

**THE IMPACT OF LEADERSHIP DEVELOPMENT ON EMPLOYEES'
PERFORMANCE: A CASE STUDY OF THE OKAHAO TOWN COUNCIL, NAMIBIA**

A Research Project submitted in fulfilment of the requirements for the degree of

MASTER OF BUSINESS ADMINISTRATION

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DECLARATION

I, **Salomo S. M. Shipopyeni** declare that this thesis presents my own original and unaided work. I also declare that this has never been published for academic purposes by any academic institution. The product is of my own views and not that of University of Namibia.

SIGNATURE:

A handwritten signature in black ink, appearing to read 'Salomo S. M. Shipopyeni', with a long horizontal stroke extending to the right.

DATE: APRIL 2023

DEDICATION

Much gratitude to God almighty for the divine enablement during the process of this research study. My special thanks are extended to my supervisor Dr Simon E. Akpo, he is one of a kind with his prompt responses, patience and guidance throughout the study. The University of Namibia offered me this golden opportunity to pursue my Master of Business Administration, thank you. Finally, the Okahao Town Council management, led by the council Chief Executive Officer for granting me an opportunity to carry out my research in the organisation.

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ABSTRACT

The study examined the impact of leadership development on employee performance at the Okahao Town Council in the Omusati Region, Namibia. The impact of leadership development on employee performance cannot be overemphasised. The need for adequate coaching, training and development, empowerment, participation and delegation are fundamental at promoting efficient and excellent employee performance. Though studies on the role of leadership development on employee performance has been well-research in other countries, less can be said of Namibia. Therefore, this study's imperative was to examine the relationship between leadership development and employee performance.

This study considered five factors of leadership development, i.e., coaching, training and development, empowerment, participation and delegation. The data was collected through questionnaires and focused on lower-and-middle-level employees. Interviews were conducted with departmental managers and the Chief Executive Officer with questions tailored towards determining, the relationship between empowerment and participation in decision-making and employee performance, the relationship between authorisation and employee performance, the relationship between education and development and employee performance among others. The study sought to confirm if the five variables collectively as leadership development factors prove a synergistic effect and increase the overall employee performance.

An extreme case sampling method was used to select the Okahao Town Council (OTC) among other councils in the Omusati Region and in Namibia at a large. The study employed mixed methods research to gather and analyse quantitative and then qualitative data in two consecutive phases. Triangulation was used to integrate the two phases, and that enabled the interpretation of the combined findings. Quantitative data was analysed using SPSS 28 using Cronbach's Alpha coefficient of leadership development and employee performance to quantify the strengths and correlation. The qualitative data was analysed and the presented as tables and graphs. Regression

analysis was used to test the impact of leadership development on employee's performance at the OTC.

Obtained results after analysing statistical data demonstrate that there is a positive and significant relationship among leadership development and its dimensions. Authorisation and education and development among leadership development dimensions are strong correlators of employees' performance. Also, regression results analysis shows variables of authorisation, education and development and empowerment among predictor variables (leadership development dimensions) based on the highest significant level and coaching and participation in decision-making are not inserted in analysis. Authorisation, education and development and empowerment variables explain employees' performance score significantly. These variables are important in predicting employees' performance. Therefore, it is concluded that authorisation, education and development and empowerment have the highest impact on employees' performance, respectively.

Keywords: Leadership development, employee performance, coaching, training and development, empowerment, participation and delegation.

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LIST OF ACRONYMS

COVID-19	Corona Virus 2019
LA	Local Authorities
MBA	Masters of Business Administration
ORC	Omusati Regional Council
OTC	Okahao Town Council
SPSS	Statistical Package for Social Scientists
UNAM	University of Namibia

CHAPTER ONE: INTRODUCTION AND BACKGROUND SETTING

1.1 INTRODUCTION

Leadership development is enhancement of abilities and creating perspectives for motivating and directing of individuals towards determined purposes. It includes components such as education and development participation of individuals in decision-making, coaching, job empowerment and authorisation (Ollrich, Gold Smith & Karter, 2019). Leadership development has obtained achievements in two previous decades, among which one can suggest an increase of management development methods and coordination among the management and employees. This chapter provides the background information, statement of the problem, the research objectives, the significance of the study and limitations of the study, as well as the delimitations of the study.

1.2 BACKGROUND

Okahao was historically reserved as a village for families of the Ongandjera Kings in 1960s, with around 50 families living in the village at the time. The village has now developed from what it was decades ago to the present day. The Okahao town with the population of about 5000 people was proclaimed in 2005 and currently is the second biggest town in Omusati region (New Era, 2007). Okahao town had only 1000 residents according to national official statistics published by the Namibia Statistics Agency from the 2011 Housing and Population Census (Namibia Statistics Agency, 2011). According to the most recent population projects, Okahao town is estimated to have a population of approximately 5000 residents. The present day Okahao does not only serve its town residents, but it also serves as an administrative and commercial capital for the constituencies of Okahao, Otamazi, Ogongo and Tsandi. Suffice to say that Okahao as a town has closer to a permanence of 28 000 people continually coming to the town for commercial and administrative support services the town provides. Okahao town is one of the newly proclaimed Local Authorities (LA) in Namibia and it is now only about 17 years since its legal establishment as a town in 2004.

Municipal services are imperative in maintaining a reasonable standard of living for the people in a particular area of jurisdiction. Sound municipal activities should be supported by effective management and leadership capacity to secure those subordinate employees perform their duties effectively and efficiently. In a formal organisation, interactions are rationally coordinated and

directed through time on a continuous basis. The person at the helm of affairs is usually the leader. Kraines (2014) proposes that the word leadership has been used by most disciplines: political science, business executives, social workers and educationists. It is a process by creating motivation and an effective relation and encourages employees to conduct their tasks eagerly and enthusiastically (Alvavani, 2016).

The Okahao Town Council, just like in most African states' municipalities have a challenge of failing to achieve its predetermined developmental objectives. The Okahao Town Council is confronted with various developmental challenges due to bad governance and these challenges include: poor service provision, poor customer relations as there are no customer satisfaction surveys undertaken and no public general education of residents outside town, a lack of community enhancement and participation due to a lack of subordinates' inclusion in decision-making processes, employees' poor performance due to a lack of empowerment and employee participation in decision-making, misalignment in terms of reporting period of council meetings as scheduled per calendar, and a lack of understanding of performance management systems by staff members at different levels. This infers that the Okahao Town Council (OTC) has leadership challenges.

The role of a municipality is inter alia to create an environment conducive to the advancement of development by ensuring the delivery of the expected services. Hence, the failure to deliver services is often associated with lack of proper leadership that might exist in municipalities, where both elected office bearers and administrative officials lack the necessary skills to perform the required tasks. These challenges include poor service provision, poor customer relations due to a lack of customer satisfaction surveys undertaken and no public general education of residents outside town, a lack of community enhancement and participation due to a lack of subordinates' inclusion in decision-making processes, employees' poor performance due to a lack of empowerment and employee participation in decision-making. Therefore, this suggests that the Okahao Town Council (OTC) has leadership development challenges.

1.3 STATEMENT OF THE PROBLEM

According to Schmidt (2015) “effective leadership is a crucial ingredient in achieving organizational success” p.6. This infers that leadership is an important area requiring attention within the municipal context anywhere. Leadership has been identified as a key developmental characteristic of local government. The research findings by Kahn and Naidoo (2016) express concern that leadership in African public service, including local governments, is facing specific problems, one problem being the state of leadership in public institutions. The duo concluded that local government institutions in South Africa specifically are currently adversely affected by the degenerating state of leadership. They mention that in his State of the Nation Address in 2011, the former President of the Republic of South Africa, Jacob Zuma indicated a number of challenges that the public sector in South Africa must address urgently. He stated that the citizens of South Africa are adversely impacted by the worsening state of leadership in the public sector. While a number of valid reasons can be advanced for this phenomenon, he states that ineffective leadership in the South African public sector may be one of the core reasons for poor service delivery (Khan & Naidoo, 2016).

The apprehension of poor leadership is a major problem in the Okahao Town Council. This manifests itself in the Consolidated Annual Performance Report (2020) of the council stated, for example, that council management did not implement effective human resources activities to ensure that adequate and sufficiently skilled human resources are in place. In the very same report on senior management training implementation, it was indicated that due to financial constraints, not all training planned for senior managers, including managerial and leadership skills, and councillors’ induction was not conducted.

Cogta (2015) postulates that for the existing problems facing African municipalities to be addressed fully, a certain amount of leadership is needed to address the backlog in service delivery, e.g., housing, water, electricity, refuse removal, and sanitation which is still a problem facing municipalities emanating from a skills shortage, poor public participation, poor governance, of which political interferences is rife. The main problem in African municipalities is as a result of lack of leadership development since it is probable that the practices of the current leaders influence the performance of the municipalities. This very situation in Africa is a

distinct reflection of the dire situation in Namibian municipalities particularly, the Okahao Town Council. In light of the above discussion, the broad objective of this study is to analyse the impact of leadership development on employee's performance in the Okahao Town Council. This research seeks to determine if there is a correlation between leadership development and employee performance in the Okahao Town Council and then proffer some suggestions to ameliorate these problems.

1.4 RESEARCH OBJECTIVES

The broad objective of this study is to analyse the impact of leadership development on employees' performance in the Okahao Town Council (OTC). The objectives of the study are outlined as follows:

Quantitative Objectives:

1. To determine the relationship between empowerment and participation in decision-making and employees' performance.
2. To examine the relationship between authorisation and employees' performance.
3. To establish the relationship between education and development and coaching and employees' performance.

Qualitative Objectives:

4. To identify factors that affect Leadership Development in the Okahao Town Council.
5. To suggest ways of curbing the challenges that face Leadership Development in the Okahao Town Council.

1.5 STUDY HYPOTHESIS

Primary hypothesis:

There is a relationship between leadership development and employees' performance.

Secondary hypothesis:

1. There is a significant relationship between coaching and employees' performance;
2. There is a significant relationship between empowerment and employees' performance;
3. There is a significant relationship between participation in decision-making and employees' performance;
4. There is a significant relationship between authorisation and employees' performance.

5. There is a significant relationship between leadership development and employment performance.

In this leadership development thesis and its dimensions; coaching, empowerment, participation in decision-making and authorisations are regarded as independent variables and performance is regarded as dependent variable.

1.6 SIGNIFICANCE OF THE STUDY

The study aimed at investigating how Leadership Development affected the employees' performance at the OTC and the provision of social services. Therefore, it will be important to different stakeholders, especially to the Central Government and Municipalities, and Local Authorities in order to enhance employees' performance in public service delivery, leadership career development as means to promote knowledge building and knowledge sharing. This has to be done through ensuring management transparency in the provision of opportunities for leadership careers, following up on the implementation of Human Resource strategies and policies. This study serves as a guide on how to proceed with further attempts to improve effectiveness of leadership training to offer new ways of delivering public services in public institutions, in particular the OTC. The study will help to unravel the relationship between leadership and organisational performance. It will be of importance for students of business administration who might become future managers, leaders and entrepreneurs.

The study will also encourage management and leaders of local and central governments to become aware of the factors that motivate their employees to exemplary productivity in their work. Thus, it is expected that the research recommendations can guide leaders and workers in any organisation, as they would enhance co-operation and improvement in their performance, high productivity and interpersonal relationship.

The findings can provide suggestions to policy makers at Central and Local Government levels to recommend interventions that can enhance employee performance through leadership development as means to promote knowledge building and knowledge sharing and will help to reveal the relationship between leadership and organisational performance. The study will be

carried to sharpen the researcher's skills as well as for fulfilment of educational expectations for the Master of Business Administration (MBA).

1.7 LIMITATIONS OF THE STUDY

According to Babbie (2017), virtually all research studies contain some flaws. The limitation of this study is that the sample size might be too small since the researcher will be compelled to limit the sampling size due to the COVID-19 pandemic regulations and the time factor by focusing on one Town Council which could contribute towards a lack of rich data. However, the researcher was determined to do anything within his means and capacity to ensure the results obtained will only be participants' responses with no personal bias.

Another limitation of the study was that the Okahao Town Council may not grant permission for the study to be conducted due to the current COVID-19 pandemic regulations. However, the researcher tried to avoid physical contact with respondents by using a questionnaire method through pick-up and drop-off as well as interview schedules with the senior council management without any physical contact. Caution was taken during the construction of the questionnaires to ensure that the questionnaire items were clear, unambiguous and would elicit the intended data.

1.8 DELIMITATIONS OF THE STUDY

The scope of the study includes low-level employees and management currently working at the Okahao Town Council. The Okahao Town Council covers an area of approximately 1.3km from the central business district of Okahao.

1.9 RESEARCH FORMAT

The outlay of this research report comprise the chapters as outlined:

Chapter 1: Introduction and orientation to the study, the factors concerning leadership development and employee performance in the Okahao Town Council are discussed. Furthermore, the purpose of the study, objectives, significance of the study are included concluding with limitations and delimitations.

Chapter 2: Literature Review: A literature review of relevant articles, journals, books, research reports and other information sources was conducted with the aim of establishing and identifying

available knowledge and evidence on the impact of leadership development and employee performance. Information discussed related to the relationship between leadership development dimensions coaching, authorisation, training and development, delegation, empowerment and participation in decision-making and employment performance. The theoretical framework guiding this research namely transformational leadership theory was also discussed.

Chapter 3: Research Methodology: Research design and techniques are described. Comprehensive information about the population and sample, instrumentation used, methods for data collection and analysis were also presented.

Chapter 4: Collected data are presented and data analysis with regard to the questionnaires are presented.

Chapter 5: Conclusions and Recommendations: Results are discussed and compared; conclusions were derived from the results. Recommendations and suggestions for further studies are charted and an outline for developing and improving employee performance is proposed.

1.10 SUMMARY

This section has provided the introduction, background, statement of the problem, research objectives, study hypothesis and significance of the study on the impact of leadership development on employee performance. The limitations and delimitation of the study were also addressed to identify factors that could possibly influence data collection and the final results of the study. The research explored whether there is any notable relationship between leadership development and employee performance among the Okahao Town Council employees at the OTC. The study proved vital to low-and-middle-level council workers, managers and departmental heads and the council Chief Executive Officer.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter aims to highlight the relevant ideas put up by earlier and influential educational thinkers. The literature review includes the recognition and scrutiny of information resources and literature connected to this study project. The theoretical framework presented here has been sourced from a variety of credible sources and serves as a frame of reference for the remainder of this report. This literature review commences with an overview of a definition of terms.

2.2 DEFINITION OF TERMS

Leadership—Is the ability to encourage others to try eagerly in order to obtain certain set targets (Davis, 2018). It is a process in which the management of the organisation tries to facilitate these tasks to fulfil organisational targets by creating motivation and an effective relation and encourages employees to conduct their tasks excitedly and devotedly (Alvani, 2016).

Leadership Development – Is the enhancement of abilities and creating perspectives for motivating and directing of individuals towards determined purposes (Ollrich, Gold Smith & Karter, 2019). Leadership development is a common process in succession planning, which aims to produce high-calibre leaders who will occupy senior positions when they become vacant.

Performance – Is obtaining organisational and social set targets or going beyond them and conducting responsibilities undertaken by people (Hersey & Blanchard, 2018).

2.2.1 LEADERSHIP CONCEPT

Davis (2018) defines leadership as the ability to inspire others to try keenly in order to attain certain tenacities. It is also defined as the process in which management of the organisation tries to facilitate his tasks to fulfil organisational purposes by creating motivation and an effective relation and encourages employees to execute their duties keenly and eagerly (Alvani, 2016).

2.2.2 LEADERSHIP DEVELOPMENT

Ollrich, Goldsmith and Karter (2016) define leadership development as enrichment of aptitudes and creating a viewpoint for motivating and directing of individuals towards determined purposes. Ollrich et al. (2016) purport that leadership includes components such as education and

development, participation of individuals in decision-making, coaching, job empowerment and authorisation.

Leadership development has obtained achievements in the two previous decades, among which one can refer to an increase of management development methods and coordination among the management and employees. Believing that leadership is something beyond management becomes more popular increasingly and causes more studies to be focused on leadership competencies and problems regarding non-coordination in working affairs and life (Hernez, Broome & Hughes, 2019).

Innovators represent skills and methods of leadership development through methods such as educational programmes and coaching and apply them in real issues. People could obtain important skills by combining such directions and real commercial conditions and thus it is possible for organisations to find significant, synchronic and associated issues and deal with them. Finally, the purpose of leadership development includes action, not knowledge. Therefore, leadership development at contemporary means providing learning opportunities for people through work, not keeping them aloof from the work environment and obliging them to learning. Moreover, the best experience of organisations is to find out the leadership role as a key factor in all job levels and that they are committed to creating effective leaders across their organisation (Lajevardi, 2017).

2.2.3 LEADERSHIP DEVELOPMENT DIMENSIONS

The study will consider the five factors of leadership development, which will be discussed as follows:

2.2.3.1 Employee Performance

Performance is a key multidimensional construct aimed at achieving results and has a strong link to the strategic goals of an organisation (Mwita, 2018). It is against this background that the researcher chose to carry out this research, particularly at the OTC, to confirm if there is any relationship between leadership development and employee performance.

2.2.3.2 Empowerment

Klagge (2014) observes the literature in a manner indicating the meaning of empowerment as to release improved power and authority, along with the relevant duties and expertise of employees. This infers that managers should empower their subordinates and as an outcome, they will be motivated, committed and satisfied and it will certainly help the organisation to achieve its defined goals.

2.2.3.3 Training and Development

It is very crucial for the organisation to design the training carefully (Armstrong, 2016). This infers that training and development increase the overall performance of the organisation as it is designed to enhance employee skills.

2.2.3.4 Coaching

According to Champathes (2016), coaching has become an important technique for improving performance. Coaching addresses the beliefs and behaviours that hinder performance (Toit, 2017). This concludes that coaching is all about helping someone else to improve performance.

2.2.3.5 Participation

Many researchers suggest that participation is a useful way of involving employees to use their skills in problem solving (Lam et al., 2016; Chen & Tjosvold, 2016). Managers are fortified to allow a high degree of employee participation and autonomy, which are intended to increase workforce commitment intending to improve work performance. Worker's participation refers to including workers in decision-making process in the organisation. This means that the employees could have adequate information on which to base their decision (Dubrin, 2017). The extent to which an employee participates in decision-making, the more enthusiastic the employee becomes and thus increases the employee's performance. This entails that employee participation in day to day running of the organisation and in decision-making positively affects the very employee's performance.

2.2.3.6 Delegation

In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. Musaaazi (2013), hypothesised that there are three methods, which are followed when delegating work. The methods are not mutually exclusive but are used concurrently in most organisations.

2.2.4 Employee Performance

Hersey and Blanchard (2018) define organisational performance as obtaining organisational and social purposes or going beyond them and conducting responsibilities undertaken by people. Adair (2015) defines performance as the ability of employees to meet organisational tasks, requirements and objectives through strategic investment into organising, executing and accomplishing roles and duties in the minimum time possible. This concurs with Armstrong (2016) who perceives performance executing defined duties, meeting deadlines, team input, and achieving departmental goals which could lead to efficiency, specialisation, effective feedback and good organisational relations and organisational success.

2.3 THEORETICAL FRAMEWORK

A theoretical framework is a brief description of the major variables functioning within the area of the problem (Badugela, 2012). Mullins (2014) argues that there are many alternate ways of analysing leadership due to its multifaceted and adjustable nature. While these central theories can be applied in all situations, they are principally vital in business settings for two reasons (Becker, 2015). Firstly, leadership theory offers a foundation for understanding operational concepts and is important for all leaders to understand. Secondly, these central theories are mainly influential in work settings that need a high degree of motivation, thus where public entities like Okahao fits into. Daft (2018) states that there are numerous leadership styles and the success or failure of any organization is hinged on the type of leadership style employed by the leader. Mullins (2014) posits that in order to get the best results from subordinates, managers must also have regard for the need to encourage high morale, a spirit of involvement and cooperation, and a willingness to work. The courtesy given to leadership style is based on the postulation that subordinates are more likely to work effectively for managers who adopt a certain leadership style than they will for managers who adopt alternative styles (Mullins, 2014).

2.3.1 Autocratic Leadership

According to Daft (2018) an autocratic leader is one who tends to consolidate authority and derive power from position, control of rewards, and coercion. Autocratic leaders are regarded as task-oriented because they place substantial stress on getting tasks done (DuBrin, 2016). Mullins (2014) argues that the manager alone exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, control of rewards or

penalties. The autocratic leader is at the heart of attention and usually exercises power with little trust or confidence in the subordinates. As a result of this attitude, subordinates in the organization fear and distrust their leader (Jooste, 2019). Jooste (2019) further states that autocratic leadership style is suitable in a calamity; in trying, intricate circumstances; or in a situation where swift decisions must be made. For some reasons, many people resent being treated like this and because of this, autocratic leadership style often leads to high levels of absenteeism and staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost and thus employees are demoralized.

2.3.2 Democratic Leadership or Participative Leadership

A democratic leader is defined as one who delegates authority to others, encourages participation, relies on subordinates' knowledge for accomplishment of tasks, and rest on subordinate reverence for inspiration (Daft, 2018). One main reason as highlighted by (DuBrin, 2016) is that in this complicated world, a leader does not have all the answers and some answers lies with subordinates hence team leaders and team members should share leadership. The leadership functions are shared with subordinates or team members and the leader is also part of the team. Mullins (2014) reasons that the team members have a larger say in decision-making, policy determination and implementation, and procedures. Jooste (2019) posits that democratic leaders leads to improved production, cooperation, team spirit, high morale and job gratification. However, as participation takes time, this style can lead to things happening more slowly than an autocratic approach, but often the end result is better. Therefore, its most suitable where team work is crucial, and where quality is more important that speed to market or productivity.

2.3.3 Laissez-Faire Leadership

Cole (2016) defines the laissez-faire leader as a leader who is not involved in the work of the unit and also known as the 'hands-off' style. Mullins (2014) postulates that the manager deliberately makes a decision to pass the focus power to members, to allow them freedom of action 'do as they think best', and not to interfere; but is readily available if help is needed. Jooste (2019) argues that all authority or power is given to employees and they must determine goals, make decisions, and resolve problems on their own. The advantage of this kind of style is positive only

in the case when the employees are very responsible and in case of creativity jobs where a person is guided by his or her own aspirations because in these cases less direction is required so this style can be good. This is a low supportive style in which neither the task nor the work is advanced. Frustration among members is common, which, in turn, creates unease throughout the group. The disinterest of the management and leadership causes the employees to become less interested in their job and their dissatisfaction increases hence affecting production or performance.

2.3.4 Transactional Leadership

According to Jooste (2019) transactional leadership is a term used to classify a group of leadership theories that inquire the interactions between leaders and subordinates. This style of leadership starts with the premise that team members agree to obey their leader totally when they take a job on. The transaction is usually that the organization pays the team members, in return for their effort and compliance. As such, the leader has the right to punish team members if their work doesn't meet the pre-determined standards. Team members can do little to improve their job satisfaction under transactional leadership. A transactional leader could practice management by exception, whereby, rather than rewarding better work, he or she would take corrective action if the required standards are not met (Mullins, 2014). This style is just a way of managing rather than a true leadership style, as the focus is on short-term tasks and it has grave limitations for knowledge-based or creative work, but remains a common style in many organizations (Cole, 2016).

2.3.5 Authoritarian Leadership

In this authoritarian style of leadership, there should be an improved focus of power on managers, and all types of interactions must systematically take place (Mullins, 2014). It is the responsibility of the manager to exercise the decision-making power in the organization

2.3.6 Transformational Leadership

Cole (2016) defines transformational leader as a leader that creates valuable and positive change in the subordinates. A transformational leader focuses on transforming others to help each other, to look out for each other, to be encouraging and harmonious, and to look out for the

organisation as a whole (Daft, 2018). The leader enhances the motivation, morale and performance of subordinates, therefore, a person with this leadership style is a true leader who inspires his or her team with shared vision of the future (Jooste, 2019). Transformational leaders are highly visible, and spend a lot of time communicating, they don't necessarily lead from the front, as they tend to delegate responsibility amongst their team members.

This study is informed by the transformational leadership theory which stipulates that transformational leader has integrity, emotional intelligence, self-aware, authentic, empathetic, and humble the traits which can be inculcated through leadership development (Cole, 2016). A transformational leader influences the subordinates' deeper needs and has long-run effects. Transformational leadership has deeper, and wider affects and the transformational leader considers the situation and the maturity level of the subordinate, he or she sees the individual differences and potential of each subordinate, and using this information, the leader will then motivate subordinates. Transformational leadership lowers turnover costs as it inspires subordinates and make them feel they have specific role to play in the team which keeps them engaged, gets staff engaged and motivated leading to highest possible productivity levels, improves communications which delivers better results, and boosts employee morale which helps employees to want to improve their relationships with each other and the desire to go an extra mile in duty execution. It also encourages professional development as it inspires employees to grow their skill sets, take on new challenges and develop their professional abilities to advance in their careers.

However, transformational leadership just like any style has its own shortcomings; it prioritizes long-term goals over short-term goals, increases potential for burnout and slows decision-making. Overall, transformational leadership pros outweigh its cons hence the reason why it is suitable to guide this research as it guarantees employee performance and also fit for recommendation for use at Okahao Town council if it's not the one currently used. Transformational leadership as an expansion of transactional leadership, does not place a major emphasis on exchanges or rewards within the system, but rather challenges followers to disregard self-interests and encourages pursuit of institutional goals, interests of the group, and

moves followers gradually from concerns for exchange to concerns for achievement and growth (Bass & Avolio, 2017). Robbins (2018) views transformational leadership as built on top of transactional leadership and further posits that a transformational leader aims at developing subordinates by considering leadership development dimensions; coaching, mentoring, developmental job assignments, 360-degree feedback, and self-directed learning.

2.4 EMPIRICAL LITERATURE

2.4.1 Rest of the World

It is worth noting that there are several factors that have the potential to impact upon leadership development. As this thesis seeks to evaluate the impact of leadership development on employee performance, it is crucial to explore these factors. Holman's (2014) research findings from the research conducted in the UK reported six elements that are considered being important for leadership development: a leader development culture, leadership development practices, Chief Executive Officer (CEO) involvement, Human Resources Management (HRM) systems, self-leadership and line managers' involvement.

This was further supported by Jackson and Parry (2018) when they outlined several conditions which they consider to either facilitate or inhibit the development of leadership skills in organisations. The first of these factors is the level of support supplied by line managers. He argues that if these managers do not recognise the importance of certain leadership development interventions; they are likely to support the introduction of them to their teams. He further maintains that managers who lack confidence in their own leadership abilities and position in the organisation are not likely to aid the development of any employees who pose a potential threat to them or who might become competitors in the future. A further way in which the behaviour of line managers could prove unfavourable to leadership development is if they consider mistakes to be personal failures rather than potential learning experiences.

In a similar study Burgoyne (2014) found that it is important for line managers to be involved in the leadership development process for it to be effective. He further argues that the motivation to both learn and apply leadership skills in the workplace is affected by the degree to which an individual's manager advocates and supports training activities. Jackson and Parry (2018) further

found that a supportive organisational climate and culture can also support managers and motivate them in applying the learning from leadership development dimensions. Burgoyne (2014) reached a similar conclusion, that learning from management and leadership development initiatives is significantly affected by the organisational context in which they occur. Burgoyne presents examples of impacting factors as follows, organisational structure, objectives, people and culture. This study sought to assess the factors impacting leadership development at the Okahao Town Council as well as advancing viable solutions to address those factors.

In research conducted by Klagge (2016) in Canada it was reported that there was a correlation between empowerment and employee performance. This was also supported by Randolph's (2015) research finding that employee empowerment or transfer of power from the employer to the employees positively impacts employee performance as it boosts employee morale and motivation to execute their duties. Employees who have high levels of job satisfaction and morale would have superior performance levels (Geralis & Terziowski, 2013).

According to Blanchard (2017) empowerment is not only having the freedom to act but also having a higher degree of responsibility and accountability and he further argues that managers should empower their subordinates and as a result, they will be motivated, committed and satisfied and it will certainly help the organisation to achieve its defined objectives. Paul (2014) posits that empowerment can lead to creativity and it contributes more when implemented in a specific situation, structured carefully and controlled. This, therefore, explains that employees who are empowered are mostly creative are satisfied and, in return, produce increased performance.

In one similar study conducted by Ladd in 2014 on the relationship between participation in decision-making and its impact on employee performance it was found that there is a positive correlation. Ladd (2014) further argues that employees feel they are competent and participation at a higher level is effective and also leads to greater autonomy. According to Cohen, Chang and Ledford's (2016) study recommendation for their study conducted in a private organisation in China, managers are encouraged to allow a high degree of employee participation and autonomy,

which are intended to increase workforce commitment and to humanise the workplace intending to improve work performance and good citizenship behaviour

Research findings from a study conducted by Holman (2013) in the UK reports that delegation involves assignment of new responsibilities to employees and additional authority to carry them and to him there are many reasons for delegating but amongst them the strongest reason is to develop subordinates' skills and confidence. Cohen et al. (2016) in their study, conducted in China they found that delegation is also proved significantly positive with the correlation to employee performance citing reasons that it inspires employees and team members to perform better among others. According to Bouris' (2018) research findings employees do not feel motivated and lack commitment due to insufficient knowledge and skills which can be imparted to them through training. This insufficiency may result in conflict with organisational goal achievement and eventually affecting organisational performance. From the study findings in the study conducted by Alderfer in 2015, the majority of the respondents strongly agreed that the training prepared workers towards higher positions and offers skills to perform duties well; training can increase staff involvement in the country; training enabled peers to help each other in their progress towards a common goal; training enhanced career development and training facilitated a change in performance. Bouris (2018) further notes that there is a significant relationship between coaching and employee performance. According to Champathes (2016) coaching has become a vital method to improve employee performance. It is not a one-way communication and demonstrates to be a two-way communication where coaches find what can be enhanced and how it can be enhanced. Also, coaching addresses the beliefs and behaviours that hamper performance (Toit, 2017). It can be further seen that coaching is all about helping someone else to improve performance. Therefore, it can be concluded that education and development as well as coaching influence employee performance, hence this study proposed hypotheses 2 and 4.

A number of popular organisational practices have been identified as being useful in facilitating the enhancement of both human and social capital and by extension, leadership development. These practices include 360-feedback, coaching, mentoring, networks, providing challenging job assignments, and action learning (Day, 2016). Organisations that engage these and similar

practices are building and strengthening a strong culture that values leadership development. One key recommendation from the study conducted by Buss (2015) is that organisations should highly invest in leadership development programmes with remarkable long-term support from the CEO. Organisations should leverage their internal resources more frequently in delivering leadership development. There is no doubt that if leadership development has to work, it must be seen as something that people regard as important, so top management must give it their full support. This can range from verbal support right through to personal commitment in funding workshops, programmes, setting up special events, being involved with projects and overall, taking leadership development seriously (Day, 2016). This essentially means that all managers must be involved with the process and philosophy of leadership development. Also, there must be a fit between organisational strategy and leadership development strategy and a fit among elements of the leadership development strategy. This is because any inconsistency will eventually lead to role conflict and ambiguity that can interfere with individual performance and organisational effectiveness (Buss, 2015).

2.4.2 African Countries

There are several factors affecting leadership development in African organisations. According to the study findings from the research conducted by Dada (2016) in Tanzania, there are numerous factors affecting leadership development and one key factor is organisational culture. Organisational culture is the pattern of values, norms, beliefs, attitudes and assumptions that may not have been articulated but shape the ways in which people behave and things get done. According to Dada (2016) most Tanzanian organisations lack a leadership development culture, which parallels the idea of a learning organisation. Therefore, this lack of a leadership development culture confirms that these organisations are not investing in the enhancement of both human and social capital. Research conducted by the Government of Kenya in 2014 point out another factor affecting leadership development which is a lack of continued investment in leadership development or underfunding. Most public organisations were reported not to engage in leadership development programmes due to a lack of funding as those programmes are underfunded or not budgeted for at all, which shows that they are not given priority at all. Mohammed (2018) conducted similar research on factors affecting leadership development in public organisations in Egypt and reported a lack of higher management support and lack of synergy

between organisational strategy and leadership development strategy. He argues that senior managers are afraid of facing competition and eventually lose their positions if their subordinates are equipped with leadership skills, hence the reason they do not support leadership development programmes and activities. Also, there is no fit between organisational strategy and leadership development strategy and such inconsistency is always leading to role conflict and ambiguity that interferes with individual performance and eventually hindering organisational success.

Mohammed (2018) states that empowerment is a state of mind and an employee with an empowered state of mind experiences feelings of control over the job to be performed, awareness of the context in which the work is performed, accountability for personal work output, shared responsibility for unit and organisational performance, and equity in the rewards based on individual and collective performance. Kiilu (2018) conducted a similar study in the Nairobi Town Council and concluded that success depends on involving the workforce's entire capacity to generate new ideas and ways of working to outsmart the competitors. Employee participation in decision-making is one of the many current forms of employee involvement in the workplace decision-making. He further recommends that managers should allow a high degree of employee participation and autonomy, which are intended to increase workforce commitment and to humanise the workplace with the intention of improving work performance and good citizenship behaviour something which concurs with findings (Cohen, Chang & Ledford, 2016) reported in China.

Kihara (2018) conducted a similar study and observed coaching is characterised by an emphasis on constructive and developmental feedback for improving employees' work performance, and their ability to cope with routine and non-routine problems. Kihara further argues that coaching can be beneficial both for the organisation and for the employees only if it is associated with managerial interventions for developing a supportive environment. Thus, coaching oriented behaviours can be effectively observed in those organisational contexts that proactively construct the foundation for effectively changing toward a developmental managerial style. Brevis, Ngambi, Vrba and Naicker (2016) conducted a study in Cape Town and observed that it is essential for the organisation to design the training prudently. The design of the training should render to the needs of the employees and any organisation which develops a good training design

conferring to the need of the employees as well as to the organisation always gets good results (Tihanyi, 2013). It seems that training design plays a vital role in the employee as well as organisational performance. On-the-job training helps employees to get the knowledge of their job in a better way.

Authorisation or delegation of authority is a process of entrusting authority and responsibility to other people (Musaazi, 2013). In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. Despite the number of hours, one may invest in one's work, one cannot succeed in completing the work alone. However, no matter how many hours one puts into one's work. There are too many tasks and too many people to deal with, so the workload has to be shared (Musaazi, 2013). Therefore, managers should strive to strike a balance between giving up total control of a group and holding too tightly to the reins. Delegation means initially setting the parameter, and then staying involved through co-ordination of resources, reviewing progress report, and being able to meet with teams at critical junctures. There is a positive relationship between authorisation and employee performance.

One of the strategies of curbing the challenges encountered by leadership development in organisations is the desire or zeal to develop others. Khoza (2016) posits that a key part of organisational success is having leaders who are keen to develop others and encourage their growth. Since one of the challenges faced by leadership development in African organisations is underfunding, it is vital that organisations take advantage of virtual learning, as this will make organisational leadership development goals scalable. Also, senior leaders should support leadership development because, for any strategic plan to succeed, all parties need to be held accountable, which means accountability must cascade from the top down. Even if the senior managers are not involved in the day-to-day execution of talent development plan, they should be interested, informed, and invested in the process.

2.4.3 Namibian Context

According to the research conducted by Twahafifwa & Amukugo (2016) in the Ministry of Health and Social Services (MOHSS) in Namibia there are three major factors affecting leadership development. Twahafifwa et al. (2016) found that leaders are reluctant to implement leadership development, lack of resources and inadequate information. On leadership reluctance

to implement leadership development, the majority of participants (69%) agreed that leaders were reluctant to implement leadership development due to a number of reasons such as failure to recognise the importance of certain leadership development interventions and lack of confidence in their own leadership abilities and position in the organisation and therefore, they feel threatened by developing employees who pose a potential threat to them or who might become competitors in the future. Also, (82.1%) of respondents indicated that inadequate information may be regarded as one of the factors affecting leadership development in hospitals. In the same report, the majority of the respondents (78%) indicated that excessive cost aligned to leadership development activities has led to a lack of resources, which hinders implementation of leadership development in hospitals. Therefore, this study sought to determine if these same factors are affecting leadership development in the Okahao Town Council.

Furthermore, according to the research study conducted by Twahafifwa et al. (2016) employee participation in decision-making encourages subordinates to participate in decision-making sessions. Participating leaders play a more facilitating role as a leader that follows a directing approach. Another basis for participation is the concept of power sharing between the leader and his or her subordinates. The idea is that the subordinate's participation is necessary to redistribute power in an organisation and protect employees' interests. This argument acknowledges that employees are stakeholders in the organisation and through their participation, play an important role in reaching the organisation's goals as it augments their performance. However, participative leaders will however, always have to make the final decision, but all inputs come from the collective mind of the subordinates under his or her leadership. This depicts that there is a correlation between employee participation in decision-making and employee performance.

According to Udjombala (2016) delegation places more of the responsibility for successful work on the shoulders of subordinates and very little guidance comes from leaders and this is regarded as the ultimate people-oriented dimension, as management allows mature subordinates to make most decisions on how to undertake their work. This is a somewhat hands-off leadership approach in which the leader places great responsibility on subordinates, since it is supposed that they have the skills to analyse situations and the confidence to implement their tasks semi-

independently. Delegating leadership gives employees maximum room to increase their maturity levels and to develop and grow and also, a delegating leader transfers decision-making powers to one or more subordinates but remains ultimately responsible for their decisions and work performance. It allows for maximum creativity and performance in how employees choose to go about accomplishing a task (Joseph, 2016). This energises subordinates and makes them feel empowered and meaningful and job satisfaction levels usually rise as subordinates believe they have a say in decision-making and workplace efficiency. This highlights that authorisation or delegation is correlated to employee performance.

Moreover, Udjombala (2016) posits that coaching is where a leader still gets involved with subordinates who are still not fully competent to do their work and who are still incapable of undertaking their work fully on their own. They still require some level of direction, as well as advice and encouragement in order to build both their confidence and competence. Trademarks of a coaching leadership approach are open communication channels, good listeners, and flexible when monitoring work performance. In coaching, leaders play a supporting role to subordinates; they motivate and want to instil confidence in subordinates, so they eventually become better and more efficient and productive workers in time. The leaders want to ensure subordinates that they have the ability to perform the job successfully in future and coaching can be done through training and development.

The findings of the research conducted by Udjombala (2016) on the correlation between training and development and employee performance in public schools in the Ondangwa education region. The study reveals that training and development improves employees' skills and knowledge, hence more production; it created job satisfaction, and the county would be able to retain the qualified employees it employed and it improved performance, thus achievement of targets. Training and development also boost employee career growth; it helps employees to realise their goals by giving them the skills and knowledge they need, not only to carry out their tasks but also to learn new aspects on achieving their goals. Additionally, training and development created self-confidence among the employees, and it allowed the employees to acquire technical skills to expand their efficiency. Therefore, both coaching and training and development have a direct relationship with employee performance.

According to Twahafifwa and Amukugo (2016) in order to curb the challenges faced by leadership development in public hospitals; coaching and mentoring of low-level and middle-level employees, leadership development strategies to be put in place, provision of opportunity for training or in-service training and provision of adequate funding or resources. This study sought to approve if these very same strategies can also be useful in curbing challenges faced by leadership development in the Okahao Town Council.

2.5 CONCEPTUAL FRAMEWORK

This study encompasses pragmatic testing of propositions and to study the relationship between the variables of leadership development and employee performance. As the conceptual framework shown below indicates, the independent variables are the empowerment, training and development, coaching, participation and delegation and employee performance is regarded as the dependent variable. Subsequently, performance was operationally perceived as executing defined duties, meeting deadlines, team input, and achieving departmental goals which could possibly lead to efficiency, specialisation, effective feedback and good organisational relations and success (Armstrong, 2016).

Figure 2.1: LEADERSHIP DEVELOPMENT DIMENSION VS EMPLOYEE PERFORMANCE

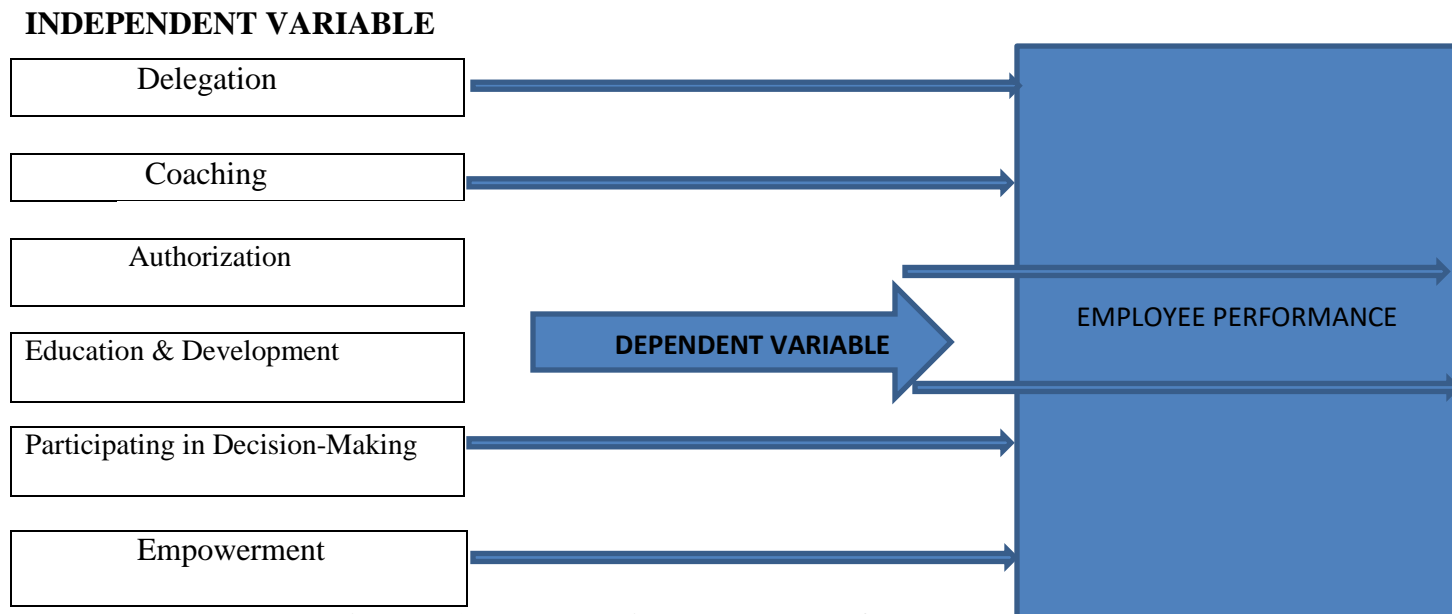


Figure 2.11: Leadership Development & Employee Performance

2.6 SUMMARY AND RESEARCH GAP

Following the literature review, gaps have been identified. The issue regarding the impact of leadership development on employee performance has not been dealt with lengthily, be it internationally or nationally, with more researchers choosing to deal with leadership style and its impact on employee performance. It is because of these gaps that nothing positive or noteworthy has been recorded specifically in Namibia as the country of research. In Namibia, there is no available work which was done specifically on the leadership development and its impact on employee performance. Globally, the already existing information, deals with the impact of leadership styles on employee performance, with little effort being made on leadership development and its impact on employee performance. Therefore, this research sought to fill in this gap by using both the already existing data on impact of leadership styles on employee performance and research findings to come up with data on leadership development and its impact on employee performance something which will make it easier for future researchers of the same topic. This chapter has reviewed critical facets of leadership development and its impact on employee performance. It discussed leadership, leadership development and performance by showing how the two are interconnected. Leadership development through its various dimensions coaching, authorisation, education and development, and participation, delegation and decision-making are hypothesised to have a positive relationship with employee performance. The next chapter will deal with the research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methodology which comprise both the comprehensive research methods which have been used for data collection and the philosophies upon which the data collection and analysis are hinged. This chapter presented the divergent methods that were adopted in collecting and interpreting data in relation to the study by discussing in detail, the research design, target population, sampling procedure and data collection methods, instruments, data analysis and procedure. In addition to that, the chapter also addressed the ethical considerations, research philosophy, research paradigms and summary of the content of the chapter.

3.2 RESEARCH PARADIGM

According to Kuhn (2015) a research paradigm is a set of common beliefs and agreements shared by researchers concerning how problems must be understood and addressed. Hence, this is a precise way of observing the worldview that outline how we pursue answers to study questions. Research paradigm is meant to structure the research, to demonstrate consistency of all other chief parts of the study. A paradigm is a collection of logically related assumptions, concepts or propositions that orient thinking and research and ontology, epistemology and methodology are the main foundational constructs of a paradigm (Sidhu, 2016).

The researcher adopted pragmatism as the paradigm. Pragmatism is based upon the premise of utilizing the best methods to investigate real-world problems, allowing for the use of multiple sources of data and knowledge to answer research questions real (Myers, 2018). In so doing, elements of practice paradigms are brought together to produce research evidence that is grounded in a best practice model of the leadership development and employee performance. This lends to its appropriateness for mixed methods research, whereby quantitative and qualitative data are collected and integrated within a single study, and multimethod research, which uses multiple forms of quantitative or qualitative data (Creswell & Clark (2017). Pragmatist approach is grounded on realistic approach of data collection for example open-ended questionnaire and one-on-one open-ended interviews.

3.3 RESEARCH APPROACH

Research approaches are defined as plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation (Saunders, Lewis & Thornhill, 2016). The researcher used a mixed method research, a procedure for collecting, analysing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem (Littlejohn & Foss, 2019).

The central premise of using mixed methods research is that it makes the most of the strengths of each data type while neutralizing their weaknesses, this also improve credibility of findings, and illustrate the results from one method with the results from the other one (Dudwick, Jones & Woodcock, 2016). Fetters and Freshwater (2015) posited that integration of quantitative and qualitative approaches permits a more complete and synergistic utilization of data in providing a better understanding can be obtained by triangulating one set of results with another and thereby enhancing the validity of inferences. However, just like any other research approach mixed methods research has its own barriers as argued by (Creswell & Plano Clark, 2017). They require more work and financial resources, and they take more time in implementing the quantitative and qualitative parts of the study. In addition, researchers need to develop a broader set of skills that span both the quantitative and qualitative descriptions which is normally difficult. Although, mixed methods research has both strengths and weaknesses, its strengths outweigh its weaknesses hence it was employed in this study.

3.4 RESEARCH DESIGN

The study adopted an explanatory sequential mixed methods research design by collecting and analysing quantitative and then qualitative data in two consecutive phases within one study. The qualitative approach was used to elicit the views, beliefs and experiences of council employees at the OTC on the impact of leadership development on employee performance. Shank (2018) states that the role of qualitative research is to help the researcher understand a particular social situation, event, role, group on interaction. Triangulation was used to integrate the two phases, and that enabled interpretation of the combined findings. Findings from the qualitative phase were used to explain and provide a more comprehensive contextualisation of findings and

interpretations drawn from the quantitative phase. Quantitative approach was also used to highlight the similarities and differences between the responses from the participants on the study hypothesis. The quantitative approach involves counting and measuring events and performing the statistical analysis on a body of numerical data (Shank, 2018). Sequential explanatory mixed methods design was adopted, as it was best fit to answer the proposed research questions and draw on broader conclusions of findings.

3.5 STUDY POPULATION

Omari (2017) defines a population as a totality of any group of units which have one or more characteristics in common that are of interest. The study was conducted among low and middle-level employees, departmental managers and the Chief Executive Officer of the Okahao Town Council. Some of the categories chosen were understood to be involved in the leadership and management, decision-making and forming of the town council. The study target population was about 42 employees comprising 32 low-and-middle-level employees, 10 departmental managers, and the Chief Executive Officer at the Okahao Town Council in the Omusati Region, Namibia, although data saturation will determine the sample size.

3.6 SAMPLING TECHNIQUES

In this study, an extreme case sampling method was used to select the Okahao Town Council among other municipalities in Omusati Region and Namibia at large. Kothari (2017) perceives extreme case sampling as a sampling method used in order to find out circumstances that lead to the best and worst cases, in this case, it is the Okahao Town Council employees' performance. This study employed simple random sampling method to select 20 participants who completed the questionnaire schedules (low-and-middle-level employees) and a convenience sampling method to select 6 participants for the interview schedules (departmental managers and the Chief Executive Officer).

3.7 SAMPLE SIZE

The researcher sampled as proposed by Amin (2016), who explains that sampling is important in selecting elements from a population in such a way that the sample elements selected represent the population to avoid un-guided generalisation. Simple random sampling method was used in this study to select questionnaire participants, because it is considered the simplest,

most convenient and bias free selection method. The names of 32 low-and-middle-level council employees were put in a hat and 20 participants were selected. Since individuals who make up the subset of the larger group are chosen at random, each individual in the large population set has the same probability of being selected.

Convenience sampling method was used to select 6 participants for interview schedules from the Okahao Town Council departmental managers and Chief Executive Officer (CEO). The sample was drawn from the large population due to the fact this research was purely academic and was to be collected in a given period. Therefore, in order to arrive at a statistically valid conclusion, the researcher administered at least 20 questionnaires and conducted 6 interviews with departmental managers and the CEO.

3.8 RESEARCH INSTRUMENTS

For the purposes of this research, questionnaires and interviews were used to elicit data from the sample of participants.

3.8.1 Questionnaires

Questionnaire is defined as a document that contains a number of inscribed questions that participants read and answer on their own (Copper & Schindle, 2013). The researcher chose to employ questionnaires because of its ability to reduce any bias and the collection of authentic data is fundamental for data analysis as posited by (Kumar, 2014). Questionnaires were used to elicit data from 20 sampled middle-level council employees and were designed to gather information related to the research objectives from the sample participants. The researcher used open-ended questionnaires aimed at testing the impact of leadership development on employee performance at the Okahao Town Council because open-ended questions cut down on two forms of responses error. Foremost, participants are not probable to forget the answers they have to pick from if they can respond in their own words. Also, open-ended questions do not allow participants ‘fill in’ the survey with all the same answers without reading the questions and responses carefully. Furthermore, open-ended questions allow respondents to include additional information, such as feelings, attitudes, and their understanding of the subject (Amin, 2015). However, some of the possible limitations of this method to this study may be, since the

questionnaire was self-administered, the researcher may encounter inconsistencies in answering and returning the questionnaires and most respondents might express high levels of bias according to their departments. These factors may enormously reduce the actual sample size used for analysis. The use of questionnaires in this study enabled participants to express their opinions and experiences on the impact of leadership development on employee performance at the Okahao Town Council.

3.8.2 Interviews

One-on-one open-ended interviews were used by the researcher to collect data from 6 departmental managers and the CEO on their perceptions of the impact of leadership development on employee performance. Interviews are helpful as they provided opportunities for the researcher to find out more from the individual participants (Copper & Schindle, 2013). However, the research may probably face noticeably difficulty in contacting respondents since most of them may be busy and some respondents may not be sincere, given their positions, however, the researcher had earlier assured them of complete confidentiality.

3.9 DATA COLLECTION PROCEDURE

An introductory letter from the university and the researcher's acquaintance with some of the Okahao Town Council members moulded through extensive working in the same region with them was used to the advantage of the study. This played a vital role in acquiring co-operation from them. The letter requesting for consent to carry out the research in the selected council was submitted to the office of the council's Chief Executive Officer. Those who agreed to partake in this study were given consent forms before the data was collected, with the interviewee's permission, the permission to tape record interviews was sought beforehand and later was transcribed into written transcripts that were used for analysis.

3.10 DATA ANALYSIS

SPSS (statistical package for social scientists) was used to analyse the quantitative data, however, personal coding and categorizing data was done manually because it helps streamline the overall analysis process and reducing the amount of data that must be considered in the final

analysis (Copper & Schindle, 2013). Data analysis was conducted on respondents' data at two standpoints: descriptive data analysis and inferential data analysis. Descriptive statistics were used to analyse the quantitative data. Descriptive statistics offer us with the techniques of numerically and graphically presenting information that give an overall picture of the collected data (Amin, 2015). The study used SPSS 28 in quantitative data analysis, as it is the latest version. Cronbach alpha coefficient of leadership and development and employees' performance quantified the strength and relationship. The researcher used percentages to indicate the frequency of various responses expressed by the participants. The researcher arranged the quantitative data in tables and graphs. Qualitative data was coded and then analysed using identified themes. Categories and themes were created in order to identify patterns in the data (Hamunyela, 2018). The researcher used multiple regression analysis to test the impact of leadership development on employees' performance at the OTC because it helps to understand how the value of a dependent variable changes when one independent variable is adjustable while another is held constant thus it estimates the relationship between variables (Amin, 2016). Thus, establishing the relationship between employee performance as dependent variable and five dimensions of leadership development thus independent variables. The data in this study comprised hand-written responses which were received from participants from low-level employees from the Okahao Town Council. The data was presented, interpreted and discussed basing on the objectives of the study.

3.11 RELIABILITY AND VALIDITY

3.11.1 Reliability

Reliability is defined as the magnitude of consistency with which the tool measures what is intended to measure (Austin & Sutton, 2016). The researcher's tool was reliable and consistent in bringing the envisioned results. To guarantee that the data attained in this study was consistent, a standard questionnaire with the same questions was employed for each questionnaire and interview participant. Before the actual data collection commenced, five lower-level and middle-level council employees were pre-tested at the Okahao Town Council using the same inclusion criteria. Nevertheless, these five individuals were not included in the final research study, but the

process was only done to determine if the tool was appropriate for the study. Any changes that were made were fused into the final tool.

3.11.2 Validity

According to Sture (2015) validity is the degree to which an opinion is properly measured in a quantitative study. Validity is divided into two parts; internal and external validity. According to Raimo (2019) internal validity is the extent of self-assurance that the underlying connection being confirmed is dependable and not influenced by other factors. In order to assure internal validity in this study, the researcher examined the present literature on the relationship between leadership development with all its dimensions and employee performance. External validity, on the other hand, is defined as the extent to which results from the study can be applied to other circumstances (Raimo, 2019). To guarantee external validity, the researcher guaranteed that the data gathered will be able to be applied to other settings.

Both were made possible by choosing appropriate procedures of measurement, use of appropriate sampling methods to select participants, apply methods continuously and standardise the situations of the study. This permitted the produced results to agree to what was actually taking place on the ground or in the social world. Therefore, this safeguarded that the argument of the data to be attained and drawn conclusions was also be valid.

3.12 RESEARCH ETHICS

Gomms (2018) defines research ethics as concepts of good behaviour according to the researcher's views. It is what is considered morally good and bad behaviour. This research study was done within the principality of ethics of research. The investigator sought permission from interested stakeholders, such as the University of Namibia and the Okahao Town Council CEO in the Omusati Regional Council (ORC) where the study was conducted. Permission was sought before the research started. The ethical principles were observed by the investigator when carrying out the research study as a way of preventing any harm to the research participants. Ethical considerations, informed consent, voluntary participation, as well as anonymity and confidentiality were strictly observed by the researcher. Ethical standards were observed to guard against the production of false data. Observation of these ethical standards to seek knowledge

and truth, accountability and mutual respect, which are deemed to be the most crucial aspects in research.

3.12.1 ANONYMITY AND CONFIDENTIALITY

Anonymity and confidentiality were considered in this study. According to Polit and Hungler (2015) autonomy means right to self-reliance and right to full closure. Bell (2018) points out that the researcher needs not to know which response comes from which participant. This was facilitated by issuing questionnaires to participants that required no names, credentials, or any identification features. Autonomy gave the respondents the right to continue or to terminate their participation in the study. This means, the investigator had to seek informed consent before engaging in the research study. In this research, informed consent was sought from all the participants who took part in the study.

An in-depth explanation of the nature of the study and the purpose of the research results was granted to the participants. Verbal and written information about the purpose of the study, research aims and objectives, instruments for data collection, and research procedures were given to the participants as part of the informed consent. The researcher maintained high levels of confidentiality by assuring participants that data collection was only for the purposes of study and nothing else. This enabled the respondents to be free to proffer their feelings. A reminder of the voluntary participation by the participants was done throughout the study process. The researcher guaranteed voluntary confidentiality and anonymity throughout the study process. He also endorsed the right to self-reliance as well as non-disclosure from the participants.

3.12.2 VOLUNTARY PARTICIPATION

The researcher notified the respondents that participation was voluntary. He further explained to respondents that there would be no reprisal on the participants who felt they wanted to withdraw their participation in the study. This is an indication that participants were not coerced to take part but participated out of their own choice. Freedom of choice enabled the respondents to provide the much-needed information because they participated out of their free will.

3.12.3 INFORMED CONSENT

Informed consent is a process for finding permission before carrying out research, for conducting research on a person, or for disclosing a person's information. According to Phillips and Pugh (2017) informed consent refers to the revealing of the purpose, aims and the objectives of the study by the researcher to the participants. Consent for participation in research needs an informed consent procedure. This procedure includes an information exchange and continuous communication that occurs between the researcher and the participant. In this study, a written permission was sought from participants, participants signed an informed consent form which included a detailed explanation on the relevance of the study to different stakeholders. This enabled the respondents to feel valued and respected, such that they gave credible and truthful information.

3.13 CONCLUSION

This chapter outlined the research design; it described the features of the research mixed methods research. The study employed a sequential explanatory mixed methods research design to enable a broader understanding of correlation between leadership development and employee performance. The chapter also discussed the sampling strategy used to select the research participants. It has also described how the data collection instrument was used during the study. The chapter explained how SPSS, descriptive data analysis and inferential data analysis were used to analyse obtained data. The chapter also touched on the ethical issues and how data quality in through validity and reliability were applied to the study.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The objective of the analysis of primary data collected from the survey and interviews as presented in chapter four was to answer the research objectives with associated research questions which included finding out how the employees perceived the correlation between lower-and-middle - level employees' empowerment and participation in decision-making and employee performance.

4.2 RESPONSE RATE

The researcher targeted 20 respondents of whom 18 returned the questionnaire representing a 90% response rate.

The findings are presented in Figure 4.1 below

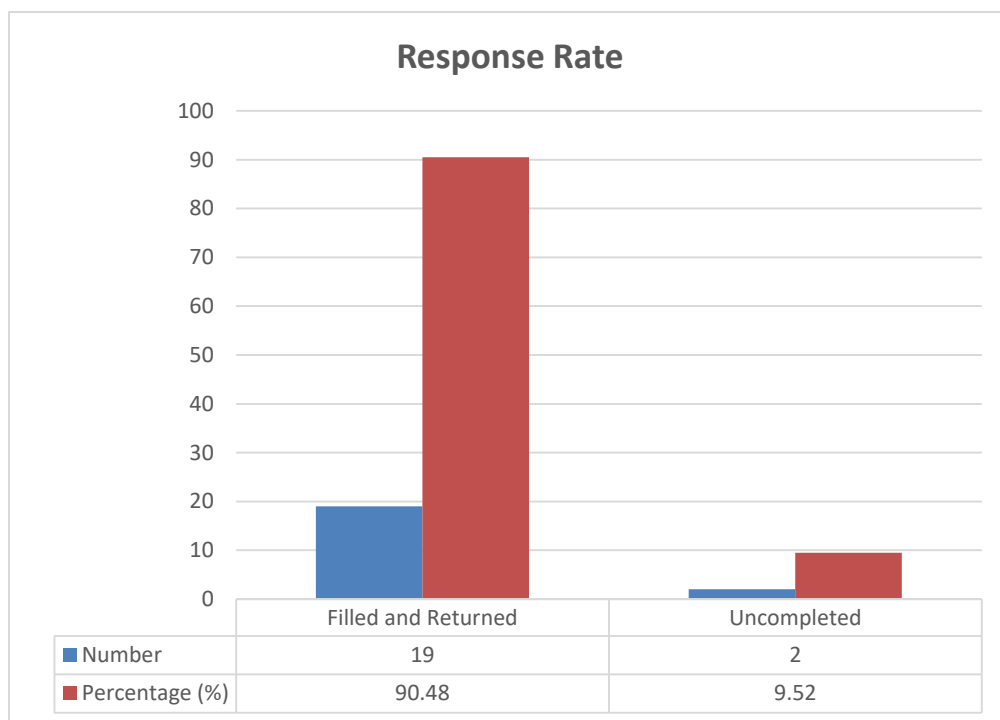


Figure 4.1 Response Rate

Source: Survey Data, (2022)

From Figure 4.1 above, it is evident that the response rate was 19 (90.48%) which is an overwhelming number compared to the uncompleted responses 2 (9.52%).

4.3 DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

This section presents characteristics and biographical information of the participants in this study, from which the information was obtained through questionnaires and individual interviews. The data on the demographic characteristics of the respondents are presented in Figures 4.2 to 4.5.

4.3.1 Gender

The data on the responses by gender are presented in Figure 4.2 below.

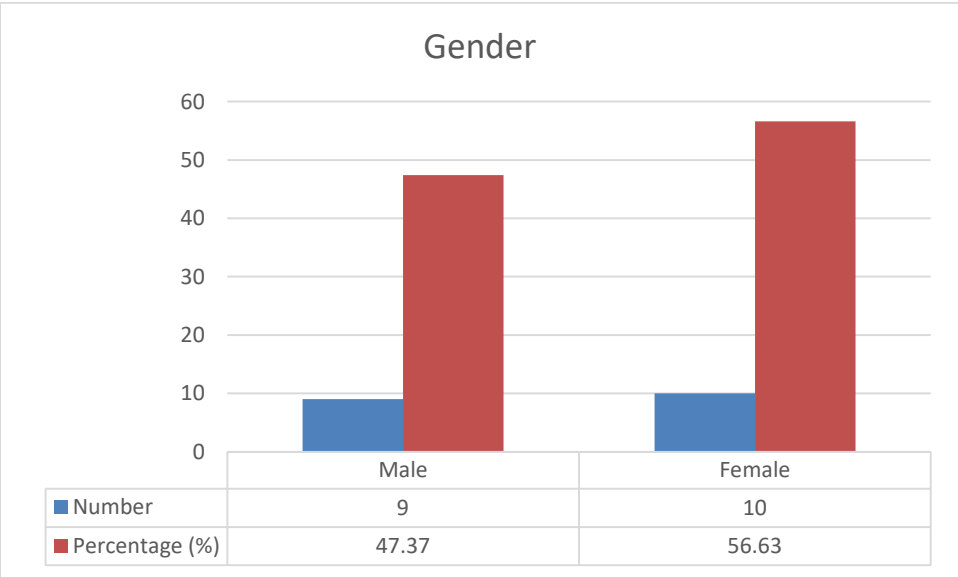


Figure 4.2: Responses by Gender

Source: Survey Data, (2022)

From Figure 4.2 above, it is evident that there was no significant difference in gender for the employees that participated in the survey as there is a percentage difference of 9.26%. According to Figure 4.2, 47.4% of the employees are male and 56.4% are female, which shows that women are now occupying outside home jobs in numbers off late. These findings are supported by Smith (2017) who states that women are entering the labour market in increasing

numbers every year. The findings indicate that more than 50% of the Okahao Town Council employees are women. However, it's very difficult to strike a balance between men and women in any organisation, but the difference is of no significance.

4.3.2 Rank of the Employees

The data on the responses by rank of the employees are presented in Figure 4.3 below.

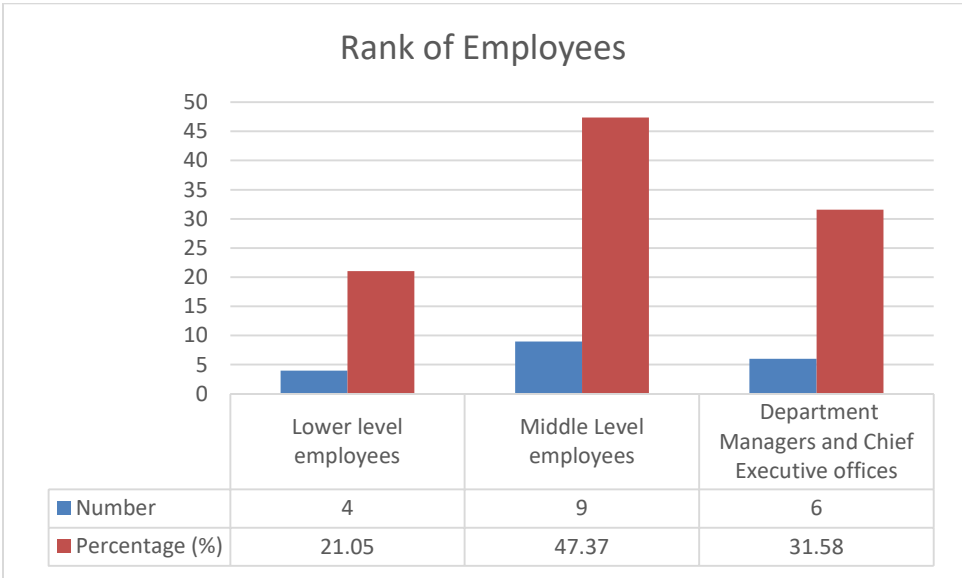


Figure 4.3: Responses by Rank of Employees

Source: Survey Data, (2022)

Figure 4.3 shows 4 (20.05%) of the employees in the lower-level category. In addition, 9 (47.37%) of the employees are in the middle-level category, and 6(31.58%) of employees in the management category. Findings reveal that there are fewer management positions at the Okahao Town Council. According to Smith (2007) limited leadership positions demoralises lower-level and middle-level employees to partake in leadership development programmes as they see it as of no value to them, and also this will eventually lead to senior management feeling threatened to losing their positions.

4.3.3 Age Category

The responses by age category of the respondents are presented in Figure 4.4 below.

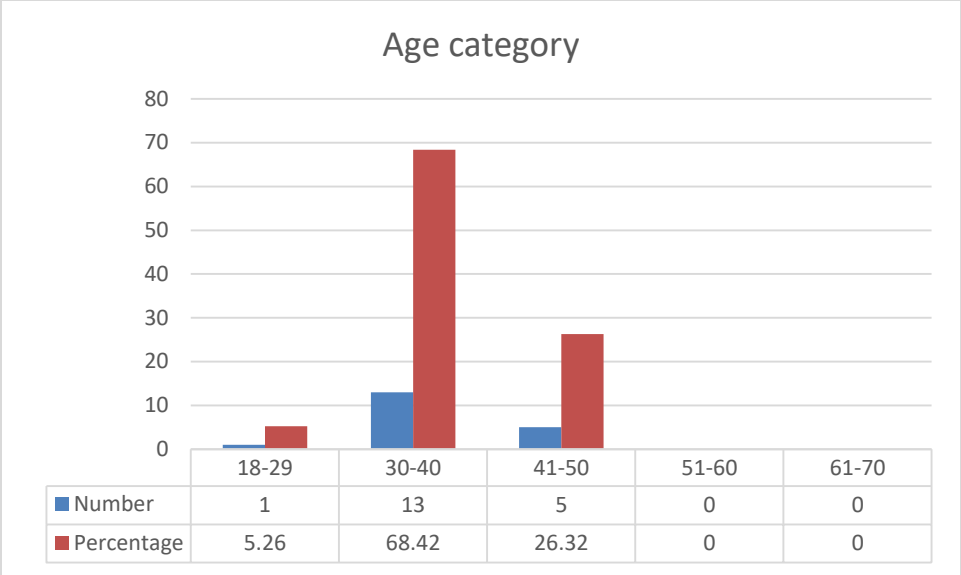


Figure 4.4: Responses by Age Category

Source: Survey Data, (2022)

Figure 4.4 shows 5.26% of the employees are between the ages 18–29-year category. In addition, 68.42% between 30-40-year category, 26.32% between 41-50-year category, and 0.0% above the 51-year category. Findings reveal that there are less experienced employees in the lower-level category at the Okahao Town Council. According to Smith (2017) both older and younger employees present management with challenges. Older workers are more cautious, less likely to take risks, and less open to change, though their experience makes them high performers. Younger entrants into organisations will present challenges in the fields of communication and management training (Smith, 2017).

4.3.4 Highest Educational Qualifications

The statistics on the responses by highest educational qualifications are presented in Figure 4.5 below

4.3.5 Highest Educational Qualifications

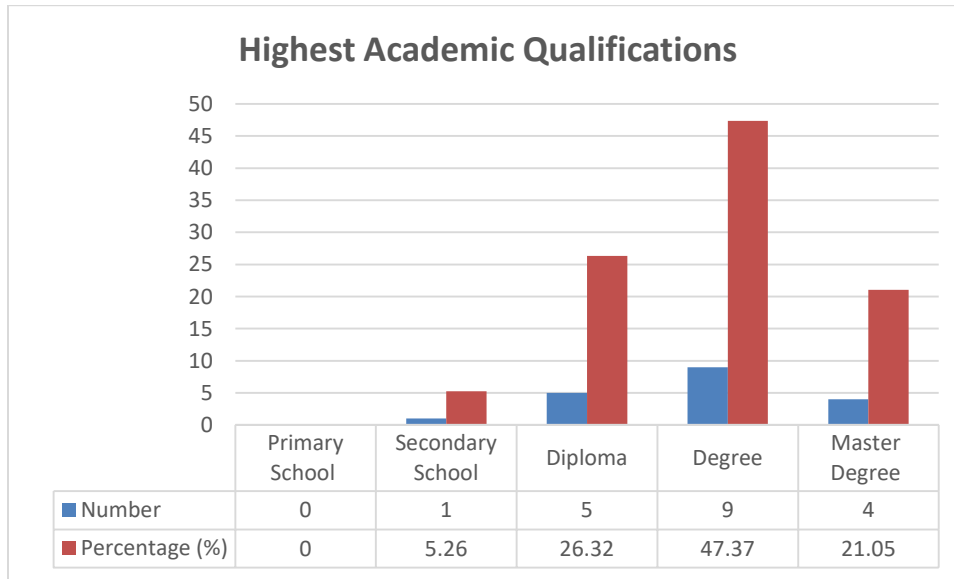


Figure 4.5: Responses by Highest Educational Qualifications.

Source: Survey Data, (2022)

The study also assessed the highest level of the academic qualification that the respondents held. The results in Figure 4.5 revealed that 9 (47.37%) respondents which is slightly close to half held a degree, 5(26.32%) held a diploma, 4 (21.05%) had a Master’s degree, and lastly 1 (5.26) held a secondary school certificate. None had a doctorate as their highest level of education nor even studying towards it. This delineates the vast majority of the staff working at Okahao Town Council are probably qualified and henceforth are fit for carrying out their obligations by ensuring efficient delivery of service, however, they still need leadership development programmes to prepare them for future leadership roles.

4.3.6 Number of Years in Services

The statistics on duration of services are presented in Figure 4.6 below.

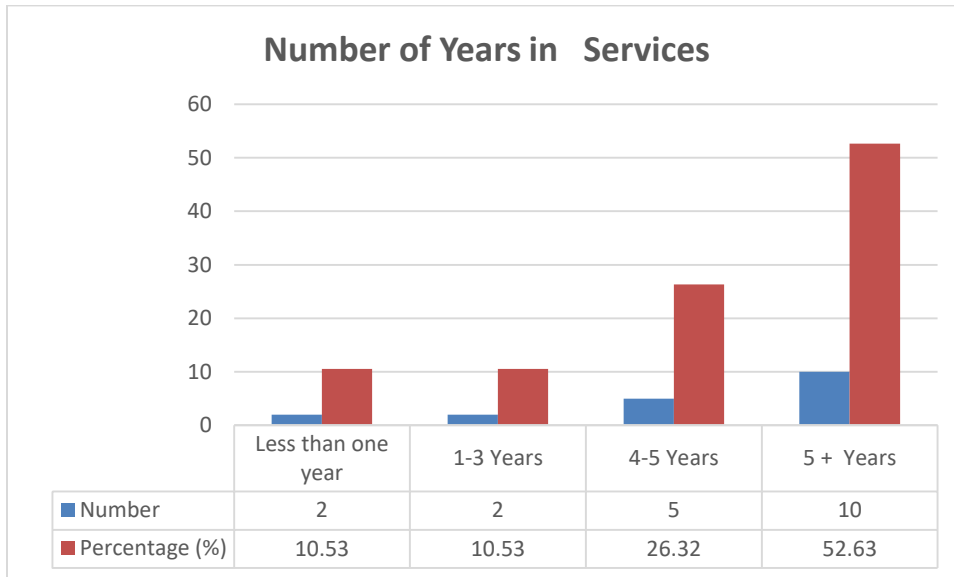


Figure 4.6: Responses by Duration of Services

Source: Survey Data, (2022)

Figure 4.6 indicates 10.53% of employees have less than one years' experience, 10.53% between the 1-3 years' category, 26.32% between the 4-5 years' category and 52.63% are between 5 and above years' experience. This reflects that the Okahao Town Council comprises the majority of employees above 50% that have passed the stage of acquiring experience, knowledge and skills within the different units. Literature reviews related to the experience-performance relationship has shown that results across the literature are inconsistent (Ford & Ford, 2012).

4.3.7 Current Department of Employees

The statistics on the current department of employees are presented in Figure 4.7 below.

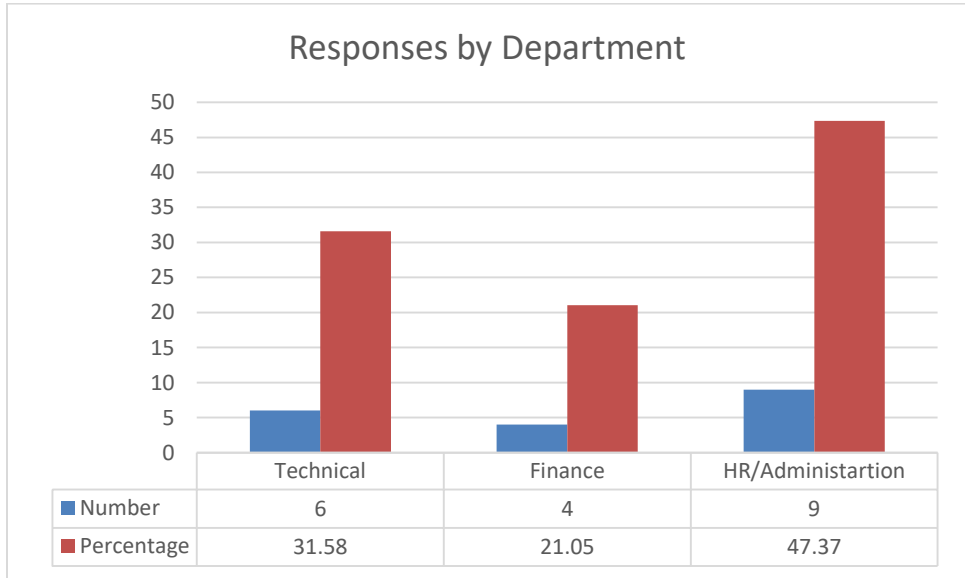


Figure 4.7: Responses by Current Department.

Source: Survey Data, (2022)

Figure 4.7 indicates employees' current departments. In this case there were three categories: technical, finance and human or administration. Based on the results shown in Figure 4. 7, close to half of participants (47.37%) were in the HR or administration department, followed by 6 (31.58%) who were in the technical department and lastly 4 (21.05%) in the finance department. This illustrates that most of the staff working at the Okahao Town Council are presumably experienced since they are working in the administration department, which requires qualified personnel.

4.3.8 Job Description

Table 4.8: Responses by Job Description

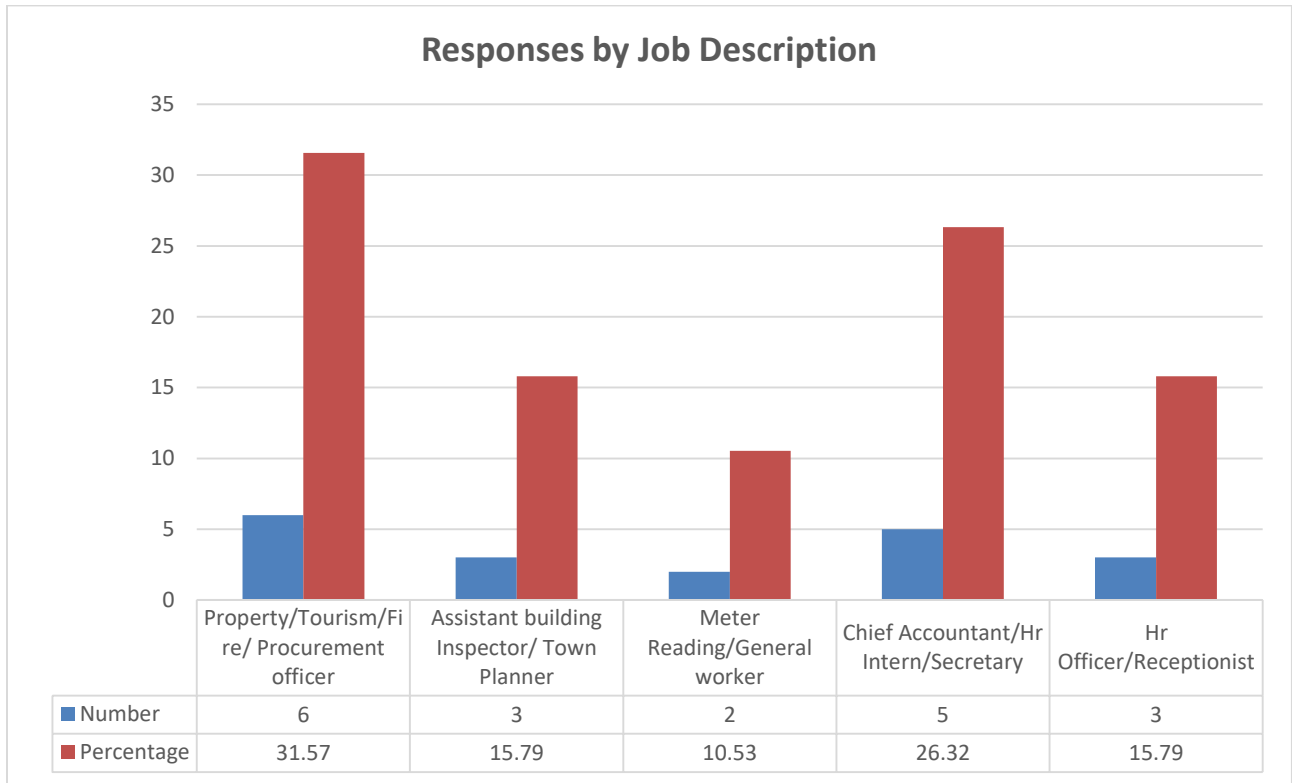


Figure 4.8: Responses by Job Description

Source: Survey Data, (2022)

Figure 4.8 depicts that 31.57% of the employees are either working in property/ tourism/ fire/ procurement departments; 15.79% are either assistant building inspectors or town planners, 10.53% are either meter readers or general workers, 26.32% are either chief accountants or human resources interns or secretaries, and 15.79% are either human resources officers or receptionists. There is a majority of employees under procurement, tourism, fire, and procurement departments, but the number is not sufficient for the departments mentioned and their importance in the effectiveness and efficiency of the council in delivering the expected services.

4.3.9 Employee Status

Responses by employment status are presented in Figure 4.9 below

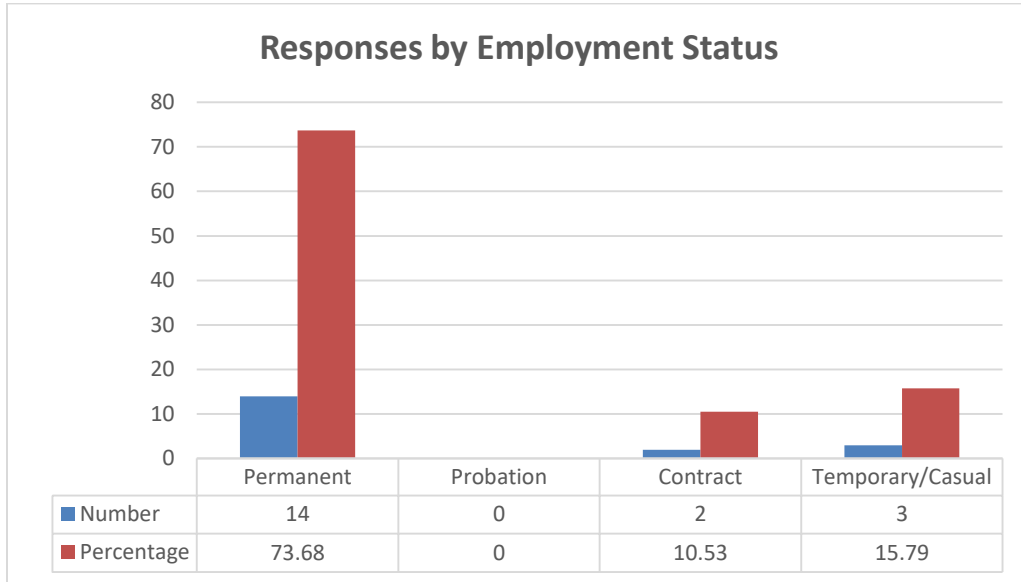


Figure 4.9: Responses by Employee Status.

Source: Survey Data, (2022)

The final demographic question regarded the employee status of the respondents. There are four categories: permanent, probation, contract and temporary or casual. Based on the results shown in Figure 4.9, 14 or three-quarters of the respondents (73.68%) were permanent employees of the council. The second largest group was of those who are temporary or casual council employees with 3 (15.79%) respondents, while 2 respondents (10.53%) are on contract. This depicts that most of the staff working at the Okahao Town Council are presumably permanent workers. The organisation is more of their home, so its failure is their failure, and its success is their success too. This was supported by Smith (2017) who argues that permanent employees are much more likely to feel a sense of ownership in their organisation because of the tendency for them to internalise the goals and values of their organisation.

4.4 DISCUSSION OF FINDINGS FROM QUANTITATIVE DATA (FROM LOWER-AND-MIDDLE-LEVEL EMPLOYEES)

4.4.1 RESEARCH OBJECTIVE ONE: Empowerment and Participation

The responses to research objective one are presented and discussed in three questions in Tables

4.1 to 4.2

4.4.1.1 How often do managers extensively delegate duties and encourage autonomy in decision-making to subordinates?

Interpretations

The commonly cited delegated duties and encouragement in decision-making from the 13 lower and middle - level employees in the Omusati Region are presented below in Table 4.1

4.4.1.2 How often are you given an autonomy or opportunity to participate in decision making and solve problems connected with your assigned tasks?

Interpretations

The commonly cited autonomy or opportunity in decision-making and solutions of problems as per assigned tasks from the 13 lower and middle - level employees in the Omusati Region are presented below in Table 4.1

Table 4.1: Responses on autonomy or opportunity to participate in decision-making and solve problems connected with your assigned tasks (n=13)

Statement	Responses
<p>How often are you given an autonomy or opportunity to participate in decision-making and solve problems connected with your assigned tasks?</p>	More Often (e.g., Monthly)
	The opportunity is very rare
	Rarely
	Always
	Every time when requires my input in terms of decision-making at my level
	Daily
	Often, we are allowed to set our own rules and we can decide how to do our work
	More Often because self-driven employees need less supervision
	Anytime
	85%

Table 4.1 represents responses regarding how often they are given an autonomy or opportunity to participate in decision-making and solve problems linked to their assigned tasks. 30.76% responded that they are given autonomy more often. However, it can be observed from Table 4.1 those participants do not agree on frequency of given autonomy or opportunity to participate in decision-making and solve problems linked to their assigned tasks something which may imply that they may not be given that opportunity at all or it's something that varies with department or the leader of the department. Chen and Tjosvold (2016) have studied the participation and its importance by American and Chinese managers in China and this research discloses that for participation to be effective, its frequency is fundamental as it will involve employees in the decision-making process where the employees feel that they have the opportunity to discuss problems and can influence organisational decisions. The overall impact of participation is increased employee job performance and low turnover. This concurs with Lam's (2012) suggestion that if organisations want to increase the levels and potentially strengthen the performance of employees, participation frequency is key. Therefore, if the Okahao Town Council really wants to witness the benefits of participation, they should work on the participation frequency.

4.4.1.3 What is the correlation between empowerment and participation in decision making and employee performance?

The responses on correction and empowerment to participate in decision-making and employee performance are presented in Table 4.2 below.

Table 4.2 Responses on Correction and empowerment to participate in decision-making (n=13)

Statement	Responses
What is the correlation between empowerment and participation in decision-making and employee performance?	Good relationship, listen to each other due to decision-making
	They are all one regarding to every employee
	Fair because, feel empowered when part-taking in decision making and I perform well

	Good because employees are directly involved in decision-making
	The more an employee understands his or her job, the more he or she will be allowed in decision-making
	Employees perform better when involved in decision- making
	Good relationship, listen to each other due to decision-making
	Less empowered
	When employees get a training opportunity and know his or her job, it is easier for decision-making
	Decision-making is by the management

Table 4.2 represents the correlation matrix between empowerment and participation in decision-making and employee performance leadership development variables and the dependent variable. All relationships between these dependent and independent variables are positively and significantly correlated. This demonstrates that both empowerment and employee participation in decision-making are correlated to employee performance. This research finding concurs with Mohammed (2018) who defines success as achievement, accomplishment and attainment, which is a consequence of empowerment. He reveals this consequence in the form of success through empowerment as (a) Individual success in the form of employee’s role performance, (b) Organisational success which is achieved as members of the organisation accomplish collective organisational goals and objectives, and (c) As organisational members share a mutually beneficial and satisfying work experience meeting both social and personal growth needs. This was further supported by Day (2016) who reveals in his study that empowerment had significant positive correlations with both performance and satisfaction and in that study, empowerment was specifically empowerment was more strongly correlated with the in-role performance of

followers than with satisfaction with the leader. This research finding agrees with Klagge (2016) study finding that there was a correlation between empowerment and employee performance. This was also supported by Randolph's (2015) research finding that employee empowerment or transfer of power from the employer to the employees positively impacts employee performance as it boosts employee morale and motivation to execute their duties. Employees who have high levels of job satisfaction and morale would have superior performance levels (Geralis & Terziovski, 2013).

Regarding participation in decision-making, Chen and Tjosvold (2016) when they studied the participation and its importance by American and Chinese managers in China, their research reveals that participation management is about involving employees in the decision-making process, where the employees feel that they have the opportunity to discuss problems and can influence organisational decisions. The overall impact of participation is increased employee job performance and low turnover. This was further reinforced by Lam (2012) when he suggests that organisations can act to increase or decrease the levels of these mediator variables within their personals and potentially strengthen the positive performance effects of employee participation. The study finding further concurs with Ladd (2014) study findings on the relationship between participation in decision-making and its impact on employee performance it was found that there is a positive correlation because employees feel they are competent and participation at a higher level is effective and also leads to greater autonomy. This also agrees with Cohen, Chang and Ledford's (2016) study recommendation for their study conducted in a private organisation in China, managers are encouraged to allow a high degree of employee participation and autonomy, which are intended to increase workforce commitment and to humanise the workplace intending to improve work performance and good citizenship behaviour.

4.4.2 RESEARCH OBJECTIVE TWO: Authorisation and Employees' Performance.

The responses to research objective 2 are presented and discussed in three questions in Tables 4.3 to 4.5

4.4.2.1 What is your understanding about authorisation?

The respondents understanding and meaning of authorisation is presented in Table 4.4 below.

Table 4.3: Responses on Authorisation and employees' performance (n=13)

Statement	Responses
What is your understanding about authorisation?	Given someone a consent or permission to do something
	When you have power to do something or make decision
	Giving someone permission to do or have something
	Endorsement or approval to do something
	To be allowed to carry out your task when required/needed
	Giving someone permission to do or have something
	When you have power to do something
	When you have power to do something or allow access
	When you have power to do something
	When authorised things to be done

The findings above seem to suggest the fair knowledge of the respondents on authorisation and empowerment. The research results show that the majority of participants have a better understanding of authorisation. The given definitions and explanations somehow agree with Holman’s (2014) definition that authorisation involves assignment of new responsibilities to employees and additional authority to carry them and to him there are many reasons for delegating but amongst them the strongest reason is to develop subordinates’ skills and confidence. The given definitions also agree with Musaaazi (2012) definition that authorisation or delegation of authority is a process of entrusting authority and responsibility to other people. The findings demonstrate that the Okahao Town Council employees have a better understanding of authorisation, which could be giving an added advantage when using it because as one cannot

give what he or she does not understand. Therefore, this gratifies that a larger number of employees really understood the authorisation concept, and this can imply that they are able to apply it successfully and accordingly, which guarantees an achievement of the expected outcomes.

4.4.2) To what extent do your managers give you responsibility and authority to do your job? Rank the percentage level of performance using a scale of 1 – 100.

The responses on the extent to which the managers give responsibility and authority to low and middle-level employees to do their job are presented using of minimum 1 and maximum 100 are presented in Table 4.4

Table 4.4: Responses on Extent managers give responsibility (n=13)

Statement	Responses
To what extent do your managers give you	75
responsibility and authority to do your job?	95
Rank the percentage level of performance	75
using a scale of 1 – 100.	89
	95
	95
	100
	100
	90
	75

Responses presented in Table 4.4 show that the Okahao Town Council employees are given fair authority and responsibility with all respondents ranking the percentages between 1 -100 above 50% with some ranking it at 100%. This concurs with Musaaazi (2012) study findings that 85% of the study participants suggesting that for organizations to achieve their set goals and objectives accordingly, managers has to delegate authority to their subordinates to a large extent as that will help the person to act on behalf of the one from whom authority is delegated without hesitation. demonstrates that the Okahao Town Council managers have fully grasped authorisation and

responsibility concepts and their positive impacts on employee performance hence, they are taking an advantage of such benefits by fairly authorising their subordinates to take authority over their duties.

4.4.3 Correlation between employee authorisation/authority and employee performance

The responses on correction between employees' authorisation and performance are presented in Table 4.5 below

Table 4.5: Responses on correction between employees' authorisation and performance (n=13)

Statement	Responses
What is the correlation between employee authorisation/authority and employee performance?	Employees given authority to do work and the performance is still good and quick
	Employees has the authority; it makes works easier for them
	Employees given authority to do work and the performance
	Less Authorised
	When employees are allowed to carry out their duties freely, it improves performance
	Employees has the authority; it makes works easier for them
	Health relationships always lead to better performances
	Fair
	Employee are authorised to say something
	We help each other at work so that our performance will be on high standard

Responses presented in Table 4.5 shows a significant correlation between authorisation and employee performance. These research findings agree with Cohen et al (2016) study findings in their study conducted in China that authorisation has proved to have a significant positive correlation to employee performance citing reasons that it inspires employees and team members to perform better among others. This further concurs with Holman’s (2014) findings that authorisation places great responsibility on subordinates, since it is supposed that they have the skills to analyse situations and the confidence to implement their tasks semi- independently. He further argues that authorisation gives employees maximum room to increase their maturity levels and to develop and grow as it transfers decision-making powers to one or more subordinates, but the leader remains ultimately responsible for their decisions and work performance. The study finding further corresponds with Musaazi (2012) study finding that effective delegation provides psychological empowerment and collaborative, coordinated and comprehensive managerial technique for motivating and evaluating employees over their performance. He further argued that it enhances self-confidence and reduces power distance necessary for employees to seek performance feedback from managers, therefore, it enhances employee performance. Musaazi (2012) further recommended managers to strive to strike a balance between giving up total control of a group and holding too tightly to the reins. Therefore, this research findings together with finding from literature reviewed portrays a positive relationship between authorisation and employee performance.

4.4.3 RESEARCH OBJECTIVE THREE: Relationship between Education and Development and Employee Performance.

4.4.3.1 What is your understanding about education and development?

The responses of definition and understanding of the construct education and development are presented in Table 4.6 below.

Table 4.6 Responses on understanding about education and development (n=13)

Statement	Responses
What is your understanding about education and development?	Educate yourself first in order for an employer to develop something
	Education is key

	My understanding is that education fosters development
	Education gives a foundation for development
	Education is knowledge gain through being taught to know for development
	Education and Development has the same objectives
	Education gives a foundation for development
	Education is a tool for development
	Education is the knowledge or skills acquire and development is the upgrading of knowledge
	Education is the knowledge

Study responses on participants' understanding of education and development presented in Table 4.6 shows that employees were giving a general explanation and definition of the two concepts. The findings demonstrate that study participants couldn't define or explain education and development properly. Something is worrisome as to how then can they successfully implement a dimension they have little knowledge about, or they are not fully knowledgeable about. This agrees with Bouris' (2018) findings that only 8 out of 24 at a certain organisation in UK could not define training and development or give a better understanding, yet they were expected to utilise it as one of leadership development dimensions in preparing their subordinates for future leadership roles arising in the company. The responses given disagree with Elnaga and Imran (2013) education and development understanding that it is a function with human resources management used to fulfil the gaps between current and expected performance and it's an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of skills, knowledge, and competency. This shows that participants are do not have a better understanding of education and development, and it is a clear indication that it's equivalent to impossible for our leaders to implement nor adopt leadership development with its dimensions considering that they do not really know what it is.

4.4.3.2 How frequently do you receive job training in the organisation? If yes, how often do you undergo training?

The responses on job training for lower and middle level employees from managers represented in Table 4.7 below.

Table: 4.7: Responses on Job training from managers (n=13)

S/N	Responses
	Yes, once after 2 years
	Last time was in 2018
	Once a year
	No training
	Sometimes, not common
	3 times a year
	No
	Often, twice a year
	Yes
	No

Table 4.7 presents participants' responses on job training from managers; participants responded, once in 2 years, last had it 2018, once a year, no training, three times a year, twice a year and others just no and some yes. These responses shows that this question was not fairly answered and among those who answered it properly, there is no agreement in their responses. This demonstrates that low-level and middle-level employees may not be getting any job training from managers, or they get but it's not an activity planned but rather something done arbitrary with department managers as they feel necessary. This concurs with Alderfer's (2015) study recommendations that leadership development strategies should be aligned to organisational strategies or structure as this will ensure that whatever is done towards leadership development, should get the full support from everyone within the organisation.

4.4.3.3 How relevant was the training you received to your work?

The responses on the relevancy of job training the managers provide for low and middle level employees are presented in Table 4.8 below.

Table 4.8: The responses on relevancy of job training is presented in Table 4.8 below

Statement	Responses
How relevant were the training you received to your work?	None
	Helps me almost 70% to reach the experience for my career
	Never went for training
	Gain more knowledge about the working space and scope of the job
	Empowers me to carry out the job in my current position
	Very relevant
	Was never trained
	It really helped me improve my job performance
	Helpful, but are few, help me gain more experience
	Was very important

Responses presented in Table 4.8 shows that participants’ response pertaining to this particular question of how relevant were the training they received at their workplace. Participants are grouped into two; some highlighting that they never had any training and those who had training before highlighting that the training was very useful in improving their job performance. This finding correlates with Dada’s (2016) study findings, that when employees undergo training, it improves their skills and knowledge of the job and builds their confidence in their abilities. This will eventually improve their performance and make them work more efficiently and effectively. This further harmonizes with Nassazi (2013) study findings that the training and development function is mainly responsible for employee performance as it leads to improved production, easiness in utilizing new technology, or being a highly motivated individual. The study finding harmonizes with Udjombala (2016) study findings on study conducted on the correlation between training and development and employee performance in public schools in the Ondangwa education region. The study reveals that training and development improves employees’ skills and knowledge, hence more production; it created job satisfaction, and the county would be able to retain the qualified employees it employed and it improved performance, thus achievement of targets. The study further found that training and development

also boost employee career growth; it helps employees to realise their goals by giving them the skills and knowledge they need, not only to carry out their tasks but also to learn new aspects on achieving their goals and creates self-confidence among the employees, and it allowed the employees to acquire technical skills to expand their efficiency. Therefore, this demonstrates that on-the-job training has a positive relationship to employee performance.

4.4.3.4 In your opinion, to what extent do you think training helps improve employees’ job performance?

The responses on impact of training and employees’ performance are presented in Table 4.9 below.

Table 4.9: Responses on impact of job training on employees’ performance (n=13)

Statement	Responses
In your opinion, to what extent do you think training helps improve employee job performance?	100%
	Workers need training to improve performance yearly
	100%
	Enhance my productivity
	Give me extract information
	Increase skills and knowledge
	It improves employees’ performance because training enhances skills
	Help gain new skills and knowledge to perform productively within workplace
	Yes, 60%
	Workers need training to improve performance

Table 4.9 shows that participants unanimously and overwhelmingly agreed that job trainings have a direct relationship to employee performance with some giving 100% extent of connection. This finding concurs with Bouris’ (2018) research findings that employees do not feel motivated and lack commitment due to insufficient knowledge and skills which can be imparted to them

through training. This insufficiency may result in conflict with organisational goal achievement and eventually affecting organisational performance. This was further supported by Alderfer (2015) with the majority of his study respondents strongly agreeing that training prepares workers towards higher positions and offers skills to perform duties well; training can increase staff involvement in the county; training enabled peers to help each other in their progress towards a common goal; training enhanced career development and training facilitated a change in performance. This further corresponds with Armstrong (2016) argument that training and development increase the overall performance of the organisation as it is designed to enhance employee skills because it assists individuals in decreasing their anxiety or frustration encountered in the workplace. He further argued that when a task is not properly performed and the end results are not perceived as expected, the individual may not feel motivated to keep performing and such employees may even decide to leave the organization, because they feel they are not productive and become dissatisfied with their job. Elnaga and Imran (2013) argued that training and development develops the thinking abilities and creativity of individuals for better decision-making, customer service, complaints handling and overall self-efficacy. The given responses together with the reviewed literature demonstrates that there is a significant relationship between coaching and employee performance.

4.4.3.5 To what extent are you motivated in response to your efforts and contributions?

Rank the level of motivation using a scale 1 – 100.

The response on effects of motivation on employee's effort and contributions are presented in Table 4.10 below.

Table 4.10: Responses on impact of motivation on employees’ effort and contribution (n=13)

Statement	Responses (%)
To what extent are you motivated in response to your efforts and contributions? Rank the level of motivation using a scale 1 – 100.	75
	60
	96
	70
	70
	85

	80
	70
	50
	100

Table 4.10 presents the responses on the impact of motivation on employees' effort and contribution. The finding shows that participants are adequately and without prejudice motivated in connection to their efforts and contribution with all respondents ranking the percentages between 1 -100 above 50% with some ranking it at 100%. This adequate motivation of employees depicts that at OTC employees are motivated and because of that their performance is of excellence as this agrees to Armstrong (2016) study finding that motivation impacts employee performance and organizational commitment in a direct manner because a motivated individual is inspired to be more creative and loyal, leading to increased employee performance. This depicts that the OTC management sufficiently motivates their employees after their efforts and contributions which allows the council to gain valued outcomes like improved performance, enhanced well-being, personal growth, or a sense of purpose and it is highly anticipated that the council employee performance has improved subsequently.

4.4.5 RESEARCH OBJECTIVE FOUR AND FIVE: Factors Affecting Leadership Development and Ways of Curbing Prevailing Challenges in the Okahao Town Council.

The responses on factors affecting leadership development and ways of curbing prevailing challenges in the Okahao town councils are presented in Table 4.11 below.

4.4.5.1 According to your understanding, what is leadership development?

The responses to question 4.4.5.1 above are presented in Table 4.11 below.

Table 4.11: Responses on Understanding on what leadership development is (n=13)

Statement	Responses
According to your understanding, what is leadership development?	The proceed which helps to grow the capacity of individuals to perform in leadership roles
	When leader built their skills and learn socially responsibility to put strength into action

	Activity that helps leaders to perform efficiently in the role and improve skills
	Activity that improves the skills, abilities and confidence of leaders
	Process when employees are empowered to improve skills, confidence in leadership
	Activity that prepares current leaders to perform in their role
	Process that helps to expand the capacity of individual to perform in leadership role
	Activity that improves the skills, abilities, confidence of leaders
	Activity that improves the skills, abilities and confidence of leaders
	To empower employees to do more and achieve monthly or yearly target

Three (30%) of participants partially defined leadership development and seven (70%) participants wrongly defined leadership development. All of the given definitions by participants differ from Ollrich, Goldsmith and Karter’s (2016) leadership development definition of it being an enrichment of aptitudes and creating viewpoint for motivating and directing of individuals towards determined purpose. However, the definition given by the three participants is a bit closer to the accepted concept definition. The research results shows that the majority of participants 7 (70%) do not really understand what leadership development all about as their definitions of leadership development is completely different to the Ollrich et al. (2016) definition. The findings demonstrate that to many low-level and middle-level participants do not know nor have an understanding of this concept, which makes its implementation in their organisation highly questionable because how could they perhaps witness it being implemented and fail to know it. Therefore, this poses a serious question as to how, then, this concept can be implemented successfully and achieve the expected outcomes.

4.4.5.2 What are the factors affecting leadership development in the Okahao Town Council?

Table 4.12: Responses on factors affecting leadership development in the Okahao Town Council (n=3)

Statement	Responses
What are the factors affecting leadership development in the Okahao Town Council?	Politics
	Insufficient resources
	Poor leadership
	Lack of resource, technology and quality of leadership communication
	Demotivation, insufficient resources and politics
	Politics, tribalism, poor participation and lack of resources
	Communication and motivation, corruption and understanding
	Politics and discrimination
	Cultural social background, education, qualities of leader and political & lack of resources
	Lack of resources, politics

Table 4.12 presents participants' responses on factors affecting leadership development in the Okahao Town Council. Factors given by respondents vary from insufficient funds, politics, poor leadership, technology, demotivation, lack of motivation, poor participation, and corruption, discrimination. The majority of participants (60%) cited a lack of resources and economic challenges as one of the major challenges affecting leadership development in the council. Following is political interference being raised by (50%) participants. This shows that these challenges were unanimously agreed by more than half of the participants showing that they are the key challenges hindering leadership development in the council. This finding of political interference is in line with Chakaipa's (2015) argument on local government reform in Zimbabwe that political interference through ministerial, presidential or politically affiliated

member interference for example, in 2013 the then minister of local governance Chombo towards the highly contested general election gave a rates cancellation order which is still haunting councils and municipalities to date. Also, a lack of resources, especially a financial one, concurs with Musaaazi's (2013) findings of the Cape Town municipality that the council could not perform some tasks in its strategic plan due to the shortage of funding as they are underfunded by the central government. The study findings correspond to Khoza (2016) findings that lack of management drive is one of the factors affecting leadership development in organizations as managers are afraid of competition and result of them losing their positions. This demonstrates that this pandemic of political interference and lack of funding is also present in Namibian councils like the Okahao Town Council and that is hindering leadership development within the council.

4.4.5.2 What suggestions do you offer as ways to curb the challenges facing Leadership Development in the Okahao Town Council?

The responses on ways to curb challenges facing leadership are presented in Table 4.13 below

Table 4.13: Responses on ways to curb challenges facing leadership development are presented in Table 4.13 below

Statement	All political parties should have seats in management committee
What suggestions do you offer as ways to curb the challenges facing Leadership Development in the Okahao Town Council?	Administration issues should not be mixed with politics
	Awareness for politics to know their level of involvement in decision-making
	Motivation of employees by board of councillors will help to curb the challenges
	Making good decisions
	Respect, delegate more to other, they should know their roles at work
	Rotation of roles
	Budgeting

Table 4.13 presents participants responses on ways to curb challenges facing leadership development in the Okahao Town council ranging from separation of duties between council

administration personnel and politicians, awareness for politicians to know their level of involvement in decision-making, motivation of employees, respect and delegation of duties more often, rotation of duties and increase funding. There is no unanimous agreement on participants' responses. These findings agree with Khoza's (2016) study recommendation in South Africa that it is vital that organisations take advantage of virtual learning, as this will make organisational leadership development goals scalable. He further recommends that senior leaders support leadership development because, for any strategic plan to succeed, all parties need to be held accountable, which means accountability must cascade from the top down. Most of these findings concur with several researchers like (Holm, 2012; Bouris, 2018; Cohen et al, 2016; Day, 2016 & Dada, 2016) who also recommended delegation, employee motivation, among others. This further agrees with Khoza (2016) who suggested since one of the challenges faced by leadership development in African organisations is underfunding, it is vital that organisations take advantage of virtual learning, as this will make organisational leadership development goals scalable. This further agrees with Twahafifwa and Amukugo (2016) study recommendation that in order to curb the challenges faced by leadership development in public hospitals; coaching and mentoring of low-level and middle-level employees, leadership development strategies to be put in place, provision of opportunity for training or in-service training and provision of adequate funding or resources. This demonstrates that the given suggestions will address the current challenges facing leadership development in the Okahao Town council since they have already proved their efficiency and effectiveness in addressing the highlighted challenges.

4.5 DISCUSSION OF FINDINGS FROM QUALITATIVE DATA (TRANSCRIBED INTERVIEWS AMONG MANAGERS AND CHIEF EXECUTIVE OFFICER OF THE OKAHAO TOWN COUNCIL)

4.5.1 Introduction

The population consisted of 6 managers in the management team of the Okahao Town council. Transcribed interviews focused on five research objectives and associated research questions to test the objectives which are presented below: The questions 1-V addresses the research objective one, the research objective 2 is being addressed by questions 6 to 8 while research objective 3 is being addressed by research questions 9 - 11 and research objective 4 and is being addressed by the last three questions.

The Chief Executive Officer and five managers are coded as *"A, B, C, D, E, F"*

- I. Correlation between lower-and middle - level employees' empowerment and participation in decision-making and employee performance?
- II. How often are lower-and-middle - level employees given an autonomy or opportunity to participate in decision-making and solve problems connected with your assigned tasks?
- III. How often do you delegate tasks to your lower-level employees and why do you delegate?
- IV. What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council? How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?
- V. To what extent do employee involvement and participation in decision-making impact employee performance?
- VI. From the experience with the organisation, how do you describe your leadership style?
- VII. How often do you think employees should be given a responsibility and authority?
- VIII. In your experience, what is the relationship between authorisation and employee performance
- IX. In your experience as a leader of the organisation, how often do you think job training and development programme(s) should be conducted?
- X. To what proportion do these managers' training and development programmes enhance employee performance?
- XI. What are the performance measurements existing in your organisation?
- XII. What suggestions do managers offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?
- XIII. How often do Managers delegate tasks to your lower-level employees and why do you delegate?
- XIV. How often do managers give an opportunity to your subordinates to make decisions and solve problems connected to their work?

4.5.1.1 ANALYSIS OF THE INTERVIEWS OF THE MANAGERS AND CHIEF EXECUTIVE OFFICER

The Chief Executive Officer and five managers are coded as *"A, B, C, D, E, F"*

4.5.2) INTERVIWEE A

Q: To what proportion do you think employee involvement and participation in decision-making leads to an increase in motivation and employee performance?

A: When you want output to be reached it's always good that you have to include the employees when there is any decision that needs to be made because they will feel that they have been included in decision - making even though they are not necessarily the ones making such decisions but as long as they are involved, they will feel that they are part of the decision made and then they will willingly execute the decision with full ownership.

Q: To what extent are your subordinates motivated in response to their efforts and contributions?

A: As I indicated, if they are involved, they can easily be motivated but there are times they feel that they are excluded in terms of decision-making, but there are sometimes if you go deep and do analytical analysis you find that sometimes it's only when people have got personal interests on something then they will think or involve everybody indicating that there are no motivational factors of anything that keep them happy at working environment.

Looking for example, OTC, we have got programmes like sport because we have created a sport fund to bring employees together not only at work, but at social level so that they can interact and break the barriers between employees and management.

At times, irrespective of that there are always times when people feel that there is division or segregation between management and or council and general employees but that in most cases is being eliminated by those factors as we also have got a social fund created by council specifically to address social issues among employees like deaths, weddings and any other social event affecting families of OTC employees.

Q: How often do you delegate tasks to your lower-level employees and why do you delegate?

A: In terms of delegation, delegations are done in different ways, because there are times when the manager has to delegate with the aim of speeding up the process so that we can achieve objectives faster.

There are times when we delegate with the intention of teaching or coaching subordinates so that they gain knowledge and understanding of what is being done, to equip them with the relevant

skills so that they can be prepared for management positions.

In terms of when and how often it depends with the availability of tasks to be delegated because normally the good person to delegate a task is the person who knows what exactly needs to be done.

Q: How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?

A: It actually depends because one of my weakness or strength depending with how one views it, is when a staff member is encountering challenges within their line of duties or on what they should solve their problem, I sometimes ask what they think because that question will at least motivate them to think of all the possibilities or things they have never think of before so that I can analyse if they have possible solutions or not which will help them in strategic thinking and equip them with the skill of interrogating issues so that they can make better decisions when encounter problems.

Q: To what extent do employee involvement and participation in decision-making impact employee performance?

A: When you have to include employees in decision-making, this will make them feel that they are involved and being part and parcel of what they want. For example, if you are going to do performance management with them and looking at what they have achieved and not achieved, there are components of the employee development programmes; what they intend to undertake so that they can enhance their skills and in that one they are the ones who have to suggest what they feel that they have knowledge deficiency on and then it can be agreed upon as well as supervisors can indicate what they have observed on their performance and what they think is the possible intervention to be undertaken. With that, when you have to do a review in terms of performance management, that is where one has to interact and come up with that participation and how to make decisions for their future performance.

Q: From the experience with the organisation, how do you describe your leadership style?

A: I think my leadership style is democratic of which I have observed that many people favour different leadership styles and don't find my leadership style good because there are those subordinates who likes autocratic leadership style and may expect that their leaders to use autocratic style than democratic one. But, with my leadership style as I have said, I prefer

inclusion, to include the staff members to indicate and give an opportunity for them to think and brainstorm on the matter so that we can come up with a collective roadmap of what needs to be done and how.

Q: How often do you think employees should be given responsibility and authority?

A: Responsibility should be given every time a person is given a task and authority one should accountable and have power of whatever they will be doing so that it will help one being responsible of his or her actions. Not only that they will push everything to the supervisor, manager or CEO but everyone should be responsible.

Q: In your experience, what is the relationship between authorisation and employee performance?

A: Authorisation if I understand it right is just to give authority and employee performance is what the output will be. If I have to look at it and merge them, I will probably say when you have authorised people to act freely and not only to be dependent that will give better performance because they will not be limited in their thinking capacity, they will be able to explore rest assured that even if they make mistakes, they are not going to be questioned or punished but rather guided and supported on doing things right in the future.

Q: What is the connection between training and development and employee performance?

A: Training can be formal and development can be done through coaching, workshops or anything. These two are interlinked to employee performance in the following; first you need to have skilful and knowledgeable workforce for you to have better results. Training and development programmes are aimed at enhancing employees' skills and performance on things they do on a daily basis or on the future things they are probably going to encounter and that can be perhaps in terms of management as well as on operations. Because if you look at every employee, for example, a cleaner may know a cleaning job but will need training and refresher courses in order to be able to execute his/her duties effectively and efficiently.

In our department for example, we are having financial reporting standards, in the past one could prepare reports in any reporting standard applicable in the world, but now we are obliged to use only given reporting standard that addresses the public sector; therefore, one will have to undergo training and development irrespective of his/her qualifications so that will become well versed of the required public sector accounting standards updated yearly.

Q: In your experience as a leader of the organisation, how often do you think job training and development programme(s) should be conducted?

A: This is not a matter of how often, but it depends on the needs. There are times when needs assessments are conducted and when the need is identified, then training programs will have to be carried on the word go because will not really need to delay training and development programmes because the more you delay the more you remain on the status quo and your performance as an organisation may also be at risk.

Q: To what proportion do these training and development programmes enhance employee performance?

A: As I indicated, if there is a need after need assessment because there are times employees goes for trainings that are irrelevant and not adding value to their work or future job therefore those are trainings that we condemn so that we focus on training and development programs that focuses on enhancing employees' performance. These are the ones I have indicated like for example, in our department whereby we need to adhere to international standards therefore those are the ones that I know that if I attend them, I will get proper information on how to account for a specific activity in our operation as in accordance to the international standards as well as public service accounting reporting standards.

Q: What are the performance measurements existing in your organisation?

A: Right now, we have got a performance management system which requires us to do performance reviews on quarterly and annual basis and this is the one I think that will also help people so that they can measure individual and organisational level of performance.

Q: What do you understand by the term leadership development?

A: Leadership development is actually developing leaders. This can be done through attending leadership training and workshops and also observing how other leaders execute their duties and solve problems.

Q: From a leader's point of view, what factors are affecting the leadership development in the Okahao Town Council?

A: I think there are a number of factors that may affect leadership development in OTC and probably in general and these can be stereotyping, political affiliation and association because you may find that if I am closer to you and am the leader, I may probably listen to you better

because we have a common understanding but the staff member who is always stereotyping you or label you as a dictator or something it may be different and those things affect leadership development in general.

Q: What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?

A: As I have indicated that we have social funds that the OTC have established those funds are actually there to try and curb the challenges that may affect social interactions with staff members and leaders at different levels.

Despite that there are funds, still we find that there always challenges because maybe there are misunderstandings, but they are beyond our reach.

Coming up with more social activities that will bring people together because despite that we have these funds and committees, the interactions after or beyond the normal working environment is low and those are the ones that should increase employee morale.

Q: Okay sir, anything else before we conclude?

A: No, I think that's all for now.

Q: Thank you very much for your support.

A: You are welcome.

4.5.3 INTERVIWEE B

Q: To what proportion do you think employee involvement and participation in decision-making leads to increase in motivation, and employee performance?

A: When employees are involved, they feel valued and empowered, that motivates them to carry out their duties efficiently to ensure organisational targets and goals are met timely.

Q: To what extent do your subordinates motivated in response to their efforts and contributions?

A: They are verbally appreciated; however, the organization does not have any form of prize giving/ award in response to employees' performance

Q: How often do you delegate tasks to your lower-level employees and why do you delegate?

A: Whenever there is need to do so and when I have much work to do. To ensure work is done within the Division and subordinates gain more knowledge and experience

Q: How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?

A: Anytime when needed, as long as they communicate such decisions before implementing especially major decisions.

Q: To what extent do employee involvement and participation in decision-making impact employee performance?

A: When employees are involved and fully participating, they perform extensively because they feel trusted and wouldn't want the organization to fail when they are valued and part of the team.

Q: From the experience with the organisation, how do you describe your leadership style?

A: Democratic- wherever employee should be fully involved in participation and decision-making

Q: How often do you think employees should be given responsibility and authority?

A: When there is need, however should be well monitored to ensure all is done accordingly.

Q: In your experience, what is the relationship between authorisation and employee performance?

A: When employees are authorised, they become more involved and carry out tasks without delays.

Q: What is the connection between training and development and employee performance?

A: Both training and development leads to good performance.

Q: In your experience as a leader of the organisation, how often do you think job training and development programme(s) should be conducted?

A: Quarterly/ whenever needed

Q: To what proportion do these training and development programmes enhance employee performance?

A: They empower leaders to carry out tasks effective and efficiency.

Q: What are the performance measurements existing in your organisation?

A: Performance management system.

Q: What do you understand by the term leadership development?

A: When one is empowered in terms of skills, knowledge and confidence.

Q: From a leader's point of view, what factors are affecting the leadership development in

the Okahao Town Council?

A: Politics- the interference of politicians into administration duties.

Rejection of development by community is limiting learning opportunities.

Tribalism/ criticism.

Lack of financial resources.

Q: What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?

A: Awareness of politicians to know their level of involvement in an organisation

Awareness for community members in terms of development

Avail enough resources to Local Authorities

Q: Thank you very much MS for your time and support.

A: You are welcome.

4.5.4 INTERVIWEE C

Q: To what proportion do you think employee involvement and participation in decision-making leads to increase in motivation, and employee performance?

A: I think if you involve employees in the activities being done it will motivate them to do more because they will feel that they are trusted and cause them to do more of whatever they will be doing.

Q: To what extent do your subordinates motivated in response to their efforts and contributions?

A: Whenever my subordinates perform well, I give them praise so that they feel appreciated.

Q: How often do you delegate tasks to your lower-level employees and why do you delegate?

A: I delegate on daily basis as long as there is a need and I delegate because I want them to be involved in activities and also to empower them and help them build up their skill base.

Q: How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?

A: In most cases if I am not around, I give them authority that this is the task they should perform and see how best they can accomplish it and that make them feel that they are trusted and valued as employees to make decisions of themselves.

Q: To what extent do employee involvement and participation in decision-making impact employee performance?

A: Them being involved in a particular task, them being aware of what is happening in a particular decision make them feel being part of a team and that team spirit is what makes them perform at their level best.

Q: From the experience with the organisation, how do you describe your leadership style?

A: I will say am a transformational leader because I inspire my subordinates to see the vision; the organisational vision and then encourage them to achieve that vision.

Q: How often do you think employees should be given responsibility and authority?

A: As often as possible.

Q: Let's say do you do it in terms of every week or once in a week?

A: Every day when need arises.

Q: In your experience, what is the relationship between authorisation and employee performance?

A: Authorisation is giving them the right to make decisions or to use resources and by doing that, you are actually empowering them to perform that particular task. Yes, so that is the relationship between authorisation and employee performance.

Q: What is the connection between training and development and employee performance?

A: Training is a process of learning particular skills and development is an overall growth of a particular employee and it's a long process and happen over time as the employee is learning a certain task.

Q: And what is the connection now with training and development with employee performance?

A: With the skills gained through training coupled with development it will empower and equip them to carry out their tasks at hand effectively and efficiently.

Q: In your experience as a leader of the organisation, how often do you think job training and development programme(s) should be conducted?

A: Every second month if it's an outsource programme whereby the council has to pay for it.

Q: To what proportion do these training and development programmes enhance employee performance?

A: As I said before, it improves their skills and knowledge to do better when undertaking their tasks.

Q: What are the performance measurements existing in your organisation?

A: We have performance management agreements which are evaluated on quarterly basis.

Q: What do you understand by the term leadership development?

A: Leadership development is a process of expanding the capacity of an individual to perform in their leadership roles.

Q: From a leader's point of view, what factors are affecting the leadership development in the Okahao Town Council?

A: The issue of delivering consistent training due to budget constraints.

Q: So, finance is one of the factors? Any other factor affecting leadership development?

A: Yes, I also think lack of motivation, if there is no opportunity for growth like in the case of OTC, because there are no next levels of positions.

Q: What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?

A: The first one regarding budget constraints is to find cost effective means of training such as virtual training which will cut the cost and make it easy to give training on regular basis.

The second one is for OTC to provide opportunities for employees to grow by doing job evaluations and create more senior positions.

Q: Alright, this was quite quick and interesting. Any other issue that you might want to add before we conclude?

A: Nothing really, just my input on this exercise has made to think more about leadership development and to evaluate my leadership style and the need to empower my subordinates.

Q: Thank you very much MS for your support.

A: You are welcome.

4.5.5 INTERVIWEE D

Q: To what proportion do you think employee involvement and participation in decision-making leads to increase in motivation, and employee performance?

A: I think employees are engaged and allowed to have input in decision-making it helps for them to have ownership on decision to be made.

It motivates them because they feel recognised and subsequently their performance is mostly to be correlated to that motivation.

Q: To what extent do your subordinates motivated in response to their efforts and contributions?

A: I still have to observe that since I am just new on board.

Q: How often do you delegate tasks to your lower-level employees and why do you delegate?

A: I do that frequently because it's them that need to be empowered and so that issues get primary attention required at departmental level.

To ensure that tasks are smoothly carried out and to avoid delays in task implementation.

Q: How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?

A: Very often, like daily, weekly and so on.

Q: To what extent do employee involvement and participation in decision-making impact employee performance?

A: It's to a greater extent for the reasons I explained already in question 1.

Q: From the experience with the organisation, how do you describe your leadership style?

A: Situational and consultative because to address problems it depends on the situation that we find ourselves in as an organization. It's not a stone cast in concrete but a flexible one depending on the situation on the ground and also other factors like the urgency of the matter.

I also lead by informal engaging with colleagues instead of waiting for formal meetings like walking around the offices whenever it's required so that I can engage them at personal and departmental level.

Q: How often do you think employees should be given responsibility and authority?

A: Responsibility should be at monthly and then cascaded to weekly and then authority should be given during the employment of the employee and the exercise of that authority should be reviewed to see whether there is abuse or not.

Q: In your experience, what is relationship between authorisation and employee performance?

A: I would say that when the employee is given authority to exercise in their job role, they feel

that they own or have the power to execute whatever they have to without consulting the supervisor and that helps things to go faster instead of waiting always to consult before executing something.

On that basis the performance of the employee will be good and exceptional.

Q: What is the connection between training and development and employee performance?

A: You have employees in categories; trained or not trained ones. Now in either case training or development is essential in the sense that it helps with refreshing with the skills of employees.

Because of that continuous training and development of employees at all levels is essential to ensure that they improve performance in their job roles.

Q: In your experience as a leader of the organisation, how often do you think job training and development programme(s) should be conducted?

A: I think this has to be a continuous process based on the individual employee needs and what is expected in terms of job roles.

Q: To what proportion do these training and development programmes enhance employee performance?

A: I will say to a greater extent because not only the employee gets the opportunity to grasp new knowledge and recent technology in that job role or sector but the employee also the opportunity to network with the other people or counterparts from other institutions with whom one can consult from when needs arises.

Because of that training and development enhances employee performance.

Q: What are the performance measurements existing in your organisation?

A: I understand from the colleagues for now we have our strategic plan which is lapsing this year June, and we have started the process of developing the subsequent one from 2023 – 2027 and that will also inform and cascaded to the council performance management system which will be the first of its kind because that was never in the past and that will be cascaded to annual and quarterly plans.

Q: What do you understand by the term leadership development?

A: Leadership and development is a process of upgrading the level of skills from one level to the other in terms of job skills and knowledge.

It's a continuous process and through training and development that a leader can develop.

Q: From a leader's point of view, what factors are affecting the leadership development in the Okahao Town Council?

A: Number one is financial resources because as much as you may want to send colleagues for leadership development trainings and workshops, the availability of funds may be a hindrance. Also, the fact that there could be some misperception towards training that it might not be much of a priority by some of the colleagues. Also, the submission of employees to that leadership and development.

Q: What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?

A: I think I would want to say the council should avail funding earmarked for training and development especially for leaders from middle through to the executives. Also, the council should twin with potential partners both locally, regionally, and internationally so that they can have exchange programs in leadership development in the various areas of operations. The line Ministry of Urban and Rural Development should have a structured Leadership and Development programs in consultation with training institutions and the Ministry should cater for the payment, let this be a governmental initiative.

Q: You mentioned submission of employees themselves to leadership development as a challenge if am not wrong?

A: Yes

Q: How can we curb that challenge?

A: Is just through motivation for them not to undermine their capabilities and encourage them to grab such opportunities so that they get interest in partaking in leadership and development trainings.

Q: Before we come to an end of the interview, is there anything that you may want to add?

A: Yes, generally I just want to thank you for this forum because I can see it's not only an interesting academic mission but also useful to our organisation in the sense that when data is processed and research is compiled with recommendations and you submit to us a copy and then we commit ourselves to implement the recommendations which will be helpful for the organisation to improve on this specific aspect of leadership and development.

Leadership and development are very key to succession planning for the reason that currently more people are leaving jobs for greener pastures so it's very important to have succession plan in place and groom lower-level employees for leadership roles.

Q: Thank you very much sir and I promise to bring you the final output.

A: Okay

Q: When is that maybe?

A: Let me say September or October.

4.5.6 INTERVIEWEE E

Q: To what proportion do you think employee involvement and participation in decision-making leads to increase in motivation, and employee performance?

A: Well, participation in decision-making highly impacts performance and productivity at the end of the day simply because employees are given opportunities and autonomy to device strategies to attain goals and objectives.

Q: To what extent do your subordinates motivated in response to their efforts and contributions?

A: I would say yes, they are motivated in the sense that I have not observed a certain instance where they are not happy with the way I interact with them after participation.

Q: Do you also reward them in terms like just to motivate them?

A: The reward that I can give to them is verbal compliment when does well because as an organisation we don't have a policy that seek to reward employees at the moment.

Q: How often do you delegate tasks to your lower-level employees and why do you delegate?

A: I am a person who believes in coordinated and shared responsibilities. I delegate to my staff quite often because I would want them to know what to do and how to do it in case, I may be out of the office one day, and they can take charge of the office in my absentia.

I would like to groom them for future tasks.

Q: How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?

A: More often whenever there is need.

Q: To what extent do employee involvement and participation in decision-making impact

employee performance?

A: *In general, obviously organisational performance is enhanced when there is employment participation as people take ownership and everything, they do it theirs.*

However, we may encounter a packet of resistance from other employees.

Q: From the experience with the organisation, how do you describe your leadership style?

A: *Am a democratic leader as I alluded earlier because I open the floor to the junior staff to take decisions even though I have my own decision set without being said, to me that conforms to the leadership style of democracy.*

Q: How often do you think employees should be given responsibility and authority?

A: *People should always be given responsibility with authority they have to be given quite often so that they will be prepared to take accountability, but authority depends with the task one has to perform or done in a moderate manner to avoid its abuse.*

Q: In your experience, what is the relationship between authorisation and employee performance?

A: *They both go hand in hand in the sense that when one is authorized to carry out a certain function or task with a greater autonomy, that employee will know that failure to fulfil the task; he or she will be responsible. Therefore, authorisation or autonomy helps employees to excel in their performance at the end of the day.*

Q: What is the connection between training and development and employee performance?

A: *Training and development is a continuous enhancement of employees' knowledge given the nature of things that approaches are changing and technology also taking a centre stage one needs to be constantly updating and improving by becoming well-versed of the changes by acquiring new knowledge and skills and that will increase productivity. Training and development are vital in enhancing employee performance.*

Q: In your experience as a leader of the organisation, how often do you think job training and development programme(s) should be conducted?

A: *It should be more frequent, but I cannot necessarily tell how much per month or per year but should be as frequent as possible because everything is changing too fast so are skills, every employee has to acquire new skills more frequently.*

Q: To what proportion do these training and development programmes enhance employee

performance?

A: It depends on the frequency and relevance of the training, but should it happen that one is getting an appropriate and effective training regularly drastically improves and enhances employees' performance.

Q: What are the performance measurements existing in your organisation?

A: Performance management system whereby people are being appraised at the end of the quarter looking at quarterly performance reports.

We have strategic plan where we device annual plans and performance agreements tailored according to departmental plan.

Q: What do you understand by the term leadership development?

A: Leadership and development means enhancement of people's leadership skills, preparing them to take leads in their future roles.

Q: From a leader's point of view, what factors are affecting the leadership development in the Okahao Town Council?

A: Number one, I will say little or less of delegation of power, people sometimes like too much power centred around them and they don't like to relinquish a little bit of power to their subordinates. That poses a challenge in the sense that these subordinates do not have an opportunity to have an experience of how to exercise little power and authority.

Number two, budget constraint challenge. No money for leadership and development training and workshops.

Q: What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?

A: People in positions of power have to be convinced that relinquishing some power does not necessarily mean undermining their power and authority. So that they can allow other people to have experience and have a feel of leadership and authority.

Organisations should avail finances toward leadership development training and workshops.

Q: Okay sir, we have come to the end of our interview, is there anything that you may want to add?

A: Nothing at all.

Q: Thank you very much for your support?

A: You are welcome.

4.5.7 INTERVIEWEE F

Q: To what proportion do you think employee involvement and participation in decision-making leads to increase in motivation, and employee performance?

A: To a greater extent because involving employees in decision-making motivates them and they will be encouraged to perform effectively with sense of ownership.

Q: To what extent do your subordinates motivated in response to their efforts and contributions?

A: Definitely yes, there are a lot of approaches that we take in motivating our employees to make sure that they keep up their performance by taking them out for team building exercise and also rewarding through gifts for best performances.

Q: How often do you delegate tasks to your lower-level employees and why do you delegate?

A: When there is necessity to do so and in most cases when I am having too much work to do. On why do I do it, I delegate to guarantee that work is done faster and for my subordinates to gain more knowledge and experience.

Q: How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?

A: Whenever needed, but the made decisions will always have to be shared before implemented.

Q: To what extent do employee involvement and participation in decision-making impact employee performance?

A: Once employees are involved and completely partaking in decision-making, they perform effectively because they feel valued, and they would not want the organisation to fail to attain its set goals and objectives when they are trusted and being part of the team.

Q: From the experience with the organisation, how do you describe your leadership style?

A: I am a democratic leader; I believe that an employee should be fully involved in participation and decision-making process for the success of the organisation as that creates sense of belonging and valued.

Q: How often do you think employees should be given responsibility and authority?

A: More often, as long as there is a need, but the authorised employee should be always well

monitored to ensure that there is abuse of authority.

Q: In your experience, what is relationship between authorisation and employee performance?

A: Authorisation is when employees are approved to execute task independently without seeking supervisor approval and by so doing, they become more involved and carry out tasks speedily.

Q: What is the connection between training and development and employee performance?

A: They interrelated as they lead to good performance.

Q: In your experience as a leader of the organisation, how often do you think job training and development programme(s) should be conducted?

A: Quarterly though sometimes whenever needed.

Q: To what proportion do these training and development programmes enhance employee performance?

A: It helps to empower leaders to perform tasks effectively and efficiency through skill enhancement.

Q: What are the performance measurements existing in your organisation?

A: We have performance management system that is being reviewed quarterly.

Q: What do you understand by the term leadership development?

A: When an employee is empowered through leadership development trainings and workshops individual skills, knowledge and confidence will be enriched.

Q: From a leader's point of view, what factors are affecting the leadership development in the Okahao Town Council?

A: Political interference, where politicians will always come and always dictates things be done in their own will Lack of acceptance by employees or criticism. Lack of financial resources as training and workshops will always be underfunded or not budgeted for as they are generally perceived to be costly.

Q: What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?

A: Separation of duties between politicians and council management and also equip them on how best they can work together for the better of the council, the need to be able to coexist. Employee awareness in terms of leadership development short- and long-term benefits.

The council to value leadership development trainings and workshops by budgeting for them and also release funds for the cause.

Q: Okay sir, we have come to the end of our interview, is there anything that you may want to add?

A: Nothing for now.

Q: Thank you very much for your support?

A: You are welcome.

4.6 CONCLUSION

This chapter presented and discussed research findings in graph format in sections after the research questions. The responses were converted to percentages and presented as the summaries on graphs and tables. The data was presented in segments according to the research objectives. Demographic data was presented foremost in terms of gender, rank of the employee, age category, highest education qualifications, number of years in service, current department of employees, job description and employees' status. This chapter highlighted the perceived views of participants on the impact of leadership development on leadership development. The subsequent chapter presents the conclusions and recommendations.

CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter presents the conclusions and recommendations based on the findings presented in chapter four. The chapter summarises the findings from the primary data collected from the survey and interviews as presented in chapter four according to the research objectives proffering conclusions. The main objective of this study is to analyse the impact of leadership development on employees' performance in the Okahao Town Council (OTC) which was accomplished by alluding to the five objectives; three quantitative and two qualitative with associated research questions, which were targeting at finding out how employees perceived the correlation between employees' empowerment and participation in decision-making and employee performance. Chapter five further offers recommendations based on the findings.

5.2 SUMMARY OF FINDINGS

The study aimed at answering the research objectives with associated research questions which included finding out how the employees perceived the correlation between lower-and middle - level employees' empowerment and participation in decision-making and employee performance in the Okahao Town Council (OTC). This was completed with the understanding that there is a persuasive correlation between lower-and-middle-level employees' empowerment and engagement in decision-making and employee performance. A detailed summary of the findings is presented below as follows; summary of findings from literature, summary of findings from quantitative data, and summary of findings from qualitative data:

5.2.1 SUMMARY OF FINDINGS FROM LITERATURE

Employee performance is a key multidimensional construct aimed at achieving results and has a strong link to the strategic goals of an organisation. Literature reveals that there is positive correlation between empowerment and employee performance because employee empowerment positively impacts employee performance as it boosts employee morale and motivation to execute their duties. Also, employees who have high levels of job satisfaction and morale would have superior performance levels. Empowerment is not only about having the freedom to act but also having a higher degree of responsibility and accountability and managers should empower their subordinates so that they are motivated, committed and satisfied as this will surely help the organisation to achieve its defined objectives. Empowered employees are generally creative, satisfied and, in return, produce increased performance.

Literature further reveals that sometimes employees do not feel motivated and lack commitment due to insufficient knowledge and skills something that may result in conflict with organisational goal achievement and eventually affecting organisational performance. Trainings and workshops prepare workers towards higher positions and offers skills to perform duties well; training can increase staff involvement in the country; training enabled peers to help each other in their progress towards a common goal; training enhanced career development and training facilitated a change in performance. This denotes a significant relationship between training and development and employee performance.

Literature shows that there is positive correlation between coaching and employee performance. Coaching has become a critical method to improve employee performance. It is not a one-way communication and demonstrates to be a two-way communication where coaches find what can be enhanced and how it can be enhanced. It can be further seen that coaching is all about helping someone else to improve performance. It can be observed from literature that there is a thin line between training and development, coaching and education and development but the common factor is that they are said to have a significant and positive correlation with employee performance as they are said to have an influence on employee performance. Literature further reveals that there is a positive correlation between participation in decision-making and employee performance. Managers are encouraged to allow a high degree of employee participation and autonomy, which are intended to increase workforce commitment and to humanise the workplace intending to improve work performance and good citizenship behaviour. Moreover, literature reveals that delegation encompasses assignment of new responsibilities to employees and additional authority to carry them and to him there are many reasons for delegating but amongst them the strongest reason is to develop subordinates' skills and confidence. Delegation has proved to have a significant positive correlation with employee performance because it inspires employees and team members to perform better among others.

There are several leadership styles in use; autocratic leadership when one tends to consolidate authority and derive power from position, control of rewards, and coercion thus the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost and thus employees are demoralized. Democratic or participative leadership when one delegates authority to others, encouraging participation, relying on subordinates' knowledge for accomplishment of tasks, and rest on subordinate reverence for inspiration therefore, democratic leaders lead to improved production, cooperation, team spirit, high morale and job gratification. However, as participation takes time, this style can lead to things happening more slowly than an autocratic approach, but often the end result is better. Hence, its most suitable where team work is crucial, and where quality is more important than speed to market or productivity. Laissez-faire leadership when all authority or power is given to subordinates and they must determine goals, make decisions, and resolve problems on their own hence the leader is not involved in the work of the unit and also known as the "hands-off" style.

The disinterest of the management and leadership causes the employees to become less interested in their job and their dissatisfaction increases hence affecting production or performance. Authoritarian leadership when a leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates and such a leader has full control of the team, leaving low autonomy within the group. Transactional leadership where leaders rely on rewards and punishments too achieve optimal job performance from their subordinates which makes it just a way of managing rather than a true leadership style with grave limitations for knowledge-based or creative work. Transformational leadership is an approach that causes change in individuals and social systems and in its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Transformational leadership approach informed this study because leaders are concerned and involved in the process of helping their subordinates to succeed that's leadership development.

There are a number factors affecting leadership development in organisations be it public or private. One of the factors is lack of organisational culture which parallels the idea of a learning organisation. This lack of a leadership development culture confirms that these organisations are not investing in the enhancement of both human and social capital. Another factor affecting leadership development is lack of continued investment in leadership development or underfunding. Also, there is lack of higher management support and lack of synergy between organisational strategy and leadership development strategy as senior managers are afraid of facing competition and eventually lose their positions if their subordinates are equipped with leadership skills, hence the reason they do not support leadership development programmes and activities. Correspondingly, there is no fit between organisational strategy and leadership development strategy and such inconsistency is always leading to role conflict and ambiguity that interferes with individual performance and eventually hindering organisational success.

5.2.2 SUMMARY OF FINDINGS FROM QUANTITATIVE DATA

5.2.2.1 Determining relationship between empowerment and participation in decision making and employees' performance.

It was disclosed by the 20 lower-and middle-level employees that there is a mutual relationship between employee empowerment, participation in decision-making and employee performance. A positive correlation to a larger extent, because when employees are involved and fully empowered to participate in decision-making, they perform expansively and efficiently because they feel trusted and valued which will make them feel part of the team and begin to have the quest for organisational success. This concurs with research conducted by Klagge (2016) in Canada, finding that there was a correlation between empowerment and employee performance. This therefore explains that employees who are empowered are mostly creative are satisfied and in return, produce increased performance.

It has also emerged that there is concurrence among questionnaire participants on how often they were given autonomy or opportunity to participate in decision-making and solve problems connected to their assigned tasks and their responses range from; more often like monthly, rarely, always, every time when need arises, daily, anytime et cetera. This clearly depicts that at Okahao Town Council, employees are empowered to partake in decision- making though the frequency seem to vary from one department to the other. This corresponds with Chen and Tjosvold (2016) recommendation when they studied participation and its importance by American and Chinese managers in China that for participation to be effective, its frequency is fundamental as it will involve employees in the decision-making process where the employees feel that they have the opportunity to discuss problems and can influence organisational decisions. This also concurs with Lam's (2012) suggestion that if organisations want to increase the levels and potentially strengthen the performance of employees, participation frequency is key.

It was further noted that employee involvement and participation in decision-making impact employee performance to a larger extent because when one is involved in a particular task, being aware of what is happening in a particular decision made, makes one feel being part of a team and it is that very same team spirit that makes him or her perform at his or her level best. This conclusion agrees to one specific study conducted by Ladd (2014) who concluded that employee

participation in decision-making is directly linked to employee performance thus there is a positive correlation. This further corresponds with Cohen, Chang and Ledford's (2016) study conclusion that a high degree of employee participation and autonomy leads to increase workforce commitment and to humanise the workplace with the intention of improving work performance and good citizenship behaviour. This concludes that participation in decision-making is correlated to employee performance.

5.2.2.2 Determine the relationship between authorisation and employees' performance.

It has been brought to light that lower-and middle-level participants have a better understanding of what authorisation is, although they provided divergent perceptions on authorisation understanding question. The given definitions and explanations somehow agree with Holman's (2014) definition that authorisation involves assignment of new responsibilities to employees and additional authority to carry them and to him there are many reasons for delegating but amongst them the strongest reason is to develop subordinates' skills and confidence. The lack of clear understanding of authorisation has led to many participants giving contradictory and highly confusing responses, however, some participants had a better understanding. This concludes that the Okahao Town Council employees have a better understanding of authorisation, which could be giving an added advantage when using it because as one cannot give what he or she does not understand. Therefore, this gratifies that a larger number of employees really understood the concept of authorisation and therefore implies that they are able to apply it successfully and accordingly, which guarantees an achievement of the expected outcomes.

It also emerged that managers give their subordinates responsibility and authority to do their tasks with all the 20 lower-and middle-levels employees citing percentages between 75-100. Lower-and middle level council employees disagreed on frequency as some cited that they are given whenever there is a need, every time one is given a task, as often as possible like every day when the need arises, monthly among other given time-frame. Divergent of these responses can only be alluded to differing and conflicting understating of the responsibility and authority. This research conclusion corresponds to Holman's (2014) report conclusion responsibility and authority should be habitually given to subordinates since assignment of new responsibilities to

employees and additional authority to carry them develop subordinates' skills and confidence which eventually augments their performance.

On the correlation between authorisation and employee performance, it came to light that there is a positive and significant relationship between the two because when employees are given authority; they work effectively and efficiently and when one is authorised, he or she becomes actively involved and carry out tasks with the highest level of ownership and urgency. This conclusion corresponds with Musaaazi's (2013) study conclusion that entrusting authority and responsibility to subordinates improves their day-to-day experience, which eventually improves their job performance. This further agrees with Cohen et al.'s (2016) study findings that authorisation has a significant positive correlation with employee performance as it inspires employees and team members to perform better among others, hence, it enhances employee performance. It became evident that authorisation enhances individual performance. This concludes that there is a positive relationship between authorisation and employee performance.

5.2.2.3 Determine the relationship between education and development and coaching and employees' performance.

Pertaining to education and development relationship, it has been brought to light that of all the 20 lower-and middle-level employees none had a better understanding as participants gave completely misguided and perplexing responses. This finding come to an agreement with Bouris' (2018) study findings that of 24 participants only 8 participants at a certain organisation in the UK could define training and development or give a better understanding whilst 16 of them knew absolutely nothing regarding this concept, yet they were expected to utilise it as one of leadership development dimensions in preparing their subordinates for future leadership roles arising in the company. This concludes that it is impossible for the Okahao Town Council to implement or adopt leadership development with its dimensions, considering that council employees do not really know what it is.

It has also emerged that the Okahao Town Council employees are not getting job training as participants listed it as one of their recommendations of what they are expecting to happen at the organisation, especially judging from the senior management responses. Participants confirmed that job training should be conducted frequently owing to their importance towards employee

performance. However, lower-and middle-level participants gave contrary responses as some claimed that job trainings were being conducted though they were differing on frequency as some were citing once in two years, the last one has been conducted in 2018, three times a year and twice a year and others highlighted that there were no trainings which were conducted since they joined the council. These divergent responses clearly shows that participants seem to have been untruthful by just giving any appealing response and time frequency, hence the reason why the lower-and middle-level responses vary. This agrees with Bouris' (2018) research finding that employee participants were unmotivated and lack commitment due to insufficient knowledge and skills which can be imparted to them through training. This insufficiency may result in conflict with organisational goal achievement and eventually affecting organisational performance. This further concurs with what Alderfer (2015) found that the majority of his study respondents strongly agreed that the training prepared workers towards higher positions and offers skills to perform duties well; training can increase staff involvement in the County; training enabled peers to help each other in their progress towards a common goal; training enhanced career development and training facilitated a change in performance. This concludes that there is a correlation between education and development and employee performance.

It also surfaced that participant disagreed on how relevant were the trainings they received as some were citing that it is irrelevant, very relevant as they enriched their skills and knowledge, relevant as they helped them improve their job performance, but some failed to coherently answer the question. However, from the majority of the participants who comprehended the question's responses, the job training conducted are highly relevant as they enhance individual skills and experience. This harmonises with Dada's (2016) study finding that when employees undergo training, it improves their skills and knowledge of the job and build their confidence in their abilities. This will eventually improve their performance and make them work more efficiently and effectively. Although, the majority of participants could not answer this question properly as they failed to address the "proportion" part but just focused on justification part, it is evident that job training enhances employee performance to a large extent. It is evident that both training and development are interrelated to employee performance as they both lead to employee effectiveness in performance. Therefore, this concludes that on-the-job training has a positive relationship to employee performance.

5.2.2.4 Identify factors that affected Leadership Development in the Okahao Town Council.

It came to light that political interference on administration duties, budget constraints as job trainings and other social programmes are not being budgeted for due to limited finances at the council's disposal, poor leadership as leaders are failing to groom their subordinates to be equipped with the necessary skills and expertise to take over leadership position out of fear of competition, tribalism, lack of motivation among others are the factors affecting leadership development at the OTC. It was also pointed out that corruption and a lack of resources are factors affecting leadership development at the council. This corresponds with Chakaipa's (2015) proposal on local government reform in Zimbabwe that political interference through ministerial, presidential or politically affiliated interference in Zimbabwe have seriously impacted Zimbabwean local governance for example, in 2013 the then minister of local governance Chombo towards the highly contested general election gave a rates cancellation order which is still haunting councils and municipalities up-to-date. Also, a lack of resources, especially financial ones, concurs with Musaazi's (2013) study finding in Cape Town municipality that the council could not perform some of the tasks in its strategic plan due to shortage of funding as they are under funded by central government. Also, employees are demotivated to perform their duties due to unmentioned reasons. This demonstrates that this pandemic of political interference and lack of funding is also present in Namibian councils like the Okahao Town Council and that is hindering leadership development within the council.

5.2.2.5 Ways of curbing the challenges that faced Leadership Development in the Okahao Town Council.

Study participants for quantitative data highlighted that administration duties should not be mixed with politics, and the need for an awareness of political office bearers to know their level of involvement in council operations and decision-making. It was further mooted that to address a lack of motivation, the OTC should come up with a well-structured motivation policy which supports various forms of appreciation other than the only verbal one currently used. The council should also provide opportunities for employees to grow by doing job evaluations, creating more senior positions to be opened up for employees who would have shown capacity and capability.

To address the challenge of budget constraints, the council should consider cost-effective means of training such as virtual training and workshops, which will reduce the cost and make it viable to conduct job training on a regular basis. Also, the council should prioritise job training by setting aside funds earmarked for employee training and development programmes. This corresponds with Khoza's (2016) proposition that since leadership development in African organisations is highly underfunded, it is vital that organisations take advantage of virtual learning as this will make organisational leadership development goals scalable. The central government, through the line Ministry of Urban and Rural Development, should avail sufficient funding to local authorities so that councils would be able to budget for job training as well.

Also, management should find it easy to delegate and give authority to their subordinates without feeling threatened, as that will allow their subordinates to grow and gain the requisite skills and experiences.

5.2.3 SUMMARY OF FINDINGS FROM QUALITATIVE DATA

5.2.3.1 Determining relationship between empowerment and participation in decision making and employees' performance.

It was disclosed by senior management through interviews that there is a significant relationship between employee empowerment, participation in decision-making and employee performance. This research finding confirms what this research obtained from lower-and middle-level council employees via questionnaire schedules on the same research objective which shows a positive correlation to a larger extent, because when employees are involved and fully empowered to participate in decision-making, they perform expansively and efficiently because they feel trusted and valued which will make them feel part of the team and begin to have the quest for organisational success. This corresponds with Klagge (2016) research finding that in Canada there was also a correlation between empowerment and employee performance. This therefore explains that employees who are empowered are mostly creative are satisfied and in return, produce increased performance.

It has also emerged that the frequency on how often they give autonomy or opportunity to subordinates to participate in decision-making and solve problems connected with their assigned

tasks differs as their responses range from; more often like monthly, rarely, always, every time when need arises, daily, anytime et cetera. This clearly shows that at the Okahao Town Council management empower their subordinates to partake in decision-making though the frequency varies across departments. The study finding corresponds to the finding obtained from quantitative data through questionnaire schedules where participants could not agree on frequency too. This agrees with Chen and Tjosvold (2016) recommendation when they studied participation and its importance by American and Chinese managers in China that for participation to be effective, its frequency is fundamental as it will involve employees in the decision-making process where the employees feel that they have the opportunity to discuss problems and can influence organisational decisions. This also corresponds with Lam's (2012) suggestion that if organisations want to increase the levels and potentially strengthen the performance of employees, participation frequency is key.

It further emerged that delegation is being done whenever there is need to do so, for various reasons like speeding up work, for subordinates to gain more knowledge, and experience and for exposure in case the supervisor is absent from work they should be able to carry out the very same tasks. Management agreed that employee authorisation and responsibility is very critical and should be done whenever there is need for the reason that when employees are authorised, they become more involved and carry out tasks efficiently without delays, however, there is a need for monitoring to ensure that everything is done accordingly. This is in accordance with what Musaaazi (2013) found in his study in South Africa that if managers strike a balance between giving up total control to a group and holding too tightly to the reins thus authorisation and that enhances employee performance. This also correlates with Joseph's (2016) study, findings that authorisation allows for maximum creativity and performance in how employees choose to go about accomplishing a task. This rejuvenates subordinates and makes them feel empowered and meaningful and this eventually leads to job satisfaction level rise as subordinates believe they have a say in decision-making and workplace efficiency. This concludes that authorisation is correlated to employee performance.

It was further noted that employee involvement and participation in decision-making impact employee performance to a larger extent because when one is involved in a particular task, being

aware of what is happening in a particular decision made, makes one feel being part of a team and it is that very same team spirit that makes him or her perform at his or her level best. This conclusion agrees to one specific study conducted by Ladd (2014) who concluded that employee participation in decision-making is directly linked to employee performance thus there is a positive correlation. This further corresponds with Cohen, Chang and Ledford's (2016) study conclusion that a high degree of employee participation and autonomy leads to increase workforce commitment and to humanise the workplace with the intention of improving work performance and good citizenship behaviour. This concludes that participation in decision-making is correlated to employee performance.

5.2.3.2 Determine the relationship between authorisation and employees' performance.

It has been noticed that senior management participants have a better understanding of what authorisation is, compared to lower-and middle-level council employee participants although not all of them defined it correctly. However, their definitions and explanations somehow agree with Holman's (2014) definition that authorisation involves assignment of new responsibilities to employees and additional authority to carry them and to him there are many reasons for delegating but amongst them the strongest reason is to develop subordinates' skills and confidence. This shows that council managers and lower-and middle-level employees' understanding of authorisation differs and what amuses the most is that even some of the senior managers failed to correctly defined it something which raises fears of how can one implement something he or she have little understanding of. It is through this lack of clear understanding of authorisation has led to many participants giving contradictory and highly confusing responses, however, some participants had a better understanding. This concludes that the Okahao Town Council employees be it lower-and middle-level or senior management position level or not seem to have a questionable comprehension of what they are expected to implement, something which could be impeding efficiency and effective use implementation as one cannot give that which he or she does not have. Hence, this somehow gratifies that that a larger number of council management really understood the concept of authorisation and therefore implies that they are able to apply it successfully and accordingly, which guarantees an achievement of the expected outcomes, however, put together with finding from quantitative data, the number displeases.

It also emerged that managers give their subordinates responsibility and authority to do their tasks. Senior managers shared the same sentiments that responsibility and authority should be given to subordinates, however, they disagreed on frequency as some cited that should both be given whenever there is a need, responsibility be given every time one is given a task and authority be given once one has been given a task, as often as possible like every day when the need arises, responsibility be given monthly and then cascades to weekly and authority should be given during the employment of the person and the exercise of the authority should be reviewed to check whether it's not being abused. Divergent of these responses can only be alluded to differing and conflicting understating of the responsibility and authority. This research conclusion corresponds to Holman's (2014) report conclusion responsibility and authority should be habitually given to subordinates since assignment of new responsibilities to employees and additional authority to carry them develop subordinates' skills and confidence which eventually augments their performance.

It has also emerged that senior council management uses various leadership styles ranging from democratic, transformational and situational leaderships styles, with the majority of participants alluding to being democratic leaders. This shows that leadership style is not a one size fits all as one style might work for one leader and fail for another leader, but democratic leaders make sure that employees are not left behind, but they are fully involved in participation and decision-making which helps to develop a collective roadmap of what has to be done and how it should be done. This relates to what Moradi (2019) argues that the success of very leaders lies in his or her ability to realise that no leadership style is effective one hundred percent of the time and in all situations hence different situations need different styles. This concludes that the Okahao Town management really knows that the success of a leader lies in knowing one's default setting and being able to adapt it based on what is needed at the time.

On the correlation between authorisation and employee performance, it came to light that there is a positive and significant relationship between the two because when employees are given authority; they work effectively and efficiently and when one is authorised, he or she becomes actively involved and carry out tasks with the highest level of ownership and urgency. This conclusion corresponds with Musaazi's (2013) study conclusion that entrusting authority and

responsibility to subordinates improves their day-to-day experience, which eventually improves their job performance. This further agrees with Cohen et al.'s (2016) study findings that authorisation has a significant positive correlation with employee performance as it inspires employees and team members to perform better among others, hence, it enhances employee performance. It became evident that authorisation enhances individual performance. This concludes that there is a positive relationship between authorisation and employee performance.

5.2.2.4 Determine the relationship between education and development and coaching and employees' performance.

Relating to education and development relationship, it has been brought to light that interview participants had a better understanding by depicting a positive relation of the two concepts as participants concurred that training and development programmes empower and equip employees with the requisite skills that enhance their performance thus, they both contribute to effective employee performance. The study finding does not agree with the same study finding from the questionnaire participants' responses as all the lower-and middle-level employees had no better understanding as participants gave completely misguided and perplexing responses. This finding does not correspond with Bouris' (2018) study findings that of 24 participants only 8 participants at a certain organisation in the UK could define training and development or give a better understanding whilst 16 of them knew absolutely nothing regarding this concept, yet they were expected to utilise it as one of leadership development dimensions in preparing their subordinates for future leadership roles arising in the company. This concludes that it is very possible for the Okahao Town Council managers to implement or adopt leadership development with its dimensions, considering that they do really know what it is.

It has also emerged from interview participants responses that employees should be given on job trainings and it's something that council senior managers are expecting to happen at their organisation judging from their responses. Participants confirmed that job training should be conducted frequently owing to their importance towards employee performance. However, participants gave divergent responses on frequency as some claimed that job trainings should be conducted once in two years, quarterly, three times a year and twice a year among many other responses. These divergent responses on frequency undoubtedly demonstrates that although

interview participants just like questionnaire participants could not agree on frequency but the common factor is of the need to have on job training in order to enhance employee performance. This corresponds with Bouris' (2018) research finding that employee participants were demotivated and lack commitment due to insufficient knowledge and skills which can be imparted to them through training. This knowledge and skill inadequacy may result in conflict with organisational goal achievement and eventually affecting organisational performance. This further harmonises with what Alderfer (2015) found that the majority of his study respondents strongly agreed that the training prepared workers towards higher positions and offers skills to perform duties well; training can increase staff involvement in the county; training enabled peers to help each other in their progress towards a common goal; training enhanced career development and training facilitated a change in performance. This concludes that there is a correlation between education and development and employee performance.

It also surfaced that participant disagreed on to what extent do training and development programmes enhance employee performance as some were citing that they help to empower leaders to perform tasks effectively and efficiency through skill enhancement, improves and enhances employees' performance, but some failed to reasonably answer the question. Also, participants answered this question partially as they failed to address "to what proportion" part of the question with only few managed to address all the demands of the question properly. However, the partially obtained responses matches with Dada's (2016) study finding that when employees undergo training their skills and knowledge of the job improves at the same time it builds their confidence in their abilities. This will ultimately improve their performance and make them work more efficiently and effectively. Even though, the majority of participants could not answer this question properly as they failed to address the "extent" or "proportion" part but just focused on justification part, it is evident that job training enhances employee performance to a large extent. It is evident that both training and development are interrelated to employee performance as they both lead to employee effectiveness in performance. Therefore, this concludes that on-the-job training has a positive relationship to employee performance.

5.2.3.4 Identify factors that affected Leadership Development in the Okahao Town Council.

It has been brought to light that the Okahao Town Council has a performance management system and a strategic plan which lapsed this year in June 2022 and the council is in process of reviewing it for the 2023-2027 strategic plan and performance measurements at the council. However, all of the interviewed managers highlighted the existence of the performance management system which requires management to conduct performance reviews quarterly and annually.

Challenges to do with political interference on administration duties, budget constraints as job trainings and other social programmes are not being budgeted for due to limited finances at the council's disposal, tribalism, poor leadership as leaders are failing to groom their subordinates to be equipped with the necessary skills and expertise to take over leadership position out of fear of competition, lack of motivation among others are the factors affecting leadership development at the OTC were raised again during interviews with senior management. This agrees with study findings obtained during quantitative data gathering through questionnaires which confirms truthfulness of the results. This agrees with Chakaipa's (2015) proposal on local government reform in Zimbabwe that political interference through ministerial, presidential or politically affiliated interference in Zimbabwe have seriously impacted Zimbabwean local governance for example, in 2013 the then minister of local governance Chombo towards the highly contested general election gave a rates cancellation order which is still haunting councils and municipalities up to date. Also, a lack of resources, especially financial ones, concurs with Musaazi's (2013) study finding in Cape Town municipality that the council could not perform some of the tasks in its strategic plan due to shortage of funding as they are under funded by central government. This demonstrates that this pandemic of political interference and lack of funding is also rampant in Namibian councils like the Okahao Town Council and that is hindering leadership development within the council.

5.2.3.5 Ways of curbing the challenges that faced Leadership Development in the Okahao Town Council.

Study participants highlighted that administration duties should not be mixed with politics, there must be an awareness of political office bearers to know their level of involvement in council

operations and decision-making. It was further proposed that to address issues to do with lack of motivation, the OTC should come up with a well-structured motivation policy which supports various forms of appreciation other than the only verbal one currently used. The council should also provide opportunities for employees to grow by doing job evaluations, creating more senior positions to be opened up for employees who would have shown capacity and capability.

To address the challenge of budget constraints, the council should also consider cost-effective means of training such as virtual training and workshops which will reduce the cost and make it viable to conduct job training on a regular basis. Moreover, the council should prioritise job training by setting aside funds earmarked for employee training and development programmes. This agrees with Khoza's (2016) proposition that since leadership development in African organisations is highly underfunded, it is vital that organisations take advantage of virtual learning as this will make organisational leadership development goals scalable. Also, the central government, through the line Ministry of Urban and Rural Development, should avail sufficient funding to local authorities so that councils would be able to budget for job training as well.

Also, management should find it easy to delegate and give authority to their subordinates without feeling threatened, as that will allow their subordinates to grow and gain the requisite skills and experiences thus leadership development. This supports transformational leadership style which causes change in individuals and social systems by creating valuable and positive change in subordinates with the end goal of developing subordinates into leaders (Jooste, 2019). The council should have a rotation of roles. The OTC should partner with other organisations be it public-private partnership or public-public partnership locally, regionally and internationally, and have exchange programmes in leadership development in council in all council operations. Additionally, the line Ministry of Urban and Rural Development to come up with a structured leadership and Development programmes in partnership with training institutions like the University of Namibia (UNAM) for in-service training of council officials and the government to fund such training thus, it becomes a government initiative.

5.3 RECOMMENDATIONS FROM THE STUDY

The recommendations were made in response to the findings highlighted in the study; from literature, quantitative and qualitative data. The recommendations proffered are presented based on the five research objectives with their associated research questions, which included determining how the employees perceived the correlation between lower and middle-level employees' empowerment and participation in decision-making and employee performance. The study conceptual framework revealed that empowerment, training and development, coaching, participation and delegation are independent variables while employee performance is the dependent variable. The study conceptual framework indicated that there is positive correlation between dependent variable and independent variables by use of six study hypotheses. The subsequent recommendations were made:

5.3.1 It is recommended to managers as instructors to create and accelerate learning to improve employees' performance; train and develop employees through methods such as job cycle, assistance. Training and development help organisations gain and retain top talent, increase job satisfaction and morale, improving productivity and attainment of organisational goals and objectives. This improves employee job knowledge and skills at all levels of the organisation, improves the morale of the workforce and helps the employees identify with organisational goals. This will help the council to have actively involve, interested and dedicated employees, which safeguards higher productivity and individual performance.

5.3.2 Council management should try to empower employees; provide the ground for employees' participation in decision-making by making individuals familiar with affairs and their manner and it is necessary to prioritise authorisation methods in their management. It should be known that the solid foundation of any successful company is its people and employees represent a source of knowledge and ideas, but oftentimes that critical resource remains untapped. Employee involvement in the decision-making process not only empowers them to contribute to the success of an organisation, but also saves the company time and money in attaining its set goals and reduced outsourcing. When employees are involved in decision-making, they gain a professional and personal stake in the organisation and its overall success and this commitment leads to increased performance as employees are actively participating in various aspects of the company

and wish to see their efforts succeed overall and an increase in responsibility expands employee skill sets, preparing them for additional responsibility in the future.

Empowerment also improves morale, actively engaging employees in decision-making process increases overall organisational morale and this opens lines of communication between supervisors and employees. Thus, as a functioning participant in the decision-making process, employees understand their ideas are an important contribution to the organisation and gives them the power to influence the outcome of their work, leading to increased job satisfaction and a positive attitude, not only toward position but also to the council itself.

5.3.3 Leadership must be trained on diverse leadership philosophies, in order for them to be able to recognise their leadership style and how the diverse leadership styles fit into different situations. They must also be trained using the construct of a SWOT analysis in order to maximise employee performance and attain organisational goals. The performance of any organisation be it small or large, is unswervingly linked to the worth of its leader.

5.3.4 The OTC should design and draft a leadership development policy, which will ensure that leadership development programmes targeted at training employees in developing leadership skills are practised with the council. This will help to boost employee engagement, increase the organisation's ability to deal with gaps in the talent pipeline, and reduce the headaches and costs associated with turnover. Thus, great leaders attract, hire, and inspire great people. The council should also adopt cost effective modes of training such as virtual training by use of telegram, an online which can be used for video conferencing because its video call feature allows one to transform a voice chat into a video call seamlessly and can create groups for up to 200,000 people among others which will help the council conduct job trainings frequently with a small budget.

FUTURE RESEARCH DIRECTIONS

5.3.5 It is recommended that this research topic be conducted in other institutions and organisations to study the relationship between leadership development and employee performance.

5.4 CONCLUSION DRAWN FROM THE STUDY

Obtained results from literature, quantitative and qualitative data demonstrate that there is a positive and significant relationship among leadership development and its dimensions. Authorization and education and development among leadership development dimensions (empowerment, training and development, coaching, participation and delegation) are strong correlators of employees' performance. The study sought to establish the relationship between employee performance as a dependent variable and leadership development dimensions as independent variables because these variables are important in predicting employees' performance. Therefore, it is concluded that leadership development dimensions; authorization, education and development, empowerment coaching, participation and delegation have a positive and significant correlation with employee performance thus they have a strong impact on employees' performance respectively.

Also, the attained results from literature, quantitative and qualitative data indicates that there are numerous leadership styles being used in organizations worldwide, but there are 5 most commonly used styles; autocratic, democratic/ participative, laissez-faire, transactional, authoritarian and transformational leadership styles. Obtained data proves that transformational leadership is the most suitable approach if one aims to develop his or her subordinates into leaders that's leadership development hence, this approach informed this study because leaders are concerned and involved in the process of helping their subordinates to succeed. However, it's not a one-size fits all, therefore, it can be concluded that every leader should first set organizational goals and then choose the most appropriate leadership style that will enable him or her to achieve the set goals.

Attained results further demonstrates that there are numerous factors affecting leadership development in organisations. One of the factors is lack of organisational culture which parallels the idea of a learning organisation, lack of continued investment in leadership development or underfunding, lack of higher management support and lack of synergy between organisational strategy and leadership development strategy as senior managers are afraid of facing competition, political interference, tribalism, and lack of motivation among others. Therefore, it

is concluded that leadership development faces a number of challenges in organization be it public or private ones which ranges from internal to external ones.

Obtained results proves that the challenges facing leadership development in organizations can be addressed through a number of strategies; the desire or zeal to develop others thus management should find it easy to delegate and give authority to their subordinates without feeling threatened, as that will allow their subordinates to grow and gain the requisite skills and experiences. Also, organisations should take advantage of virtual learning, as this will make organisational leadership development goals scalable to address the challenge of financial constraints, leadership development strategies to be put in place, provision of opportunity for training or in-service training and provision of adequate funding or resources. Likewise, the central government, through the line Ministry of Urban and Rural Development, should avail sufficient funding to local authorities so that councils would be able to budget for job training as well. Furthermore, administration duties should not be mixed with politics and there must be an awareness of political office bearers to know their level of involvement in council operations and decision-making and on lack of motivation, organizations should come up with a well-structured motivation policy which supports various forms of appreciation other than the only verbal one currently used at the same time creating opportunities for employees to grow by doing job evaluations, creating more senior positions to be opened up for employees who would have shown capacity and capability. Therefore, it is concluded that leadership development is feasible if there is resolve in organizations given that all the challenges it faced have viable solutions to curb them, so organizations have no reason for not partaking in leadership development.

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APPENDICES

APPENDIX 1: LETTER OF REQUEST



25 March 2022

TO WHOM IT MAY CONCERN

Re: MBA Management Strategy, Student – Mr. Salooze Shipopyeni Number 200131311

As part of our Masters Programme, students are expected to submit a research report after completion of their course-work. They need to explore in detail, some concepts and issues pertaining management strategies. To do that effectively, they need to conduct interviews and obtain practical examples.

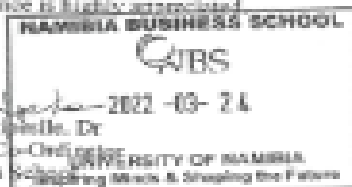
Mr. Shipopyeni has chosen your organization to approach for information. It is against this background that I wish to kindly request you to assist Mr. Shipopyeni with the information he requires. Accept our assurance that the data will be used for academic purposes only. A copy of the completed document will be available at the Namibia Business School for perusal. His research synopsis indicates that his topic touches on "Impact of leadership development on employees' performance: Case of Otjaveru Town Council, Namibia".

Your kind assistance is highly appreciated.

Yours sincerely



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APPENDIX 2: CONSENT LETTER FROM SCHOOL DIRECTOR



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OMUSATI REGION

OFFICE OF THE CHIEF EXECUTIVE OFFICER

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Ref No:5/16
Enquires: Sophia N. litula

01 April 2022

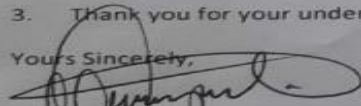
Mr. Salomo Shipingana Mwatyanga Shipopyeni
P.O Box 11722
OSHAKATI
salomoshipopyeni@yaqhoo.com

Dear Mr. Shipopyeni

SUBJECT: PERMISSION TO CONDUCT AN ACADEMIC RESEARCH

1. The Council is hereby acknowledging receipt of your letter dated 28 March 2022 on the above mentioned matter with immense appreciation.
2. Kindly, be informed that your letter has been forwarded to respective Department and you will be given feedback in the short period of time
3. Thank you for your understanding.

Yours Sincerely,


SIMON SHINGUTO
ACTING CHIEF EXECUTIVE OFFICER



All official correspondence must be addressed to the Chief Executive Officer

APPENDIX 3: PLAGIARISM REPORT



Summary Report
(Analysis).pdf

APPENDIX 4: EDITOR'S REPORT



Declaration of
Language editing pi

APPENDIX 5: QUESTIONNAIRE PROTOCOL FOR LOWER-AND-MIDDLE-LEVEL COUNCIL EMPLOYEES

Opening Statement

The purpose of this questionnaire is to investigate the perceptions of middle-level council employees on the impact of leadership development on employees' performance at the Okahao Town Council in the Omusati Region. It is important that you answer all the questions as honestly as possible. Your answers to this questionnaire will be treated with confidentiality. All the information shared in this study will be strictly used for academic purposes only and kept confidential.

(Do not write your name on this questionnaire for privacy, confidentiality and security reasons).

Thank you for your participation

QUESTIONNAIRE QUESTIONS FOR LEARNERS/ PARTICIPANTS

SECTION A: GENERAL INFORMATION (Please put a tick on the correct age group)

1. What is your gender?

MALE

FEMALE

2. What is your age group? (Put a tick on the correct age group)

18 – 29	
30 – 40	
41 – 50	
51 – 60	
61 – 70	

3. What is your level of qualification? (Put a tick on the correct level)

Primary school	
Secondary school	
Diploma	
Bachelors	
Masters	

Other, specify

4. How long have you been with this organisation? (Put a tick on the correct time frame)

Under 1 year	
1 – 3 years	

4 – 5 years	
Above 5 years	

5. Which department do you work under? -----

6. What is your position in that department? -----

7. What are your terms of service/ employment?

- Permanent { }
- Probation { }
- Contract { }
- Temporary/ Casual { }

SECTION B: EMPLOYEE EMPOWERMENT AND PARTICIPATION

RESEARCH OBJECTIVE ONE: Relationship Between Empowerment and Participation in Decision-Making and Employee Performance.

8. How often do managers extensively delegate duties and encourage autonomy in decision making to subordinates?

10. How often are you given an autonomy or opportunity participate in decision-making and solve problems connected with your assigned tasks?

11. What is the correlation between empowerment and participation in decision-making and employee performance?

.....
.....

RESEARCH OBJECTIVE TWO: Authorisation and Employees’ Performance.

12. What is your understanding about authorisation?

.....
.....

13. To what extent do your managers give you responsibility and authority to do your job? Rank the percentage level of performance using a scale of 1 – 100.

.....
.....

14. What is the correlation between employee authorisation/authority and employee performance?

.....
.....

RESEARCH OBJECTIVE THREE: Relationship Between Education and Development and Employee Performance.

15. What is your understanding about education and development?

.....
.....

16. How frequent do you receive job training in the organisation? If yes, how often do you undergo training?

.....
.....

17. How relevant were the training you received to your work?

18. In your opinion, to what extent do you think training helps improve employee job performance?

19. To what extent are you motivated in response to your efforts and contributions? Rank the level of motivation using a scale 1 – 100.

RESEARCH OBJECTIVE FOUR AND FIVE: Factors Affecting Leadership Development and Ways of Curbing Prevailing Challenges in the Okahao Town Council.

20. In your understanding, what is leadership development?

21. What are the factors affecting leadership development in the Okahao Town Council?

22. What suggestions do you offer as ways to curb the challenges facing Leadership Development in the Okahao Town Council.

THANK YOU FOR YOUR SUPPORT

**APPENDIX 6: INDIVIDUAL LOWER-AND MIDDLE-LEVEL COUNCIL
EMPLOYEE’S TRANSCRIPT.**

Double click to open council employees’ transcripts.



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APPENDIX 7: INTERVIEW PROTOCOL FOR DEPARTMENTAL MANAGERS AND CHIEF EXECUTIVE OFFICER.

OPENING STATEMENT

Good afternoon, I want to thank you for taking time to meet with me today. My name is Salomo S. M. Shipopyeni, a final year student at University of Namibia, and I am studying for master's in Business of Administration. The purpose of this interview is to investigate the views of departmental managers and the Chief Executive Officer on their perceptions on the impact of leadership development on employee performance at the Okahao Town Council in Omusati Region. The interview will take approximately 20 minutes. I will be tape recording the session to avoid losing any comments that you are going to make. You are assured that all the responses you will be giving will be kept confidential and used for academic purposes only.

Thank you for your participation

RESEARCH OBJECTIVES

1. To determine the relationship between empowerment and participation in decision-making and employees' performance.
2. To determine the relationship between authorisation and employees' performance.
3. To determine the relationship between education and development and coaching and employees' performance.
4. To identify factors that affected Leadership Development in the Okahao Town Council.
5. To suggest ways of curbing the challenges that faced Leadership Development in the Okahao Town Council.

GENERAL INFORMATION

1. Which leadership position do you hold?

2. How long have you been working in this organisation?
3. What is your education level?

RESEARCH OBJECTIVE ONE: Relationship Between Empowerment and Participation in Decision-Making and Employee Performance.

- 1 . To what proportion do you think employee involvement and participation in decision-making leads to increase in motivation, and employee performance?
- 2 . To what extent are your subordinates motivated in response to their efforts and contributions?
- 3 How often do you delegate tasks to your lower-level employees and why do you delegate?
- 4 How often do you give an opportunity to your subordinates to make decisions and solve problems connected to their work?
- 5 To what extent do employee involvement and participation in decision making impact employee performance?

RESEARCH OBJECTIVE TWO: Relationship Between Authorisation and Employee Performance.

1. From the experience with the organisation, how do you describe your leadership style?
2. How often do you think employees should be given responsibility and authority?
3. In your experience, what is relationship between authorisation and employee performance?

RESEARCH OBJECTIVE THREE: Relationship Between Education and Development and Employee Performance.

1. What is the connection between training and development and employee performance?
2. In your experience as a leader of the organization, how often do you think job training and development programme(s) should be conducted?

3. To what proportion do these training and development programs enhance employee performance?
4. What are the performance measurements existing in your organisation?

RESEARCH OBJECTIVE FOUR AND FIVE: Factors Affecting Leadership Development and Possible ways of Curbing the Challenges in the Okahao Town Council.

1. What do you understand by the term leadership development?
2. From a leader's point of view, what factors are affecting the leadership development in the Okahao Town Council?
3. What suggestions do you offer as ways to curb the challenges facing the Leadership Development in the Okahao Town Council?

THANK YOU VERY MUCH FOR YOUR SUPPORT