership and employee retention, an implication that when well applied, it hikes employee retention in an organization compared to when it's not exercised completely. Democratic leadership however turned out to produce negative influence or effect on employee retention due to the absence of its application.

The study also revealed that there is a strong relationship between autocratic leadership and retention of workers. The implication is that when applied on a varying degree (not at complete capacity), it challenges employees to be productive, which in turn leads to retention. The findings however revealed negative impact of autocratic leadership on employee retention due to its sole application which is too much.

The study also showed a positive association between laissez-faire leadership style and employee retention. This is in a sense that when it's applied on relative level, some freedom and decision making powers energizes workers and makes them feel there is room for improvement thus the need to stay for longer compared to when it's fully applied or when neglected for good. The expected positive influence of laissez-faire leadership on employee retention turned out negative due to its absence in USL.

5.5 Recommendations

Basing on the findings and teaching of path goal theory of leadership and basing on the fact that employees often quit Ultimate Security Limited for other companies, the researcher makes the following recommendations:

The leaders of USL should inculcate democratic leadership. This does not mean that it's to be the rule of the day but when need for retention comes. The leaders need to communicate and listen to guards and trainees. They need to know their needs and motivate them with other basic needs such as offering them accommodation particularly for beginners, offering them settlement package that can cater for food and consider their needs as well as income they bring to the firm. Motivation and inspiration energize workers, not by pushing them in the right direction as control mechanisms do but as satisfying basic human needs for

achievement, as a sense of belonging, recognition, self esteem, a feeling of control over one's life, and the ability to live up to one's ideals. Such feelings touch workers deeply and elicit a powerful response of hard work and retention. With democratic leadership where leadership and decision making is also thrown to the lower level, communication is two-way; down- up and up-down; and when one party is affected, communication bridges consequences through dialogue of amicable solution.

The level of application of autocratic leadership needs to be reduced. It is understandable that workers sometimes need to be pushed to do their job but authoritarian leadership should not be applied all the time. Although the leaders in USL reason that it's military institution-with definition of commands and orders and even though leaders perceive guards and recruits as untrustworthy, they still need to reduce the high gear exercise of authoritative leadership styles. USL needs to give opportunity to workers to go for further training to improve on their skills and also to be confident in them. The leaders should apply this leadership model varyingly depending on the need and not full swing.

The application of laissez-faire leadership needs to be hiked and elevated from the current level. Laissez-faire leadership if fully used can give workers a lot of freedom and may not work to attain organizational goals. When applied depending on the need of the situation, this style of leadership leads to maturity among employees, cause commitment and eventually lead to productivity. Therefore, USL should allow some freedom to its workers and also give feed back to them on the level of maturity and productivity.

5.6 Limitations of the Study

In the course of the study, the researcher encountered a couple of challenges that formed limitations. These included the following:

Firstly, despite the promise that data to be collected was purely for research purposes and would be treated with respect and utmost confidentiality, some respondents hastened to answer the questions. Some guards and trainees had fears that if their superiors knew about their answers, they would be punished. This made some of them to abstain from participating in the study.

Secondly, access to all guards and trainees to participate in study was difficult. They had tight work schedules that some rarely had time to fill questionnaires which accounted for the loss of 16 questionnaires.

The division of interviewees from those who answered questionnaires created some difficulty in data analysis. Interviewees were many and repetition as answers was experienced. This made it difficult to present the views of all interviews in the data presentation considering the short time available.

5.7 Areas of Recommendation for Future Research

This study concentrated on leadership styles and employee retention in Ultimate Security Limited. Future research should attempt to widen the scope of the study to cover other security companies to ascertain the findings.

From the findings, the regression analysis revealed that the model could only explain 55.2% in variance of retention; a study should be carried out comprising of other factors which were not part of the model.

Considering the fact that this study majorly based on path goal theory of leadership to find out which leadership mode is applied at USL and how it affects retention of employees, future research needs to be widened- to tackle other leadership theories such as trait and transformational theories of leadership.

REFERENCES

- Abel, A. T. (2000). *The Characteristics, Behavior, and Effective Work Environment and Servant Leaders*. Virginia: McGraw Hill.
- Adams, B. (2013). *5 Keys to Employee Retention*. Viewed in August 12, 2013 from <http://www.go2hr.ca/articles/5-keys-employee-retention>
- Ader, H. J., Mellenbergh, G. J., and Hand, D. J. (2008). *Advising On Research Methods: A Consultant's Companion*. Huizen: Johannes van Kessel Publishing.
- Alan, M. (2013). 'Leadership Styles "*The Wall Street Journal Guide to Management*"' Viewed in August 10, 2013 from www.djreprints.com
- Amin, M. (2005). *Social Science Research Concepts, Methodology & Analysis*, Makerere University, Kampala.
- Anderson, T. D., Ford, R. and Hamilton, M. (1998), *Transforming Leadership: equipping yourself and coaching others to build leadership organization*, 6th edition, London: St. Lucie Press.
- Babbie, E. R. (2009). *The Practice of Social Research, 12th edition*. Wadsworth Publishing, New York.
- Beardwel, J., and Claydon, T. (2007). *Human Resource Management: A Contemporary Approach, 5th Ed*. New York: Prentice Hall.
- Bhadury, B. (2000). *Managing the Workforce: Challenges for the Manufacturing Industry*. New Delhi: Sage Publications.
- Blaxt, L., Hughes, C., and Tight, M. (2010). *How to Research*, 4th ed. New York: McGraw Hill,.
- Botha, J. (2001). *The Relationship between Leadership, Internal Quality, and Customer Satisfaction Levels of Dealerships in a South African Motor Vehicle Organization*. Unpublished Masters Thesis, Grahamstown: Rhodes University.

- Breaugh, J. A. (2011). "Research on Employee Recruitment: So Many Studies, So Many Remaining Questions." *Journal of Management* (2000): 305-434.
- Brennen A. M. (n.y). *Leadership styles, Articles and resources on educational administration and supervision.*
- Busha, H. (2008). *Content Analysis*. Viewed August 23, 2013 from <https://www.ischool.utexas.edu/~palmquis/courses/content.html>
- Champoux, J. E. (2006). *Organizational Behavior: Integrating Individuals, Groups and Organizations, 3rd Ed.* Mexico: Thomson South-West.
- Clagg, R. (2006). *Core Concepts of Organizational Behavior*. Ohio: John Wiley Sona, Inc.
- Colquitt, J. A., LePine, J. A., and Wesson, M. J. (2010). *Organizational Behavior: Essential for Improving Performance and Commitment*. New York: McGraw Hill.
- Coomber, B., and Barriball, L. K. (2004). Impact of job satisfaction components on intention to leave for hospital based nurses: a review of the literature. *International Journal of Nursing Studies, 44*, 297-314.
- Daft, R. L. (2008). *Leadership*. USA: South- West Cengage Learning
- De George, R.T. (2006). *Business Ethics*, 6th E. New Jersey: Pearson Education.
- Drake, I. (n.y). 'Employee Retention: Reducing Recruitment by Increasing Retention' *White Paper Vol.2*. Viewed on August 12 2013 from <http://www.drakeintl.co.uk/Publications/Employee-Retention.pdf>
- Eisenhower, D. D. (2013). Great leadership Quotes. *Uganda Daily Monitor* Pg. 11. Kampala Uganda, Thursday, October 31, 2013.
- Eskildsen, J. K., and Nussler, M. L. (2000). The Managerial Drivers of Employee Satisfaction and Loyalty. *Total Quality Management*, Vol 11, No 4-6, P 581-588
- Ezzy, D., and Liamputton, P. (2002). *Qualitative Research Methods*, 2nd ed. New York: McGraw Hill,

Fox C. J. (2009). *Analyzing Leadership Styles of Incident Commanders*. Arizona: North central University.

Gibson, J. L at al. (2009). *Organizations Behavior, Structure, Processes, 13th Ed*. New York: McGraw-Hill.

Gkoreziz, P., and Petridou, M. (2012). 'The Effect of Extrinsic Rewards on Public and Private Sector Employees' Psychological Empowerment: A Comparative Approach, *The International Journal of Human Resource Management*, V23. 3598, 3596-3612.

Gustafon, C. M. (2000). *Employee Intention to Quit, a Study of Private club in USA*. *International Journal of Hospitality Management*. Vol.14 No.3 Pp.106-133 MCB up limited.

Haar, J. M., et al, (2012). 'Work-Family Conflict and Turnover Intentions of Indigenous Employees: The Importance of the whanau/family for Maori, *The International Journal of Human Resource Management*, Vol 23, No 12, 2548, 2546-2560.

Hardy, C., Lawrence, T. B and Nord, W. R. (2011). *The SAGE Handbook of Organizational Studies*. Los Angelos: Sage Publications.

Herzberg, F. H. (1959). *The Motivation to Work*. NY: John Eiley and sons.

Holy, W., and Miskel, C. G. (2001). *Educational Administration: Theory, Research and Practice*, 6th edition. New York: McGraw-Hill.

Instructional Assessment Resources (2011). *Conduct Research*. Viewed on December 2, 2013 from <http://www.utexas.edu/academic/ctl/assessment/iar/teaching/gather/method/survey-Response.php?task=research>

Irwin, T. H., "The Platonic Corpus" in Fine, G. (ed.). *The Oxford Handbook of Plato* (Oxford University Press, 2011), pp. 63–64 and 68–70.

Janesz, S. C., Dowd, K.O., and Schneider, B. Z. (2009). *Interpersonal Skills in Organizations, 3rd Ed*. New York: New York: McGraw Hill McGraw Hill

- Kinicki, A., and Williams, B. K. (2008). *Management: a practical introduction* (3rd ed.). New York: McGraw-Hill/Irwin.
- Kisilu, D. K., and Tromp, D, L. (2011). *Proposal and Thesis Writing: An Introduction*. Nairobi: Paulines Publication Africa.
- Kotnour, T. G. (2010). *Transforming Organizations: Strategies and Methods*. New York: CRC Press.
- Kotter, P. K. (2013). Great leadership Quotes. *Uganda Daily Monitor* Pg. 11.Kampala Uganda, Thursday, October 31, 2013.
- Landsman, M. J. (2000). *Evaluating the Impact of Training on Staff Retention*. University of Iowa and Lower departments of health services.
- Leigh, B. (2000). *Keeping the People Who Keep You in Business*. NY: American Management Association
- Lewis, P., Thornhil. A., and Saunders, M. (2003). *Employee Relations: Understanding the Employment Relationship*. New York: Prentice Hall.
- Lucas, R. E. (2002). *Lectures on Economic Growth*. Cambridge: Harvard University Press. pp. 109–10. [ISBN](#) 978-0-674-01601-9
- Lussier, R. N., and Achua, C. F. (2001), *Leadership: Theory, Application and Skill Development*, USA: South-West College Publishing.
- Luthan, F. (2008). *Organizational Behavior*, 11th Ed. New York: McGraw Hill
- Mann, P. S. (1995). *Introductory Statistics*, 2nd Edition, Wiley, New York
- Martindale, N. (2011). "Leadership Styles: How to handle the different personas". *Strategic Communication Management* **15** (8): 32–35
- Maxwell, J. C. (1999). *The 21 Indispensable Qualities Of A Leader: Becoming The Person Others Will Want To Follow*, Tennessee: Thomas Nelson Publishers.

- Meaghan, S., and Nick, B. (2002). Voluntary turnover: knowledge management-friend or foe? *J. intellect. Cap.* 3 (3): 303-322
- Morgan, G. (1997). *Images of Organizations*. Thousand Oaks, CA: Sage Publications.
- Mosley, D.C., and Pietri, P. H. (2008). *Supervisory Management: The Art of Inspiring, Empowering, and Developing People*. Mason: Thomson Higher Education.
- Moyo, M., Sanchez, W., and Rodriguez, R. (2012). 'Reducing Employee Turnover through Customer Contact Center Job Quality, *the International Journal of Human Resource Management*, 3926, 3928-3941.
- Mugenda, O. M., and Mugenda, A.G. (1999). *Research Methods*: Nairobi, Acts press.
- Mullins, J. L. (2010). *Management & Organizational Behavior*. New York: Prentice Hall.
- Naigino, S., and Odyek, J. (2012). 'Is Customer King in Your Enterprise?: What Customer Care Involves', *The New Vision*, Friday, April, 2012, p.36
- Nyausaru, P. (2013). 'Motivation: A key Factor in Employee Retention' *Newsday*, August 10, 2013. Viewed from <http://www.newsday.co.zw/2013/08/01/motivation-a-key-factor-in-employee-retention/>
- Odiya, J. N. (2009). *Scholarly Writing: Research Proposals and Reports in APA or MLA Publication Style*. Kampala: Makerere University.
- Ongori, H. (2007). 'A Review of the Literature on Employee Turnover' *African Journal of Business Management* pp. 049-054, June 2007.
- Oso, W. Y., and Onen, D. (2005). *A General Guide to Writing Research Proposal and Report: A Handbook for Beginning Research*. Nairobi: Jomo Kenyatta Foundation.
- Pinto, J. K., and Trailer J.W. (1998). *Leadership Skills for Project Managers*. USA: Project Management Institute.
- Posner, M., and Kouzes, C. (2013). Great leadership Quotes: The Leadership Challenge. *Uganda Daily Monitor* Pg. 11.Kampala Uganda, Thursday, October 31, 2013.

Poutsma, E., Blasi, J. R., and Kruse, D. (2012). 'Employee Share Ownership and Profit Sharing in Different Institutional Contexts, *The International Journal of Human Resource Management*, Vol 23, No 8, 1517, 1513-1518.

Rowbottom, R., and Billis, D. (2006). *Organizational Design: The Work-Levels Approach*. Brookfield USA: Gower Publishing Company.

Rowland, K. M., and Ferris, G. R. (1982). *Personnel Management*. Boston MA: Allyn and Becon.

Sadhira, G. (2013). *Employee Retention: "Human Asset-Available Asset*. Viewed in August 12, 2013 from <http://www.slideshare.net/humaapkeliye/employee-retention-1279466>

Sashkin, M., and Sashkin, M. (2003). *Leadership That Matters*, San Francisco: Berrettkoehler Publishers Inc.

Schermerhorn, K. R., Hunt, J. G., and Osborn, R.N. (2000). *Organizational Behavior*, 7th edition. New York: John Wiley & Sons Inc.

Scheyns, B., and Sanders, K. (2007). In the Eyes of the Beholder: Personality and the Perception of Leadership¹. *Journal of Applied Social Psychology*, Vol 37, No 10, P 2345-2363

Sekaran, U. (2003). *Research Methods for Business: (4th Ed)*. New York: John Wiley and sons, Inc.

Shield, M. A., and Ward, M. (2001). *Improving Nursing Retention In National Health Service In England: The Impact Of Job Satisfaction Intention To Quit*. *Journal of health economics*, 20, 677-701.

Slovi's Formular. (2012). Viewed June 13, 2013 <http://www.oppapers.com/essays/Slovin-s-Formula/622971>

Span, S. (2013). *Employee Retention Doesn't Just Happen: Five Keys to Clear Strategy*. Viewed in August 12, 2013 from <http://www.tlnt.com/2013/08/01/employee-retention-doesnt-just-happen-5-keys-to-a-clear-strategy/>

Spector, P. E. (1997). *Job Satisfaction: Application, Assessment, Cause, and Consequences*, Vol 3. Sage Publications, Inc

Storey, J. (ed.) (2004). *Leadership in Organizations: Current Issues and Key Trends*. London: Routledge.

Sue, J. (2013). *What is the Meaning of Conceptual Framework in Research?* Viewed on July, 2013 from http://www.ehow.com/about_6664512_meaning-conceptual-framework-research_.html

Tilahun, N. (2009). *Quantative Data Analysis*. Viewed August 23, 2013 from <http://www.slideshare.net/tilahunigatu/qualitative-data-analysis-11895136>

Turner, J. R., and Müller, R. (2005). The project manager's leadership style as a success factor on projects: A literature review. *Project management journal*, Vol 36, No 2, P 49-61

Ultimate 2012, Viewed July 7, 2013 from <http://ultimatesecurity.co.ug/>.

Warrick, D. D., and Mueller, J. (2011). *Lessons in leadership: learning from real world cases*. Oxford, UK: Rossi Smith Academic Publishing.

Wayne, F. C. (1998). *Managing Human Resource; Productivity, Quality Work Life and Profits* (5th ed.). US: Mc Graw.

Yukl, G. (2013). *Leadership in Organizations, 5th Ed*. USA: Pearson Education Ltd.

APPENDICES

Appendix I: Questionnaires

UGANDA MANAGEMENT INSTITUTE P. O. BOX 20131, KAMPALA

QUESTIONNAIRE DESIGNED FOR GUARDS AND TRAINEES

Dear Respondent,

I am John Patrick Operino, a student of Uganda Management Institute pursuing a master's degree in Management Studies specializing in Human Resource Management. I am carrying out research on the topic **“Leadership Styles and Employee Retention” using Ultimate Security Ltd as a case study**. I kindly request you to participate in this research project by giving necessary information. All the information given shall be for study purpose and shall be accorded utmost confidentiality.

Thanks for your cooperation in advance.

SECTION A: BIO DATA OF RESPONDENTS

1. Gender (1) Male (2) Female
2. Age (1) 25-30 Years (2) 31-40 Years
(3) 41- 50 Years (4) Above 50
3. Education Level
- (1) O 'Level (2) A 'Level (3) Bachelors
(4) Postgraduate (5) Masters

4. Marital status (1) Single (2) Married (3) Divorced

(5) Length of Service in Ultimate Security Limited

(1) Less than 1 year (2) 1-2 years
 (3) 3-5 years (4) 6 and above

(6) Category of Work

(1) Guard (2) Trainee

SECTION B: EMPLOYEE RETENTION

For each of these sections you are expected to tick (√) on a response option ranging from, 5-Strongly Agree, 4- Agree, 3- Not Sure, 2- Disagree and 1- Strongly Disagree.

SN	Statement	5	4	3	2	1
7	In my company (USL), guards and other employees work for short time and leave for other companies					
8	In my company (USL), workers frequently resign freely from their jobs					
9	I observe that in USL, vacancies fall frequently and workers are recruited on constant basis					
10	I normally give feedback to my leaders about my work and what affects my stay					
11	My leaders in USL give me time to relax from work					
12	Apart from my salary, am normally given other rewards for the work at I do at Ultimate Security Limited					
13	At USL, am given chance for further training to acquire more skills					

SECTION C: DEMOCRATIC LEADERSHIP

SN	Statement	5	4	3	2	1
14	In my company, leaders in most cases seek my opinion					
15	My leaders in USL effectively delegate tasks to me					
16	I believe my leaders in USL trust me as a team member					
17	I am genuinely offered guidance to discover my potentials and growth					
18	I can say that our leaders in USL in most case allow me participate in leadership and decision making					
19	I feel that taking part in leadership can make me stay long in Ultimate Security Limited					
20	I feel that talking part in decision making can make me stay longer in USL					
21	I feel that am motivated to work at USL					
22	I feel that motivation I get can make me stay longer at USL					
23	I feel that in my company, leaders give attention to both our welfare and income to the company					

SECTION C: AUTOCRATIC LEADERSHIP

Statement	5	4	3	2	1
24. I am normally ordered to do my work at USL					
25. I normally receive commands from my leaders at USL					
27. Commands and orders are what my leaders practice					
28. My leaders in USL mostly make decision by themselves without consulting me					
29. My leaders in USL have little trust in me					
30. My leaders normally see me as incompetent, lazy and deserving close supervision					

. 31. Commands, orders and close supervision in USL can make me stay for a short time					
32.I feel that leaders in my company are more interested in income and good performance and not my welfare					

SECTION D: LEISSEZ-FAIRE LEADERSHIP

Statement	5	4	3	2	1
33. In most cases my leaders in USL give me complete freedom to do what I want					
34. I am allowed to personally make decision to solve problems in my company					
35. I feel that our leaders in USL prefer delegating me for most duties					
36. My leader in USL keep to themselves, they don't want to be bothered.					
37. My leaders in USL care less about my work and well being.					
38. I think that the limited interest in my performance and my needs is a common practice in USL					
39. The care free leadership method can make me work in USL for a long time					

40. What factors make employees to short live in Ultimate Security Ltd?

- i.....
- ii.....
- iii.....
- iv.....
- v.....

41. List some of the ways employees in Ultimate Security Ltd can be retained for a long time

Appendix II: Interview Guide

INTERVIEW GUIDE

INTERVIEW GUIDE DESIGNED FOR TOP MANAGEMENT, OPERATION OFFICERS AND SUPERVISORS

1. Kindly share about your leadership in USL: do you care mostly about workers and their performance?
2. How do you feel about workers in USL, do they love their work and do they stay in this company for a long time?
3. Tell me about your relationship with your subordinates- do you value and motivate them or more of command and supervise to ensure that you perform?
4. Kindly share with me what you feel makes workers leave this company and what you leaders in USL need to put in place to enable workers stay for long and work whole heartedly?
5. What do think if one says that you leaders are less concerned about welfare of your workers as well as the work they do?
6. Which style of leadership would you be comfortable with: the one in which you share views, the one in which you are mostly commanded or the one where you are left alone to do what you want. Which of these styles is more applied by your leaders at USL