

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**GENDER DIFFERENCES IN MANAGERIAL BEHAVIOR AND THEIR
LEADERSHIP STYLES**

MASTER'S THESIS

Rugiatou JALLOW

**Department of Business
Business Administration Program**

November 2020

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Thesis Advisor: Prof. Dr. Akin MARSAP

November 2020

DECLARATION

I hereby declare with respect that the study “Gender differences in managerial behavior and their leadership styles”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the Project phase to the conclusion of the thesis and that, the works I have benefited are from those shown in the Bibliography.

Rugiatou JALLOW

FOREWORD

This thesis is written in completion of the Master`s Program in Business Administration at Istanbul Aydin University. The research was focused on “Gender Differences in Managerial Behavior and Their Leadership Styles”.

If I stumbled several times without falling, was because I lean on Allah The Almighty through a handful of individuals to whom I am deeply indebted. My profound appreciation goes to my able thesis supervisor Prof Dr Akin MARSAP who never felt demotivated by my endless mistakes, his motivating words were “Rugi, we will go forward together”, words cannot describe my gratitude for him, he was not only my supervisor but also the architect of my whole graduate career at IAU. The continuing guidance and assistance provided throughout the study deserves a special note of acknowledgement. Thank you for holding my hand, massaging my ego and smoothing my nerves throughout this process. I would also like to present my gratefulness to a friend and a sister from another mother, Gunel Umayeva from Azerbaijan, who was always waiting for my text or call to clarify my doubts no matter the time.

September 2020

Rugiatou JALLOW

GENDER DIFFERENCES IN MANAGERIAL BEHAVIOUR AND THEIR LEADERSHIP STYLES.

ABSTRACT

The purpose of the study was to scrutinize the gender differences in managerial behavior and their leadership styles. In order to generate new research-based subject, some specific objectives were raised such as to initiate a discussion on whether, there are differences between the leadership style of men and women executives, to investigate the leadership skills women must possess in order to be successful in their executive positions, and to be aware of the main reason why men holding leadership positions and women are encountering some barriers to the leadership and management positions. However, the hypotheses were subjected to 5% level of significance.

The study employed qualitative and quantitative method of research where interview was conducted among managers in The Gambia and in Turkey as a form of qualitative method, while questionnaires were distributed to some participants in The Gambia using random sampling of quantitative to gather numerical information. Different estimation techniques were used ranging from frequency analysis, descriptive analysis, normality test, crosstabs analysis, and correlation analysis.

It was found that several researchers theorized that, the leadership styles adopted by male leaders are significantly different, mainly due to biological differences and variations in personality traits. Meanwhile this study found that women tend to adopt a more transformational, democratic/participative, relationship-oriented leadership styles, whereas men were observed to adopt more autocratic, transactional, directive and task-oriented leadership style. Also, it was reported that the leadership style mostly adopted by women proves to be beneficial for organizational effectiveness, mainly integrating the system of reward, motivation, expectation and enthusiasm among others. Empowered subordinates feel more comfortable and responsible for meeting organizational goals and objectives

Keyword: Gender differences, Managerial behavior, Leadership styles. Women executives, Gender Inequality.

YÖNETİM DAVRANIŞINDA CİNSİYET FARKLILIKLARI VE LİDERLİK BİÇİMLERİ

ÖZET

Bu çalışmanın amacı liderlik anlayışları ve yönetsel davranışlardaki cinsiyet farklılıklarını incelemektir. Araştırmaya dayalı yeni bir konu üretmek amacıyla, kadınların yönetici pozisyonlarında başarılı olabilmeleri için sahip olmaları gereken yönetici özelliklerini araştırmak ve erkeklerin yönetici pozisyonlarını işgal ederken kadınların bu pozisyonlara ulaşmasındaki engellerin farkına varmak üzere kadın ile erkek yöneticilerin yönetim anlayışlarında (tarzlarında) farklılıklar olup olmadığına dair bazı spesifik objektifler belirlendi. Bununla beraber varsayımlar %5 önem derecesinde değerlendirilmiştir.

Sayısal ve nicel metotlar uygulanarak yapılan çalışmada sayısal verilere ulaşmak amacıyla Gambiya’da anket rastgele bazı katılımcılara dağıtılırken, nicel verilere ulaşmak amacıyla da Türkiye ve Gambiya’daki yöneticilerle mülakatta bulunulmuştur. Çalışmada frekans analizi, tanımlayıcı analiz, normallik testi, çapraz tablo analizi ve korelasyon analizi gibi farklı teknikler kullanılmıştır.

Birkaç araştırmacının, erkek yöneticilerin benimseyip uyguladığı yönetim tarzının temelde biyolojik farklılıklara ve çeşitli kişilik özelliklerine göre şekillendiğini belirttiği tespit edilmiştir. Bu araştırma kadınların daha dönüştürücü, demokratik/katılımcı, etkileşim odaklı yönetim tarzını benimserken erkeklerin daha otokratik, işlemsel, yönlendirici ve görev odaklı yönetim anlayışını benimsediğini ortaya koymuştur. Aynı zamanda, daha çok kadınlar tarafından tercih edilen yönetim tarzının, esas itibarıyla ödül sistemi, motivasyon, beklenti ve iş tutkusunu birleştirerek örgütsel verimliliğe katkı sağladığı tespit edilmiştir. Çalışanların (astların) söz sahibi olmaları/güçlendirilmeleri daha huzurlu olmalarını, kurumsal amaç ve hedeflere ulaşmada kendilerini sorumlu hissetmelerini sağlar.

Anahtar kelime: Cinsiyet farklılıkları, Yönetsel davranış, liderlik stilleri. Kadın yöneticiler, Toplumsal Cinsiyet Eşitsizliği.

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ABBREVIATIONS

AH	: Alternative Hypothesis
AL	: Authority Leadership
ALS	: Autocratic Leadership Style
CAV	: Cronbach Alpha Value
DA	: Data Analysis
DV	: Dependent Variable
FCT	: Fiedler`s Contingency Theory
GDLS	: Gender Differences in Leadership Style
HB	: Harvard Business
IV	: Independent Variable
DLS	: Democratic Leadership Style
LS	: Leadership Style
LBDQ	: Leadership Behavior Description Questionnaire
LFLS	: Laissez Faire Leadership Style
LMX	: Leader Member Exchange
LPC	: Least Preferred Co-worker
MB	: Managerial Behavior
MD	: Managing Director
MG	: Managerial Grid
MLQ	: Multi-Factor Leadership Questionnaire
NH	: Null Hypothesis
OECD	: Organizations for Economic Co-operation and Development
PLS	: Passive Leader Style
PGTL	: Path Goal Theory of Leadership
PMBE	: Passive Management by Exception.
SLS	: Situational Leadership Style
SLT	: Situational Leadership Theory
SPSS	: Statistical Package for the Social Science
SW&KST	: Shapiro Wilk and Kolmogorov Smirnov Test
SW	: Schottish Writer

TC : Thomas Carlyle
TLS : Transactional Leadership Style
TFLS : Transformational Leadership Style
UN : United Nations
UNDP: United Nations Development Program
WHO : World Health Organization

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I. INTRODUCTION

A few decades, several discussions have been raised in the management literature regarding female and male executives utilizing the identical or distinct styles of leadership. During the first quarter of 1990s, an upsurge body of studies which result to “gender disparities in headship does not exist”. Numerous familiar executive studies, along with (Powell and Bass) buttressed this belief, according to HB article guide, ‘Female leading direction’ (Rosener), past study concluded that, inexistence of gender disparities in headship pattern used to be brought in to query. Bass too was earlier an active proponent about the inexistence of gender dispute in leadership styles, but later on started querying his preceding results.

Gender differences in managerial behavior and their directorship pattern were figured out according to date reported by oneself obtained from a test of leaders, managers, subordinates etc. The current outcome of GDILS was supported by the research results. The administration style of women executives differs to some level from male counterparts. Female executives defined the progression of their careers by adopting a model of responsive leadership suited for them. This style of leadership is dubbed transition leadership. It is strongly linked with the performance commonly associated with seven management skills. In the research, two of the skills required by management, women showed greater sensed efficacy: communication and decision-making, results again show that, women are even more likely to evolve than their male colleagues.

A. Background of the Study

The aim of the investigation was to inspect the differences between genders in managerial behavior and their leadership styles. To make some clarification on the existing debate on leadership style, gender and company result variables related to the scares of women representation in managerial levels. The research explores the disparities between male and female`s administration pattern.

While attempts to advance women in the management ranks of corporations, there is still a shortage of female participation in executive roles, women carry specific and successful leadership habits in the work environment. The study purposed at recognizing the parallels and disparities in headship practices of women and men managers, and foster exploring the headship qualities identified by female in order to thrive in management responsibility.

B. Problem Statement

Many scholars have written on how leadership in a country can be improved but most territories have failed to perform to the standard therefore lack of skills in managerial behavior in the country results to poor relationship amongst managerial activities, all these in the long run affects the organization. The researcher therefore investigated the relationship between managerial behavior and leadership style. However, nothing was mentioned about the link between leadership and management, and yet it was important that from the academic perspective, the two variables should be looked at to establish their relationship and the possible impact on organizational growth, performance and development.

C. Other Objectives

- To investigate and assess gender differences in managerial behavior and their leadership styles.
- To discuss on whether differences between the leadership pattern of male and female executives do exist.
- To investigate the leadership skills women must possess in order to be successful in their executive positions.
- To be aware of the main reason why men holding leadership positions and women are encountering some barriers to the leadership and management positions.

D. Scope of the study

The study focuses on leadership as the IV and management as the DV. The study was conducted within a period of four months and stretched from 2019 to 2020 when the problem was eminent.

This study was limited to professionals working in small, medium and large organizations in The Gambia. Participants represented more than 10 organization, including large corporations, profit and nonprofit organizations, government agencies, educational institutions and others. They served a broad range of sectors, including financial services, engineering, health care, government parastatals, education law etc. Initial data was obtained from presidents, subordinate administrators, etc. Since the results were paired at all levels of the company to concentrate on the feedback of people that are presently operating at the management level (MD, VP or C-class managers), these individuals might or might not be familiar with leadership or a connection with research in their serving institute.

- Geographical –The study was conducted in a West African country called, The Gambia, in different cities including `Banjul, Brikama, Basse, Farafenni, Serekunda` etc.
- Timing Scope- The study was conducted within a period of four months and commenced from first week of March 2020

E. Research Questions

- Is there significant disparity in the behavior of leadership for women and men executives? If female utilize different leadership behaviors in their executive roles than their male counterparts, then different leadership development approaches for aspiring women executives could be considered than those used for men. This understanding will help deepen the knowledge of leadership development professionals and the field of executive education and better inform those professionals so that proper steps can be taken to develop both male and female for executive positions.
- What leadership skills must women possess to succeed in their administration roles. Now that a generation of women has advanced into executive roles, this

research examined the leadership skills, a sample of women identified as being most critical to their success in a senior level or executive role. Leadership is commonly considered to be a male-dominated one, but women attempt to join leadership places and follow the style of men. There are various types of leadership for both men and women. Therefore, what are the key reasons why males occupying senior roles and females have certain obstacles to leadership and management positions?

F. The significance of the study

The explanation for selecting this subject is to allow the reader to learn the critical skills and strategies required to look at the problems from a different viewpoint. This will bring insight to the complicated situation and encourage wisdom and foster self-confidence.

The aim of the study was to create a discussion whether the under presentation of female in headship and managerial levels is since they lead differently.

Academician-This study will benefit other academicians by using it for literature review in the process of carrying out a research with similar topic

Policy Makers-The research shall also benefit policy makers and managers in different organizations in finding a solution to problems affecting gender differences and leadership styles in managerial positions.

Management-The study will also help to establish the causes of gender discrimination and inequality in different organizations.

G. Limitation of research

These are the main limitations of the research:

- Due to the corona virus pandemic, the researcher faced a problem of inadequate equipment and facilities that were to be used in the research process, even the general funding of the research project was poor due to financial problems that the research faced.
- The researcher faced a problem of communication because where the study

took place and the country chosen for data collection were two different countries.

- The investigator encountered a trouble of insufficient monetary resource as it was necessary to be going from place to place, data collection was limited to some extent and the project is not a funded project, its self-sponsored project by the researcher herself.
- Some of the respondents gave information unwillingly and incorrectly, which did not match with the purpose of the research.
- Finally, there may have been inherent biases of the researcher because of her prior experience in executive education and interest in gender and leadership issues. This issues were at the frontline of concern of the researcher as the study progressed and was routinely monitored to limit bias, meaning that the researcher paused to reflect critically throughout the data collection and analysis to be sure that the interpretations were based upon the actual experiences and not on any prior experiences with the instrument the participants interviewed or the organizations that they represents.

II. LITERATURE REVIEW

A. Introduction

The topic gender disparities in headship styles is one of great interest to academic researchers in the area of psychology, administration, sociology much more in present years, were as executive women have started to occupy many leadership places. The paper provides a review of analysis on gender disparities in headship, explores some effects of sex stereotyping, discusses the interpersonal impacts of different forms of headship, also promotes the adoption of a number of un-gender-related headship models (Isabel Cuadrado Guirado, Fernando Molera, Emilio F & Marisol Navas, 2012)

In this study, the researcher centered on the variables with examined relations to one another. It reveals why gender differences, managerial behavior and leadership style are selected as the variables that influences leadership and management in an company. The managerial behavior in terms of cultural factor is said to ascertain the reason why the variables of the research have to be analyzed in an organization. Also, the researcher searched and determined whether there is a relation between gender differences in managerial behavior and their leadership styles.

Hypotheses

The following hypotheses were examined with the data analysis resultant of this study.

H.1: Is passive headship style practiced the same by men and women.

H.2: Do male and female acquire exclusive leadership pattern.

H.3: Compared to female, male tent to be more transactional/task oriented.

H.4: Compared to men, female tend to be more transformational/relationship

(Anna Gorski, 2016: 02)

This research study was aimed to create a debate on the effect of gender as a subject in headship manner and it is preliminary in character. DA from a bundle of research

recommended that gender disparity exists, but no information was provided as to their origin. This was the reason why additional investigation was recommended to respond to the doubt.

B. Understanding Leadership

Leadership is the act of leading a group and regulating the tasks of that organized team towards achieving its goal and objectives. (Bret N. Bogenschneider 2016: 04).

Leadership is a form of intimidation by which an individual stimulates a team to accomplish the goals and aims of the leader and his supporters. (Samosudova 2017: 02). Leadership is a system of persuasion or speech by which an individual (or a leadership team) stimulates a party to fulfill the desires of the leader and his followers". Leaders get involved in the process of regulating followers towards the accomplishment of organizational goals and objectives that sustain high-performance over time. (Teresa Correia de Lacerda 2015: 05).

Leadership is not an event or a role, it is a building of positive relationships between persons founded on trust, responsibility, devotion, passion and a common view of the good. Leadership is the act of setting purpose or direction for followers and get them move along towards that direction with competence and full commitment. A person should consider him/herself a leader when he/she influences and inspires others by his/her actions to learn more, dream more, strive more and become more, (Kadyrkulova, 2018: 09).

The ideal born leader is an antecedent made to those who master the ability set linked to the desire of followers to benefit, no one is born with these abilities, and certain persons are born with leadership traits, which allow them to master leadership skills more effectively. These people will normally act and articulate themselves in their areas of responsibility. However, those kinds of individuals need to be given opportunity, support, encouragement and training from people surrounding them. Leader's roles are to negotiate, coach and motivate, team builder, friendly, mentor, advice, guide etc.

As Tead's (1935) definition, leadership is an act of regulating followers to collaborate towards the attainment of a desired goal, it demands an interaction between two components "the leader and the follower" there is no existence of a

leader without the existence of follower and vice versa.(Z. Ahmad, Samer, J. Bhat & I. Hussaine 2017 : 252)

C. Deportment and Conduct of an Authentic Leader.

The constituents below are behaviors associated with a trustworthy leader, a trusted leader by his/her followers.

- Authenticity
- Honesty
- Lead by example
- Admit mistakes and acknowledge limitations
- Confidence
- Collaboration
- Cooperation
- Over Communication
- Predictable

(Ekaterina Walter 2015: 03)

D. Traits Associated with Leadership

Trait is very significant and is required for an effective leadership or to earn leader some positive idiosyncrasy, a question of what specific character can be the reason for such success? It is worth nothing that great leaders need a high degree of intelligence, and ready to implement and drive the team one step ahead through intelligence and action-oriented judgment. (Martin, Toh & Ruot, 2019: 06).

Stogdill described traits of leadership as "Great Man Theory". This theory of leadership was a well-known believe, `leaders are not made but born instead`. The theory was popularized by Schottish.W, Thomas Carlyle in the 1840s. (Kane 2010: 09).

Leaders are products of their past with supplementary characteristics added or cast-off over time, developing with change. Many scholars have defined the attributes

required by individuals to exhibit leadership qualities, and these characters typically indicate to organizations that any person with unique leadership qualities is able to function in a collaborative team environment and achieve successful results. The misrepresentation is, people feel that if they exhibit leadership skills, they are much more powerful in a joint leadership role. The aim is to show that good mutual leadership attributes vary from generation to generation (Seaman, Laperla,chwartz & Beinstock 2018: 06)

The leader is distinguished by a deep dedication to duty and the execution of tasks, vigor and determination in the achievement of goals, a risky and initial approach to problem solving, a willingness to practice action in social contexts, self-assurance and a sense of self identification, ability to acknowledge the effects of making decision and intervention, capacity to ingest mutual tension, capacity to acknowledge irritation and hesitation, capacity to control the actions of others and ability to organize social contact processes for the task at hand.

- Drive- Leaders demonstrate a high degree of effort with a relative wish for accomplishment, they show initiatives, they are creative and very motivative which make them admirable by their followers (Matthew & Fairholm 2015: 03)
- Leading Desire- Leaders demonstrate the eagerness to take responsibility for their actions, their desire to lead and influence others is usually very strong.
- Trustworthy and wholeness- leaders make sure that there is a mutual trust between them and their group members, this is done by being truthful or nonreceipt and practicing what they preach and make sure that whatever promised is fulfilled.
- Task Competence- in order to be an effective leader, one has to have an outstanding knowledge as well as technical matters about the company, to be able to make decisions that are well-informed or knowledgeable and to well understand its implications (John W. Fleenor, 2016: 832)
- Hospitable- When leaders are effective, they are usually energetic, extraversion, outgoing, assertive or show a confident and forceful personality and rarely silent to withdrawn.

E. Leadership Styles.

Eagly & Johannesen defined LS as “relatively stagnant style or pattern of behavior that are demonstrated by leaders themselves”, or “the optional way that a leader radiate his/her communicational behavior to execute his/her role and responsibility as a leader”. As Bass stated, different kinds of jobs are carried out with a different leadership style according to a given situation. (Kaleem 2016: 01).

The most popular study on headship are Autocratic versus Democratic and Task vs Relationship oriented.

1. Autocratic Leadership Style

refers to a situation where by the leader centralizes authority, dedicates duties, makes unilateral decisions and does not encourage employees` participation in decision making. This is a trait of a leader that makes decisions on his own without the encouragement of group members` participation. (De Cremer, 2017). This type of leaders does not consult their team members in decision making. Once the decision has been made, they got it imposed and expect followers to act and be obedient.

The primary traits of an autocratic leader are as follows:

- Limits interaction between the leader and group members
- There is no chance for group members to make decisions.
- Employees are not trusted or encouraged in terms of decision making.

Kurt Lewin (1939) stated, in some instances, an AL can be of benefit, for example, when a quick decision needs to be taken as quickly as possible without hesitation or.

It is predominant that, every leader can identify the strengths and weakness of their dominant and alternative leadership styles in order to create some room for opportunity for personal development. This concept was similarly explained as opportunism by the leadership grid model developed by Blake and Mouton (1986). (Chidinma Victory Oforji 2016: 03)

2. Democratic leadership Style

This is the opposite of autocracy leadership style, the leader decentralizes or

delegates duties, welcomes contribution in deciding task methods and allows responses to guide subordinates. These types of leaders are participative, motivative, consultative and get involved, they allow and welcome their employees` participation in decision making. (Bass, 1990; Gastil, Isabel Cuadrado Guirado 2012: 3085).

According to Bhargavi & Yaseen (2016), a communal leadership is also refers to participatory or supportive leadership, it is a leadership technic whereby employees` contribution and participation in decision making are highly welcome, relationship and success are the key subject of this style of leadership. (Akram Abdullah & Jee Fenn Chung 2020:04) This type of leader rewards his/her subordinates for their allegiance and dedication, and choose not to punish errors made by employees but rather finds a method of problem solving instead. Legitimized subordinates usually feel comfortable, considered and creditworthy for accomplishing organizational goals and objectives. (Inandi Uzun, Yesil 2016: 194).

As stated by Anderson (1959), a leader with an ego of sharing decision making activities with his/her group members is a democratic/supportive leader. Then he further included, in most situations, democratic/participative leadership is affiliated with a high degree of morale, it is not affiliated with dull productivity and high degree of moral`. On the other hand authoritarian headship is the leader style that is affiliated low degree of moral and high level of productivity. (Choi, 2017: 247).

The characteristics of this style of directorship are as follows:

- The share of opinions and ideas for group members are encouraged.
- Members of the group feel involve and committed to tasks, which makes them get engage in the process and care about the end results.
- Innovative is encouraged and rewarded which leads to greater productivity among group members.

(Kendra Cherry 2019: 05)

3. Laisses-Faire Style

This leadership pattern is the act of giving freedom to subordinates to carry out their tasks in a very comfortable manner. Task-oriented leaders are generally interested in goal accomplishment, whereas leaders that are people-oriented are mainly interested with their followers` welfare and delight, emplacing the value of

relationships with others.

As Northouse (2010) illustrated, inactive leadership relates to a “hands-free, let it ride by itself” strategy to influence employees in the work environment. This style of leading is also traced by Avolio and Bass in (1990) as “Dearth of leadership” and “the evasion of mediation”. According to Lewin, Lippit & White (1939), laissez-faire type of managers seem to act as if they are abstained from duties and obligations assigned to them, he further mentioned that, though leadership positions have already been given to laissez-faire leaders, they maintain the seat physically and neglect the duties and responsibilities of that given position, according to this act, this style of leadership should be termed not only as “absence of leadership, but also inactive style of leadership.

Einarsen, Aasland & Skogstad (2007) mentioned that, this style of leading mirrors “Weaked Management” described by Mouton and Blake in (1985), where by a leader is described by demonstrating low concern for subordinates and putting minimal efforts to get task done. (Ekmekci & Tosunoglu 201: 90)

4. Transformational/Supportive Leading style

The style of leading is a situation whereby the leader goes far above performance expectation, to achieve more than expected, to encourage and develop employees rationally and innovatively, and also to modify employees` welfare into a fundamental part of the company`s mission. Conger (2002).

This style of leadership concentrates on the development and needs of followers. A leader leading with a transformational style concentrates more on the prosperity and upgrading of value systems of his followers, employees` motivational level and righteousness with the preface of employee`s potential. Leaders have the capacity to impassion followers in doing their best of their ability, upgrade their talent to present those employees on exceptional brilliant levels.

Bass 1985 states that positive results on corporate levels and employees are connected with transformational leadership. Employees gain high level of needs in self-reliance, self-confidence etc, all of these encouraged by transformational leaders and are influential in motivating employees in a self-sacrifice direction and accomplishment of organizational objectives beyond self-interest.

Followers got encouraged and challenged by inspirational motivation to attain the target objective, on the other hand, employees also got influenced by brilliant stimulation in being innovative in problem solving skills. (Nawaz, Ahmad & Irfan.U. Khan 2016: 04)

5. Transactional Leadership Style-

This style of leadership is the contrary of transformational/transfiguration leadership, it depends on employee motivation via premium and disciplinary action. It necessitates guidance, omission, organizational and monitoring of performance. This pattern of leadership does not try to be creative; it rather deepens in doing things right and not unpredictable in additional time. Eros and mistakes are strictly monitored and scrutinized, the creation of competence usual approaches is the overall objective. (Sara K White 2018).

This technique of leadership is a transactional based leadership style between the leader and the follower, it relies more about trade or transaction, is a situation whereby group members are rewarded for accomplishing a designed ambition or execution measures. The team leader will first validate the connection linking fulfillment and compensate, then exchange it for an opportune feedback that promotes employees` performance improvement. (Swamy & Nanjundeswamy 2014: 58)

6. Passive Leading Technique

Passive leadership or impoverished management style of leadership which is termed as tentative, skeptical, indecisive, unpredictable and hesitant to execute organizational decision. As mentioned by Lee (2018), passive style of leadership, laissez faire technique of administration, passive impoverished management is discovered to be inactive and dull leadership technique. Leaders with this style of leading are referred to as elude duce, impoverish management (passive leaders) usually allocate followers with the total liberty in deciding and to replete tasks in their own comfort. As Adeel, Khan, Zafar & Rizvi (2018) illustrated, this leaders possess passive behavior, acquire less information, exhibit unwillingness on information sharing and not wholly involved in decision making procedures, applies disciplinary measures to prevent errors which might lead to employee mistrust. (O. Azam, H. Ghufuran, A. Khan & A.Z Khan 2019 : 663).

Table 1. Autocratic versus Democratic Leadership Styles.

BASIS FOR COMPARISON	AUTOCRATIC LEADERSHIP	DEMOCRATIC LEADERSHIP
Definition	Autocratic leadership is a leadership style where a hierarchy of boundary exists linking the team leader and his group members and decisions are single-handedly made by the leader.	Democratic technique of leadership is a situation whereby the team leader distributes duties and responsibilities of decision making process with group members.
Authority	Unify	Delegates
Behavior Orientation	Work Related	Relationship Related
Perceived from	X-Theory	Y-Theory
Control	High degree of monitoring	Low degree of monitoring
Liberty	Low	Great
Suitability	Applicable on unskilled subordinates, illiterate and devoted.	Convenient with experienced followers, capable and proficient.

Source: Subhi, 2017. Differences linking Democratic and Autocracy Leadership

a. The Managerial Grid

is a leadership grid that identifies the different leadership styles based on double axes: people's concern and production concern. Generally, plenty experimental results have been obtained from these strategies to present that effectiveness of a leader is always larger when they affiliate both techniques of leadership at a given time.

According to Mouton and Blake (1982c), The Managerial Grid, is also called (A registered Brand/Trademark), it is displayed as a process of conceptualizing the different types of strategies that team leaders utilizes in his/her leadership functions, it intimates that, there is no best leadership strategy for leaders to utilize.(D.A Cai, C.B. Walker & E. L. Fink 2019 : 01).

The grid is consists on double behavioral axes namely:

People`s concern

This is a situation whereby, managers contemplate more on followers` needs, followers intrigues and personal development areas in deciding task accomplishment.

Production concern

Is a situation whereby the manager pinpoint a solid objectives, corporate effectiveness and great outcome when deciding best task accomplishment.



Figure 1. Managerial Grid/Grid solutions

Source: Leadership Grid cited from "Leadership Dilemmas – Grid Solutions," by Anne Adams and Robert R. Blake.

i. Impoverish Management – Low People /Low Production

The manager is usually unproductive, he neither has no regard for work creating system, nor for building a satisfying and motivating work place. The result is usually disorganization, dissatisfaction and disharmony. It is a lazy approach whereby managers show less interest on human concern and production concern. Directors generally practice this strategy of leadership to maintain their position, defend

themselves by the evading a risky situation (Islam & Bhattachar, 2019: 160)

ii. Middle-Road Management – Average production-average People

This technique of leader appears to be a bit of both, an average of both competing interests, it may be in the beginning seems like a perfect compromise, and that is exactly where lies the obstacle is, if you tolerate it means you willingly offer a bit of each interest, trying to kill two birds with a single stone. Neither manufacture nor human interests are met in full. Managers practicing this technique fall for medium manufacturing and frequently have in mind that, that is the very best people could expect.

Managers with this leadership technique tries to weigh between organizational objectives and employees` interest by concentrating on both human and output, directors using this technique of leadership believe to attain an appropriate output, but carrying on with the process makes them loose a little of both interest whereby neither output nor human`s needs are unaccomplished. (Hakan Koc, Arzu Kiliclar & Irfan Yazicioglu 2013 : 98).

iii. Management Country Club– High Human/Less Output

This technique of leader is more concerned about the feelings and needs of group participants, where leaders assumes, wen subordinates are glad, comfortable and secure they get the mood of working hard. This leadership style results to a very relax and fun work environment but also where output weakens due to negligence and unavailability of supervision and monitoring.

iv. Perish-or-Produce Leadership – Great Output/Less Human

This leader also refers “authoritative/authority-compliance manager”, this class of managers presume that, employees are sorely a method to end. Group members` interest is constantly next to its output. These classes of managers are directive managers with strict task orders, procedures and policies, and uses correction methods as means of motivation. This technique of management in the beginning compel an outstanding output, on the other hand results to limited team morale and demotivate team member`s output, this class of leader has difficulties in retaining their employees` performance. (Blake Mouton 2013: 08)

v. Team Administration – Great Output/High Human

As illustrated by (Mouton and Blake Managerial Grid 2013: 02), the most appropriate leadership technique is team administration. It describes an effective manager that is professional and passionate in carrying out his duties and responsibilities to the best of his ability and pays much attention on his employees` needs. This leader neither compromises output needs nor the needs of his followers. The promise entails, subordinates get involved in determining production needs and understand the purpose of the organization, if group members are committed, feel considered and trusted in organization`s success, the coincidence of their interest and output interest occur, which creates a good and comfortable working environment based on loyalty and mutual respect heading to a great result of satisfaction, motivation, and great output (www.mindtools.com 2016 : 08)

From this point of view, assumptions were made that, when leaders or managers provides adequate rewards to their employees, their support and hard work would be given in return.

F. Leadership Theories

The theory of leadership is set to narrate why and at the same time how some individuals become leaders/managers. These theories of leadership frequently concentrates on leader`s traits, but on the other side, some of these traits seem to classify some behaviors that are adopted by people in improving their personal leadership capabilities in numerous situations.

1. Leadership Contingency Theory

The contingency theory states that, there is no best single available direction to structure ones organization and lead your group members. Instead, the perfect direction to lead your team depends on the situation you found yourself in. Therefore, these theories of leadership examined the appropriate direction to operate in an organization giving multiple situations.

The effectiveness of a leader is based upon how the leader`s leadership strategy complements the current situation, meaning, the leader must be intelligent enough to classify the type of situation she finds herself in and what kind of

leadership style or strategy is applicable (Ain Saipudin 2019: 01).

The behavioral school and McGregor's Theory-X and Y are one of the most significant theoretical foundation of the CTL. As stated by (McGregor's 1960), leadership techniques are convinced by a leader's beliefs in terms of the nature of human beings. Leaders with the X-theory assumes to be a leader with an authoritative style, while a leader with the Y-theory believes would prefer to be of great supportive strategy of leadership. (Manuel Villoria 2016: 05). Later, Blake & mouton (1964) introduced the managerial grid.

a. Fiedler's Contingency Theory

is a leadership theory that processes, there is an in availability of a perfect strategy of leadership, leader's capability and efficiency are contingent on the condition. In other words, effectiveness of team performance is up to the appropriate correlation linking leader's strategy of leadership and the extent to which the condition permits the manager to remain in control and inspire. FCT states, leaders that are work-concern are mostly appropriate when the condition is either welcoming or unwelcoming, whereas leaders that are relationship-concern are mostly appropriate in conditions of inter-mediate favorable. (Sudhir Kumar Saha 2019)

Fiedler went further and created the (LPC) scale, where the leader is asked to describe a co-worker that he least enjoys working with.

- The first stage to utilize the technique is to **identify your leadership nature**. Fiedler implemented a scale known as the Least Preferred Colleague (LPC), this is a device for used to measure a leader's leadership technique. To assess oneself on this scale, the leader must describe the coworker whom he least enjoy working with and measure him/her in the LPC scale. Well, according to the model, the higher the LPC scores are, the more relationship oriented the leader is, and the lower the LPC scores are, the more task-oriented the leader is (Peter Verkerk. J 1990: 04).
- More LPC = Human Concern
- Less LPC = Work Concern

Work-concern managers seem better in team and project organization and having tasks accomplished and on time. While Relationship-oriented leaders on the other hand seem great in relationships connection, networking and conflict

management to get things done.

The following table can be used to rate oneself on the LPC scale. Fill in the answers by having in mind the least person you enjoy working with. Then calculate the LPC scores by totaling all the numbers circled then interpret the scores as follows.,

Table 2. The Least Preferred Co-worker.

- Negative	Scores	Positive
Disrespectful	8 7 6 5 4 3 2 1	respectful
Rejecting	8 7 6 5 4 3 2 1	Accommodating
Tense	8 7 6 5 4 3 2 1	Relax
Uninteresting	8 7 6 5 4 3 2 1	Interesting
Disloyal	8 7 6 5 4 3 2 1	Loyal
Unreliable	8 7 6 5 4 3 2 1	Reliable
Unsupportive	8 7 6 5 4 3 2 1	Supportive
Insincere	8 7 6 5 4 3 2 1	Sincere
Unkind	8 7 6 5 4 3 2 1	Kind
Inconsiderate	8 7 6 5 4 3 2 1	Considerate
Untrustworthy	8 7 6 5 4 3 2 1	Trustworthy

Source: Verkerk P.J 1990 FCT of Leadership.

i. Task-oriented Style

Leaders with task-oriented leadership style meets their deadlines, targets and make sure their employees do the same. They make sure their subordinates stay on track and updated. They are classified to be recognized as bossy, proud, arrogant authoritative etc. this class of managers wonders the reason why employees` output always turns out great, but they do not comprehend how stressful and depressing working with them can be. (Barbara Bean Mellinger 2019: 02)

ii. Relationship-oriented Style

This leader comprehends the significance of work, and also puts in place a great level of concern and interest, he concentrates on satisfying the interest of every individual amongst the mission. E.g., giving benefits like, bonuses, benefits in kind, motivation, providing mediation to deal with conflicts in the work environment, take time to figure out employees` strength and weakness, offer opportunities and above average

financial compensations (Azalone 2017). Relationship-interested manager concentrates on the entire success of the organization and employees as well by creating a long lasting connections with subordinates. (Tope Oni, 2017: 416).

➤ **Situational Favorableness-** This is the second step in using the model, (Hersey and Blanchard 2014: 171-204). It states how favourable is the situation that the leader found herself in. The following questions makes her comprehend whether the current situation is favourable or not.

- What is the level of trust/loyalty between the leader and his/her team members? (Leader member relationship)
- Is the task structure defined and clear? (Task Structure)
- How high is your power to reward and punish? (Position Power)

According to Fiedler 1987, leader`s capability to monitor and control the team condition is crucial, one of the reason is that, a situational control leader could equipped him/herself with a confident that group members will execute their leader`s orders and suggestions. A leader without assumptions and has no power over his group members, situation cannot be sure whether followers will execute their commands. This is due to the critical situational control for the leader to produce a desired result. Fiedler went further and broke down the factor in 3 main factors: Leader-follower-relationships, Work-Plan and Post-Control.

Table 3. The Situation Favorableness

Situational Leadership Style				
Situation	Leader/Member Relationships	Work Structure	Leader Post Control	Appropriate Leader
A	Okay	Structured	V.Good	Work-concern
B	Okay	Defined	Poor	Work-concern
C	Okay	Undefined	V.Good	Work-concern
D	Okay	Undefined	Poor	Human-concern
E	Bad	Defined	V.Good	Human-concern
F	Bad	Defined	Poor	Human-concern
G	Bad	Undefined	V.Good	Human-concern
H	Bad	Undefined	Poor	Human-concern

Source: Blanchard. K.H & Hersey P. 1977 SLS.

- **Leader, Follower Affair-** The level of loyalty, confidence and mutual respect that leaders gain from their group members, leaders` capability of

influencing, motivating and enabling followers to make input towards the appropriateness and success of the organizations (House & Javidan, 2004 : 15).

When leader-member relation is dull, the leader must divert concentration from the assignment given, to be able to control and regulate action and conflict within the work environment. Trust is classified as a relationship with a high-quality, between loyalty and professional respect, (Berrin Erdogan & Talya N. Bauer 2015: 640).

- **Structured Task** – a work structure is the degree to which group work are well defined clear and easy to understand by everyone. When task is not properly defined, group members becomes confused and stressed out because they do not know where to start and where to end. In the opposite side, if tasks are well defined, structured and clear, group objective will always be clear and stringboard. Group members get focused and have a clear idea on how on how to begin and accomplish the designed objective. Task structure is a template or a logical set of activities to describe functions of an organization in terms of task.
- **Position Control/Power-** this is the power held by the leader in that specific position. It includes power to hire, fire, discipline, promote, and to salary increment, power to reward and punish etc. Leadership position inherent certain degree of position control, stated by Raven and French`s (1958) credit, disciplinary power and legitimate power. Power of position is classified by the remuneration and penalizing which are at leader's disposal, leaders` command over their subordinates with an empowered authority by the organization.

Leader and member relationships, work plan and the position control are the three factors affecting the efficiency of a leadership style mentioned by Fiedler.

Filder further mentioned that a situation is always classified as a favorable one when there is a great member-leader affair, a well-structured task and a high-powered position. Fiedler discovered in the process that, leaders with low scores on PLC are mostly effective and should be applicable in extremely favorable or unfavorable conditions, and on the other hand, a leader with a high LPC delivers best in

conditions that are medium favorability. A high position powered leader has an advantage of distributing resources within group members, i.e they have the right to reward and right to penalize group members. If a leader is given a less position power, then he has no control over resources to the same level as leaders with high position power, and do lack the same level of situational control.

b. Path-Goal Theory

This theory of leadership by (Robert House 1975) is the most compelling leadership theory, it states that the most important goal and objective of a leader is to guide, direct, and assist group members on the accomplishment of employees` personal goals effectively and efficiently apart from organizational goals and objectives. (Talal Alanazi & Bandar K. Alharthey 2013: 50). The idea is to top up group members` motivation, career development and satisfaction for them to be a great output of the organization.

According to Gibson et al, 2012; Robbins & Judge 2013, the theory contends that a significant part of a leader`s task is to guide and clarify subordinates with behaviors that leads to goal attainment, this activity is referred to as “path clarification” (Khalid K. Alharbi & Abdul R. Abdullah 2018: 08).

As Wen (2014) stated, “the appropriate competitive merit is being capable to learn faster than the competitors” (p. 290). In this sense, the leaders responsibility is to gain competitiveness of his/her company and also gain the ability to compete in a developing competitive market. PGLT requires intellectual leaders that are of interest in circulating a learning culture and norms to maintain directive, supportive, participative, and/or achievement-oriented behavior (Bayan Yousef Farhan, 2018: 17).

c. Situational Leadership Theory-

The SLT is a leadership approach invented by (Blanchard and Hersey), is one of the most famous leadership approach in the area of leadership and management. The leader demonstrates a numerous techniques of leadership in accordance with follower`s level of experience. The term (‘Task Relevant) Maturity level’ was introduced in the first consolidated editions of SLT in the 1970s, it later went under many revisions with wording ‘Maturity Level’. In 2009, the name was first changed into developmental levels by Thompson & Vecchio, and then lately changed by

(Hersey, Blanchard and Johnson, 2008) in their newest edition as performance readiness level. This amendment occurred in accordance to many SLT research and critics. (David Meier, 2016: 27)

This leadership theory illustrates that, no best style of leadership for all circumstances, the best leadership strategy for all situations is up to employee’s skill set and attitude, it was introduced initially in 1969 as the “Life cycle theory of leadership”. The model of situational leadership also relied upon two factors for effective leader behavior, the leader’s strategy and the group members` degree of maturity (1960). This model suggested that the leader should flex their style of leadership according to both the task that needs to be accomplished and their relationships with the group. This leadership approach puts employees in place by four different categories based on employees` maturity levels. The two classified variables for determining follower`s maturity are:

- **Task-Skills-** this represent the follower`s work ability and knowledge. If employees do have advanced work experience, their maturity in the work environment, or if their knowledge regarding task is limited.
- **Motivation-** Motivation weighs the willingness of employees in task accomplishment. They further identified four primary behaviors that the leader should utilize, depending upon the situation, which include: telling, selling, participating and delegating. See the below table in in detailed for readiness level and the corresponding leadership responses.

Table 4. The Situational Leadership Theory

Readiness/Maturity degree of employees	Leadership Strategy
R – R.L 1: L.M & Less Task Skills	S1 – Telling
R2 – R.L 2: H.M & Low Task Skills	S2 – Selling
R3 – R.L 3: L.M & High Task Skills	S3 – Participating
R4 – R.Level 4: H.M & High Task Skills	S4 – Delegating

Source: Illustrated from S.Trevis Certo 2012: 379

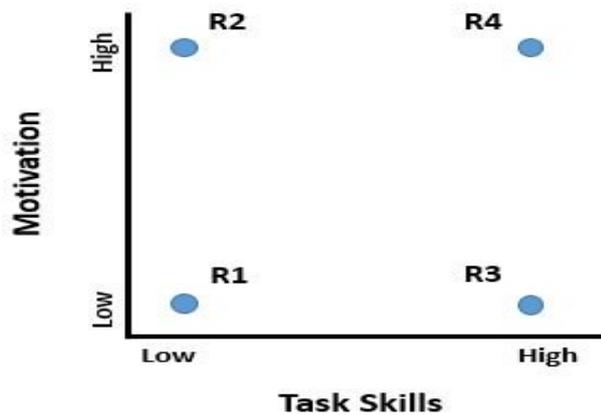


Figure 2. Readiness or Maturity Grid. A Grid vision of Readiness Levels.

Source: The Readiness/maturity Grid adapted from Hersey and Blanchard 1977

Leadership Style Descriptions

Telling (R1) Low Motivation – Low Task Skills

Followers obey commands and specific instructions from their leaders, the leader tells them what to do and how to do it. There is usually a low competence and low commitments by followers.

Selling (R2) High Motivation – Low Task Skills. Leaders provide guidance and directions, in this stage, there is usually more interaction and communication linking leaders and their group members. It consist of more give and take information, back and forth linking group members and their leader, leaders do more of communication to sell ideas and messages to get group members` attention and to get them involved into the process, employees at this state ask too many questions.

Participating (R3) Low Motivation – High Task Skills

Working with group members as a team and place a great value on leadership completes task of the leader, the leader offers less direction and allow group members to act. Decision making process is shared leader and team members whereby the main role and responsibility of the leader is to make communication flexible.

Delegating (4) High Task Skills – High Motivation

Leaders upgrade and empower their group members through task delegation and by assigning them work responsibilities, this makes the leader to have confidence in the

abilities of their followers. The leader provides little direction or support.

Table 5. Follower`s Capability/Willingness

High M4	Low M3	High M2	Low M1
Very experienced	experienced but unwilling	incapable but confident	Unable and insecure.
Followers are well experienced and comfortable with their ability to carry out task, they take responsibility and willing to do the task.	Followers are experienced and able to carry out task but lack the confidence or willingness to take responsibility.	Followers are unable and demotivated to carry out duty, but confident and willing to do the task.	followers have no specific skills and experience pertaining to the current job they are willing to do the job, beginners but engaged and or interested.

Source: Hersey P. & Blanchard K.H 1977)

If a new employee must be introduced by a team leader in his group, then a good starting point would be S1, and when he has gradually gained confidence and some skills, the strategy of leading can be changed to S2 or to a further related maturity. One can be very experience in baking cake but not in selling it. Thus, the employees` maturity situational context must always be analyzed by the leader. (David Meier, 2016 :28).

G. The Four Basic Management Functions

The distinct process of management according to George & Terry (1953) consisting of four Ps mainly: Planning, Organizing, Influencing and Controlling (POIC). To manage means to forecast/predict and plan, organize, command and control. Luther Gullick (1937) on the other side gave an abbreviation PROSDCORB.

The most widely accepted functions of management are those given by (Koontz and O` Donnell) these are, Planning, Organizing, Influencing and Controlling. (Muhammad Noman Riaz, 2016: 02).

Planning- As (O`Donnell and Koontz) mentioned, Planning is the process being perspective and outline future course of action for guidance. This is considered as a preparatory step to decide in advance what supposed to be done, how to get things done and who supposed to get it done. This stage links the space between the current place that we are and where we are heading to. Planning involves selecting works that should be carried out in a way that can help to accomplish organizational goals

and objectives, underlining how the work must be carried out, and indicating when they are to be performed (Margrat, 2017: 01).

Organizing- This can be classified as delegating the proposed assignment under the planning function to several employees or group members within the company. Organizing then creates a technique that is used to implement the action planed. Tasks are assigned to employees assignments that participate to the company`s goals. Tasks are organized so that the output of individuals contribute to the company`s goals..

Companies do not have to be rigid, but instead flexible to meet obstacles as circumstances change. (Samuel & Trevis, 2012: 08)

Influencing- Influencing is the act of guiding organization members` activities through the right direction in an appropriate manner, it consists of motivating, leading, directing etc. The direction that assist the organization go towards the right path in goal attainment is called an appropriate direction. Increasing productivity is the most genuine purpose of influencing.

Controlling- To control is to monitor, leaders make sure that performance does not deviate from actual standards, controlling consist of the following steps:

- Identify performance standards
- Compare actual output against standards
- Take rectifying actions if there is any.

Performance standard according to this research is illustrated in terms of units made, amount of defective products, or level of quality or service. The importance of controlling is to make sure that things happens in compliance with standards, an efficient and effective system of monitoring assists to forecast deviations prior occurrence (Juneja 2012: 05)

Through the process of controlling, leaders make some assessments on how well the company is attaining its objective and carryout the corrective actions (if necessary) to upgrade output. In this process, leaders monitor employees, different available departments and the company as a whole to determine if expected output is achieved. Managers/leaders also take action to upgrade performance as expected. The appropriate measurement of performance and regulation of efficiency and

effectiveness is the result s of the controlling process (Parami 2012: 15).

The process of controlling is a continuing process. Information are continuing gathered by leaders/managers to make their comparisons, then try to get new strategy to improve production through modifying the organizational. Leaders/Management must always be up to date about the status and use of organizational resources. These resources of the organization, consists of all active assets available during the production process, the four basic types of organization assets are as follow:

- People
- Cash
- Raw materials
- Capital (Certo 2012: 504)



Figure 3. Management Functions.

H. Leadership Behavior of women Executives

A great responsibility for female also magnifies diversity that can be classify as worthy of organization`s execution in a frequent complex world, empowering it to picture a diversify point of view to problem solving, decisions making and amplify

leadership. The significance of this is at decision making level and board level as well. Women also contribute a huge portion of the global consumer market and buying techniques in households, organizations especially, serving in those markets might seek out ladies to be in a better position to comprehend purchasing logic and assist developing countries like The Gambia, where many companies influence ladies` connection in reaching rural markets that would otherwise be difficult to reach. Women are well educated, women possess transformational leadership skills, democratic leadership style which are advantageous to avoid critical business situations, notwithstanding, women are still under presented in leadership positions (Lydia Sedlmayr 2017: 83)

Female leaders are sometimes expected to exhibit a less biased leadership technique towards women, introducing family friendly procedures and balance work methods. Nevertheless, the end result is expected to be beneficial for women and their welfare, but on the opposite side unclear what the outcome would be on men (Deria Vigani 2016: 04).

The act of identifying high-performing female and give them stretch assignments that will assist them reach their full potential and advance their career, is the appropriate direction to move women forward (Maggie Wilder KMPG 2018: 07). However, historical trends manifested that, there is a concept of women being fewer proactive managers/leaders when utilizing male traits, a test of the process in gender concept of female in leadership positions assuming male characteristics. Women in executive positions equals to a small figure but very important subgroup of the large population within organizations. Male and female executives` sensed male to seem more likely to acquire traits linked to be an effective leader, this agrees with the perception that, adopting male style of leadership in managerial positions earns greater comfort and following. According to Brandt & Liao, (2013), female leaders encounter a unique challenge in their executive positions the reason why is that, they have a negative contemplation and the believe that, male possesses the traits that assist in management and leadership success (Sherrie & Schaefer 2017: 01)

I. Gender Differences in Leadership Style

As (WHO) mentioned, Sex is termed as the biological and physiological traits that differentiate male and female, whereas Gender is the socially imposed roles, action, norms, activities and attributes that a given society considers appropriate for men and women. Leadership research in regards to this style of leadership renders an exemplary probability to determine if leaders` behavior is gender stereotypic (Eagly & Johnson 2019: 236).

In line with Eagly & Heilman, women seem to be more municipal or collective, demonstrating characteristics such as compassionate and kindness, while on the other hand, men are aggressive, showing confidence, and self-reliance. As Eagly & Carli, 2007 noted, The traits expected of women are dedication and attention to work, in this sense, attentive behavior on men`s side is remarkable, but the same behavior is not expected on a woman because men often get away with being unhelpful, while women do not. (Costa & Vianna 2018: 12).

J. Gender Inequality and Discrimination in Managerial Behavior.

To work in an organization that is commanded by male decision-makers and their conventional exercises, women come across different kinds of obstacles that obstruct their advancing towards the success of their careers. Women are prohibited from attaining the desired top-level executive posts by placing a glass ceiling ultimatum, this so-called glass ceiling is situated on stereotypes, social norms, discrimination and cultural misapprehension of women`s abilities and managerial strategies. At the organization`s board of directors, very few women are represented as a result. Glass ceiling practices in addition, female in the organization are also encountering other barriers that are heading to less presentation of women in executive levels. Some of these barriers include:

- No access to training and development of career
- The privilege and rights to a maternity leave
- Access to childcare services
- Encountering sexual harassment
- Absence of same employment opportunity.

- Early marriages
- Social and cultural believes.

Some of the successful female that are lucky and have the opportunity to overcome all the above mentioned challenges and get the chance to hold executive positions are in the long run subjected to equivalences to their male colleagues pertaining to their leadership techniques, successful in motivating their employees and accomplishing organizational goals and objectives. In consonance with (sangweni, 2010), According to M.Thatcher`s proverb: “Ask a man when you want something to be said, but on the other hand, Ask a woman if you want something to get done.” (Jose & Hamdar 2018: 29).

Gender discrimination exist in almost every organization and in several parts of leadership/management which involves salaries & wages, benefits, promotion, decision making and lots more. Discriminatory issues and problems on gender bases are affected by many employees in order to balance work and family obligations. Due to domestic bias of women`s stereotypical, prescriptions of religions, including cultural norms and values, these becomes more complicated in ancient societies such as The Gambia.

Some of the most important barriers women face in the process of obtaining balance in a patriarchal Islamic society like The Gambia are, inadequate time, social and cultural believes, gender bias as well as family responsibilities (Garima Mathur & S Awasthi, 2018: 03)

As Brandt & Laiho mentioned (2013), gender stereotypes of masculine traits being perceived to be more essential than feminine characteristics, the is one of women`s obstacles in leadership roles. To be successful in business, leaders and managers need to have agentic characteristics, however, it is congruent for men to act agentic to their societal role and be rewarded stated by Ingols et al (2015), on the other hand, it is incongruent for women to act agentic in their societal roles and they are not seen as leaders, but instead received negatively (Sherrie & Thomas 2017: 04).

All men and women have equal right of living in the absence of discrimination in all domains of life, inclusive of access to health care service, education and the same level of remuneration for same work level, equal rights to the highest attainable standard of health (*WHO`s Constitution*).

III. METHODOLOGY

A. Research Methods

The present chapter introduces the techniques that have been used in the research during the collection of and analysis of data. It includes Research Model, Survey Population, Sample Design and Sample Population, Research Approaches, Research Aim and Hypothesis & Research Model

B. Place and Time of research

This research was conducted in a West African country called The Gambia, in different cities namely: Banjul, Serekunda, Brikana, Farafenni, Basse etc. The study was conducted within a period of four months and commenced from first week of March 2020. The activities that took over during that period of time consist of: research proposal, instrument, formulation, field-work, collection and analysis of data, instrument try-out and dissertation writing report.

C. Research Method

This research applied both quantitative and qualitative approaches, the quantitative approach was applied through survey method which aimed to collect information from respondents for the purpose of test validation of research hypothesis and conclusion. Drawing the right result according to Sugiono (2009:29), research undertaking follows these characteristics:

- (1) Data are collected from a test obtained from a proposed group.
- (2) Data are related to a choice, perception or matter of a period of time, collected at the same time, within a short period of time.
- (3) Data collected can be analyzed by utilizing several methods depending on the result to be obtained. Data for this research was analyzed using a software package called SPSS.

According to Venkatesh et al., (2013), the proper selection of research methodology depends on the appropriateness, assessment and development he further stated that, respect to research context should be appropriately applicable to research methodology. Corresponding to the research methodology should be the subject, stated by Wind & Green (2011). The chapter provides the information of research design that was used in the study, the sample population has been defined, data collection procedures, analysis techniques and research instruments which were used are also explained along with the ethical standard (Gunel Umayeva 2020: 121).

The purpose of the study was to find out the gender differences in managerial behavior and their leadership styles. Data collection for testing the hypotheses of this study applied questionnaire approach with survey method. The data obtained from the survey were analyzed using software called SPSS.

D. Research Sampling and Population.

The population of the research comprised of 200 participants from different cities in The Gambia, simple random sampling technique was used based on Slovin's formula (25 leaders and 175 subordinates) belonging to 53 work teams, respondents include leaders, subordinates, managers, armed and security service officers, accountants, taxpayers, students, professors etc. The study was limited to professionals working in small, medium and large organizations in a medium-size, small cities in The Gambia. Participants represented more than 10 organizations, including large corporations, profit and nonprofit organizations, government agencies, educational institutions and others. They represented different types of organizations mainly: Professional services, manufacturing industries, health sector, government security services, education sector etc. Initial data were obtained from senior executives, subordinates, students, professors etc in all organization level. The research identified 180 articles focusing on leadership and management. A total of 140 articles left after eliminating those that were duplicated on Google scholar and the data base.

Data obtained from survey were analyzed using a software package called SPSS. The non-parametric test developed by (Mann-Whitney and Kruskal-Wallis) was followed in order to test the gender differences with respect to leadership style as proposed by the results of Kolmogorov-Smirnov and Shapiro-Wilk tests.

The authenticity of the survey was tested through Cronbach`s Alpha test. All values were within the range as recommended by George and Mallery (2013). Slovin`s formula was followed in order to define sample size; the formula was also used by many scholars (Dango et al 2017) to figure the sample size.

$$n = (N/ 1 + N(e^2))$$

n = Sample Size

N = Population

e = Margin of error

The Gambia population = 2.28million, Margin of error = 0.075

Sample size = 177.77. For convenience purposes, I round it into 200.

Leadership questionnaire was adopted from MFLQ (MLQ Form 5X-Short) which is widely used in the management field such as Muenjohn (2008), Rowold (2005) and Jarsveld (2019). Questionnaire was used to gather data based on the indicators of leadership and management, prior data being applied, the tool was tested to find out its validity and reliability.

E. Survey Population

This study focused to scrutinize the gender differences in managerial behavior and their leadership styles.

For this thesis, leadership technique was assessed utilizing an amended version of the MLQ introduced by Avolio and Bass, (1998) *and* Avolio et al (1999). The MLQ tool was used to measure perceived frequency of Transformational Transactional and Passive leadership behavior. The tool is designs to obtain information about manager`s leadership behavior from different sources.

- The leader
- The leader`s group members
- The leader`s superiors
- The manager`s peers

The most effective method used was online surveys through questionnaire to collect people`s opinion about leadership and management. The questionnaire was close ended in order to meet the thesis objectives. The technique SPSS software was used in order to analyze the collected data from respondents.

F. Sample Design & Sample Population

The research is based on a sample of employees recruited among workers in The Gambia. Set of questionnaire was distributed to 250 employees in case of wrongly filled questions or unwillingly given information and a total of 200 individuals returned completed questionnaires, the returned questionnaires were then divided into two groups (Model 1: Male and Model 2: Female).

According to the gender of respondents. At baseline, most of the respondents are between the ages 31-40. There are four categories of age which were divided in order to make the analysis more meaningful. Meaning that, those with ages linking 31-40 years of age contributed more in giving the required information.

Questionnaires distributed consist of a total of 25 questions which include demographic of respondents, the outcome variable and predictor variables, managerial behavior has been analyzed by adopting the leadership behavior description questionnaire (LBDQ). Respondents were given a choice of answers on a five-points Likert scale, with response categories ranging from 1 to 5, where 1 representing Never, 2- Seldom, ,3- Occasionally, 4- Often and 5- Always respectively.

The transformational leadership style was measured with five items through following questions such as “I go above self-concern for the betterment of the team”, “I take into consideration the moral and professional results of decisions”, “I talk optimistically about the future”, “I critically scrutinize assumptions to question whether they are appropriate” and “I help others to develop their strengths”. There were two items used as proxy to measure the transactional leadership style including “I make clear what one can expect to receive when performance goals are achieved” and “I keep track of all mistakes”. Two items were also used to represent the passive leadership style with the number of respondents of 200 against each of the item the first item indicates that respondents have a seldom behavior for waiting things to get

wrong before any action take place. The second item of passive leaders indicates that respondents sometimes follow the passive leadership style at their workplace.

G. Research Approach

The current study is a meaningful, applied and descriptive- study that was done in the field. Data were collected in the operational phase of research, questionnaire technique was also used to obtain information. After finishing the required steps and having the required permission from the welfare organization, referring to the department, obtaining the staff statistics and the required facts and selection of samples, questionnaires were shared within employee. After answering of employee questionnaires were received from employee. In the next step, the scoring was done of the 250 questionnaires, 50 questionnaires were invalid due to giving misinformation by some of the staff and the remaining 200 completed questionnaires were used. The data were then entered in the SPSS software and analyzed by descriptive and inferential statistics.

H. Hypothesis Formulation

Ho1: Male and female have different transformational leadership technique.

Ho2: Men and women have distinct transactional leadership strategy.

Ho3: Male and female have different passive leadership style.

Ho4: Male and female have different managerial behavior.

Ho5: Transformational leadership technique does not depend on age level.

Ho6: Transactional leadership strategy does not depend on age level.

Ho7: Passive leadership style does not depend on age level

Ho8: Managerial behavior does not depend on age level.

Ho9: Transformational leadership style does not depend on educational level.

Ho10: Transactional leadership style does not depend on educational level.

Ho11: Passive leadership style does not depend on educational level

Ho12: Managerial behavior does not depend on educational level.

Ho13: Transactional leadership style differs with respect to experience.

Ho14: Transactional leadership style differs with respect to experience.

Ho15: Passive leadership style differs with respect to experience.

Ho16: Managerial behavior differs with respect to experience

I. Model Specification

In order to achieve the connection between the variables: gender differences, managerial behavior, and leadership style, a simultaneous modeling was set up linking the three variables. The models are presented below as:

$$TLS = f(TSLS, PLS, MB)$$

$$TSLS = f(TLS, PLS, MB)$$

$$PLS = f(TLS, TSLS, MB)$$

$$MB = f(TLS, TSLS, PLS)$$

Where

TLS = Transformational Leadership Style

TSLS = Transactional Leadership Style

PLS = Passive Leadership Style

MB = Managerial Behavior

However, correlation test was set up to determine the connection linking the stated variables.

IV. PRESENTATION OF RESULT & FINDINGS DISCUSSION

This chapter provides the detail about the demographic information which was analyzed with respect to description and frequency. Demographic analysis contains the information about gender, age level, level of education and job's experience of the respondents. Gender difference analyzed by using t-test. The data has been collected through the questionnaire which was distributed via online. There were 200 responses from the respondents. Gender difference undertaken with respect to managerial behavior and leadership style. SPSS software was used to analyze data.

A. Demographic and Frequency Analysis

Firstly, demographic and frequency analysis has been undertaken. The characteristics of the demographic and frequency analysis include gender, respondent's age, their educational level and job experiences. This analysis will explain about the respondent's information with respect to frequency as well as per cent. The response for the online survey was 200 and it was undertaken in a West African country called The Gambia.

Table 6. Gender Status

Particular	Frequency	Percent
Male	113	56.50
Female	87	43.50
Total	200	100.00

Source: Researcher's compilation

Gender is classified as male and female where 1 is assigned to male as gender status and 2 is assigned to female as gender status. The respondents' response indicate that the ratio of men is greater than women as indicated in Table 7. Male accounted for 56.5 per cent for the total response with the frequency of 113, while female

accounted for 43.5 per cent with the frequency of 87. Thus, male to female ratio is 113 to 87 for the analysis of gender difference with respect to managerial behavior and leadership style. The gender frequency analysis revealed that male proportion is higher than female. Thereafter, frequency analysis on the education level has been examined.

Table 7. Educational Level

Particulars	Frequency	Percent
Diploma Level	54	27.0
Bachelor's Level	89	44.5
Master's Level	46	23.0
Doctorate	11	5.5
Total	200	100.00

Source: Researcher's compilation

The frequency analysis of educational level provides information about high school diploma, bachelor, master and doctorate degree with respect to its frequency and per cent as of Table 8 reported 27 per cent of the respondents have high school diploma with the frequency of 54 thereby indicating the second highest representation. Bachelor's degree holders have a frequency of 89 with 44.5 per cent weight in total representation therefore representing the highest number of respondent's responses. However, doctorate has least representation with the frequency of 11 and having 5.50 per cent. While, respondents holding master's degree have represented in the sample with the frequency of 46 and accounted for 23 per cent of total sample.

Table 8. Respondent's Age

Particulars	Frequency	Percent
15-20	21	10.5
21-26	56	28.0
27-32	48	24.0
33-38	36	18.0
39-44	26	13.0
More than 44	13	6.5
Total	200	100.0

Source: Researcher's compilation

The table 8 for level of respondent's age provides the information about the age hierarchy of the respondents with respect to its frequency and per cent. There are six buckets of the age level which are numbered in sequences form. The age level of more than 44 has least frequency with the number of 13 and accounted for 6.5 per cent only for the total representation of 200 respondents. The age level of 15-20 has a frequency of 21 which account for 10.5 per cent representation in the selected sampl. The level of 27-32 has a frequency of 48 thereby representing 24 per cent of total sample. However, age level for 21-26 has a frequency of 56 for the whole sample thereby indicating the highest representation.

Table 9. Respondents Work Experience

Particulars	Frequency	Percent
Less than 1 Year	51	25.50
1-5 Years	120	60.00
More than 5 Years	29	14.50
Total	200	100.00

Source: Researcher's compilation

The table 9 provides information about the respondent's work experience. The table entails the information with respect to frequency and per cent for the work

experience of the respondents. Work experience was categorized into three main groups, such as Less than 1 Year, 1-5 Years and more than 5 years, where more than 5 years has least frequency of 29 with total weight of 14.50 per cent. While, less than 1 Year has a frequency of 51 with 25.50 per cent. However, more than 5 years of experience has a frequency of 120 with 60 per cent in total representatives. This implies that, those who have been in the field between 1-5years, were 60 per cent more willing to give information compared to those in the field for more than 5 years.

B. Descriptive Analysis

1. Transformational Leadership Style

TLS style was measured through following questions such as “I go above self-concern for the betterment of the team”, “I admit the moral and professional results of decisions”, “I discuss genuinely about the long run”, “I scrutinize critical assumptions to question whether they are applicable” and “I assist others to upgrade themselves”.

Table 10. Descriptive statistics of Transformational Leadership Style

Particulars	N	Mean	Std. Deviation
I go above self-concern for the betterment of the team.	200	3.48	1.28
I admit the moral and professional results of decisions.	200	3.60	1.24
I discuss genuinely about the longrun.	200	3.63	1.29
I scrutinize critical assumptions to question whether they are applicable.	200	3.70	1.10
I assist others to upgrade themselves	200	3.42	1.18
Transformational Leadership Style	200	3.57	1.16

Source: Researcher’s compilation

The total number of observations, their mean and standard deviation values are mentioned in the table of descriptive result of transformational leadership style. Transformational leadership style has been measured with the five items as given above in the table. The total number of observations for the items is 200. All the

items have a mean value above 3 on average thereof indicating the “Sometimes” attribute of the respondents. The first item has a mean value of 3.48 with standard deviation of 1.28 meaning that above average respondents go above self-concern for the better interest of the team. The second observation has a mean value of 3.60 with standard deviation of 1.24 indicating the respondents follow the moral and ethical values of decision.

Above average respondents talk optimistically with respect to future as reflected from the mean value of 3.63. Likewise, respondents fairly often reexamine critical assumptions (3.70) and help the other to develop their strength (3.57). Thus, it can be seen from the table of transformational leadership style that respondents follow the transformational leadership style with fairly often way (mean =3.57; Std. Dev.=1.16).

2. Transactional Leadership Style

There are two items that are used to measure the TLS including “I make clear what one can expect to receive when performance goals are achieved” and “I keep record of all faults”. However, it’s descriptive results are given below.

Table 11. Descriptive statistics of Transactional Leadership Style

Particulars	N	Mean	Std. Deviation
I make clear what one can expect to receive when performance goals are achieved.	200	3.30	1.21
I keep record of all faults.	200	3.54	1.24
Transactional Leadership Style	200	3.42	1.20

Source: Researcher’s compilation

There are two items that were used as a proxy to measure the transactional leadership style. The total number of respondents is 200 for each of the item. The first item has a mean value of 3.30 with standard deviation of 1.21 which indicates that most of the respondents fairly often make it clear about the performance expectation upon achieving the goals. The mean value indicates the average response of the respondents about the items while standard deviation tells about the deviation of

observation from its mean value. Likewise, the second item has a mean value of 3.54 and standard deviation of 1.24 depicting that respondents sometimes keep the track of all their mistakes. Therefore, it can be implied from the selected sample (mean =3.42; Std. Dev.=1.20) that an average respondent has an attribute of transactional leadership style.

3. Passive Leadership Style

Table 6. Descriptive statistics of Passive Leadership Style

Particulars	N	Mean	Std. Deviation
I wait for things to go wrong before taking action.	200	3.23	1.25
I avoid making decisions.	200	3.15	1.36
Passive/laissez Faire Leadership	200	3.19	1.24

Source: Researcher's compilation

Two items were used to represent the Passive/Laissez Faire leadership style with the number of 200 respondents against each of the item. Mean value of 3.23 and standard deviation of 1.25 against the first item indicates that respondents have a seldom behavior for waiting things go wrong before taking actions. The second item of passive leadership style has a mean value of 3.15 with standard deviation of 1.36. It indicates that respondents sometimes follow the passive leadership style at their workplace. Therefore, it can be implied from the descriptive results of the passive leadership style (mean =3.19; Std. Dev. =1.24) that respondents follow the passive leadership style occasionally.

4. Managerial Behavior

Managerial behavior has been analyzed by adopting the leadership behavior description questionnaire (LBDQ). Questions are divided at Likert scale from 1 to 5 where 1,2,3,4 and 5 represent Never, Seldom, Occasionally, Often and Always respectively.

Table 7. Descriptive Statistics of Managerial Behavior

Particulars	N	Mean	Std. Deviation
I behave as the team`s chairperson.	200	4.29	0.76
I wait patiently for the decision`s results.	200	4.33	0.75
I make pep conversation to activate the team.	200	4.11	0.94
I let team members know what they`re expected to do.	200	4.32	0.80
I give complete freedom to employees in their work.	200	4.21	0.80
I am hesitant about taking initiative in the group.	200	1.74	0.80
I am welcoming and approachable	200	4.21	0.93
I encourage extra time work.	200	4.10	0.92
I make logical decisions.	200	4.12	0.87
I get along well with people beyond me.	200	4.30	0.81
Managerial Behavior	200	3.97	0.53

Source: Researcher`s compilation

Ten items were used to measure the managerial behavior. Their descriptive statistics were provided in table 8 where mean value for the second item has the highest of 4.33 with standard deviation of 0.75 indicating that respondents often wait patiently for the decision`s results. However, the least mean value is 1.74 with standard deviation of 0.80 against the 6th item indicating that they have seldom attribute with respect to take the initiative. Respondents often act as spokesman for the group (mean =4.29; Std. Dev. =0.76). Likewise, they are friendly and approachable as indicating in the mean value of 4.21 with standard deviation of 0.93. The overall mean value of managerial behavior is 3.97 with standard deviation of 0.53 indicating that, respondents often follow the managerial behavior attribute at workplace.

C. Reliability

The empirical investigation followed the questionnaire approach to collect the data. Questionnaire was based on Likert scale ranging from 1 to 5 in order to see the

gender difference with respect to leadership style as well as of managerial behavior. It is a vital for the investigators to find the Cronbach's alpha value for each of the variable that were based on Likert scale that basically help to measure the internal consistency. The unbiasedness of the questionnaire has an important role for determining the gender difference with respect to leadership style and managerial behavior. Lee Joseph Cronbach contributed to the literature of social science by introducing the Cronbach's alpha value for measuring the internal consistency of the questionnaire as well as its variables. The value ranges between zero to 1 where value close to zero represents the biased results, while values close to 1 indicate the unbiased results. Many scholars such as Tavakol and Dennick (2011) described the importance of internal consistency of the questionnaire because reliability can be measured through it. Therefore, most of the empirical investigations that followed the questionnaire approach to collect the data, widely followed the reliability measurement approach.

There are various number of items on which Cronbach alpha value rely that are included in the scale. If the value of Cronbach alpha is higher, it will indicate a higher internal consistency of items, but not ensuring the value of unidimensional scale. On the other hand, if the value of Cronbach alpha is too low then it will indicate that internal consistency of the items is compromised. George and Mallery (2003) provided the benchmark values for using the Cronbach alpha value which are summarized in the below table.

Table 8. Cronbach's Alpha Value Scale

Cronbach's alpha Value	Status
$0.00 \leq \beta \leq 0.49$	Unallowed
$0.50 \leq \beta \leq 0.59$	Bad
$0.60 \leq \beta \leq 0.69$	Questionable
$0.70 \leq \beta \leq 0.79$	Allowed
$0.80 \leq \beta \leq 0.89$	Better
$0.90 \leq \beta \leq 1$	Perfect

Source: Researcher's compilation

D. Reliability Score

Internal consistency plays an important role for defining the questionnaire's reliability. Though, various approaches are available to measure the internal

consistency but, in this research, I used the Cronbach's alpha value to determine the internal authenticity of the fact that has been used to collect the data. The values of Cronbach's alpha are stated below against each variable.

Table 16. Reliability Statistics

Particulars	Cronbach's Alpha Value	No. of Items
TFLS	.973	5
TLS	.956	2
PLS	.896	2
Managerial Behavior	.833	10
Overall Questionnaire	.898	19

Source: Researcher's compilation

TFLS, TLS, PLS and Managerial behavior are the main variables in the current investigation. These variables will attempt to see the gender difference in term of leadership style and managerial behavior in The Gambia. Transformational leadership style has 5 items with alpha value of .973 indicating the internal consistency of the variable. Likewise, .956 is alpha value of transactional leadership style containing only 2 items thereof indicating the excellent reliability on the basis of scale value. The passive leadership style also contains 2 items with Cronbach's alpha value of .896 which fall in the range of good scale value, thus, depicting the reliable variable. There are 10 items of managerial behavior with alpha value of .833 representing the good reliable variable. Similarly, researcher also tested the overall reliability of the questionnaire in order to ensure the internal consistency while conducting the survey. There are 19 items in overall questionnaire with alpha value of .898 which fall in the slot of good status thereof it indicates that overall questionnaire is also proved as reliable questionnaire.

A single variable has been created with the help of averages in order to give the general meaning as of transformation has been taken place for each of the variable with respect to their averages. Moreover, all the variables that are created with the help of taking the average become metric variable. TLS, TSLs, PLS and MB stands for TFLS, TLS, PLS and Managerial behavior.

$$\text{Transformational Leadership Style} = \frac{\text{TLS}_1 + \text{TLS}_2 + \text{TLS}_3 + \text{TLS}_4 + \text{TLS}_5}{5}$$

$$\text{Transactional Leadership Style} = \frac{\text{TSLS}_1 + \text{TSLS}_2}{2}$$

$$\text{Passive Leadership Style} = \frac{\text{PLS}_1 + \text{PLS}_2}{2}$$

$$\text{Managerial Behavior} = \frac{\text{MB}_1 + \text{MB}_2 + \dots + \text{MB}_9 + \text{MB}_{10}}{10}$$

E. Normality Test

Table 9. Normality of variables

Variables	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
TLS	.141	200	.000	.918	200	.000
TSLS	.171	200	.000	.901	200	.000
PLS	.147	200	.000	.924	200	.000
MB	.149	200	.000	.889	200	.000

Source: Researcher's compilation

There were two types of test undertaken to see the normality of the variables before performing further analysis. These two tests include Kolmogorov-Smirnov and Shapiro-Wilk, the results are given in the above table along with their significance levels. It is indicated in the table that both of these tests show that all the variables are not normally distributed. Thus, non-parametric technique was used to compare the mean value against relevant variables in order to test the hypotheses.

F. Hypothesis Testing and Decision Making

H₀₁: Male and female have different transformational leadership style

Table 10. Mann-Whitney test for Transformational leadership style on Gender

Mean of Transformational Leadership Style	Gender Status	N	Mean Rank	Sum of Ranks	Z	Sig.
	Male	113	61.59	6960.00	-10.87	.00
	Female	87	151.03	13140.00		
	Total	200				

Source: Researcher's compilation

The mean rank value of male is lower than female value as shown in the above table. The value of Z is -10.87 with the p-value of .00 that is less than of 0.05. Therefore, it can be decided that male and female have different transformational leadership style in The Gambia.

H₀₂ : Male and female have different transactional leadership style

Table 11. Mann-Whitney test for Transactional leadership style on Gender

Mean of Transactional Leadership Style	Gender Status	N	Mean Rank	Sum of Ranks	Z	Sig.
	Male	113	63.58	7185.00	-10.49	.00
	Female	87	148.45	12915.00		
	Total	200				

Source: Researcher's compilation

The mean value of male is less than female value as shown in the above table. The value of Z is -10.49 with the p-value of .00 that is less than of 0.05. Therefore, it can be decided that male and female have different transactional leadership style in The Gambia.

H₀₃ : Male and female have different passive leadership style

Table 12. Mann-Whitney test for Passive leadership style on Gender

Mean of Passive Leadership Style	Gender Status	N	Mean Rank	Sum of Ranks	Z	Sig.
	Male	113	59.60	6735.00	-11.52	.00
	Female	87	153.62	13365.00		
	Total	200				

Source: Researcher's compilation

The mean rank value of male is 59.60 that is lower than female rank value of 153.62 as shown in the below table. The value of Z is -11.52 with the p-value of .00 that is less than of 0.05. Therefore, NH is rejected, while AH is accepted. it can be agreed that male and female have different passive leadership style in The Gambia.

H₀₄: Male and female have different managerial behavior

Table 13. Mann-Whitney test for Managerial behavior on Gender

Mean of Managerial Behavior	Gender Status	N	Mean Rank	Sum of Ranks	Z	Sig.
	Male	113	94.79	113	-1.60	.10
	Female	87	107.92	87		
	Total	200				

Source: Researcher's compilation

The mean value of male is lower than female value as shown in the below table. The value of Z is -1.60 with the p-value of .10 that is above 0.05 but can be accepted at 10%. Therefore, it can be decided that male and female have different managerial behavior in The Gambia.

H_{o5}: Transformational leadership style does not depend on age.

Table 14. Transformational leadership style on Age Level

Mean of Transformational Leadership Style	Age	N	Mean Rank	Chi-Square	Sig.
	15-20	21	124.40	8.5	.13
	21-26	56	93.44		
	27-32	48	91.15		
	33-38	36	105.31		
	39-44	26	94.87		
	More than 44	13	124.81		

Source: Researcher's compilation

Table 21 shows the results of Kruskal-Wallis test against the transformational leadership style in term of age. Age is categorized on four based categories. The null hypothesis states that mean value of transformational leadership style depends on age basis, while alternative hypothesis state that transformational leadership value differ in their mean value with respect to age. The Chi-square value is 8.5 and p-value is $0.13 > 0.05$ therefore, AH is rejected, while NH is accepted. It means that mean value of transformational leadership style depends on age bases. In other words, it can be stated that transformational leadership style is same depending on the age level.

H_{o6}: Transactional leadership style does not depend on age level

Table 15. Transactional leadership style on Age Level

Mean of Transactional Leadership Style	Age	N	Mean Rank	Chi-Square	Sig.
	15-20	21	124.76	12.15	0.03
	21-26	56	89.08		
	27-32	48	91.55		
	33-38	36	111.14		
	39-44	26	93.29		
	More than 44	13	128.50		

Source: Researcher's compilation

The below table provides the result of Kruskal-Wallis test for the transactional leadership style on the basis of age. The value of Chi-square is 12.15 and p-value is $0.03 < 5\%$ therefore, null hypothesis is rejected. Meaning that, mean value of

transactional leadership style is different with age basis.

Ho7: Passive/Laisse Faire leadership style does not depend on age level.

Table 16. Passive leadership style on Age Level

Mean of Passive Leadership Style	Age	N	Mean Rank	Chi-Square	Sig.
	15-20	21	120.86	7.26	0.20
	21-26	56	90.99		
	27-32	48	95.01		
	33-38	36	106.46		
	39-44	26	95.19		
	More than 44	13	122.96		

Source: Researcher's compilation

Table 23 provides the results of Kruskal-Wallis test for the passive leadership style on age basis. NH states that passive leadership strategy does not depend on age level. The value of Chi-square is 7.26 and p-value is 0.20 which is $> 5\%$ therefore, AH is rejected. In other words, NH is accepted, meaning that, mean value of passive leadership style depend on age level.

Ho8: Managerial behavior does not depend on age level

Table 17. Managerial behavior on Age basis.

Mean of Managerial Behavior	Age	N	Mean Rank	Chi-Square	Sig.
	15-20	21	81.79	8.53	0.13
	21-26	56	92.66		
	27-32	48	113.86		
	33-38	36	100.61		
	39-44	26	95.17		
	More than 44	13	125.50		

Source: Researcher's compilation

Table 24 provides the result of Kruskal-Wallis test for the managerial behavior on the basis of age. NH states that managerial behavior does not depend on age. The value of Chi-square is 8.53 and p-value is 0.13 which is greater than of 5% therefore, AH is rejected. In other words, null hypothesis is accepted, meaning that, mean value

of managerial behavior depends on age.

Ho9: Transformational leadership style does not depend on educational level

Table 18. Transformational leadership style with respect to education

Mean of Transformational Leadership Style	Education Level	N	Mean Rank	Chi-Square	Sig.
	High school diploma	54	84.92	11.39	0.01
	Bachelor's degree	89	96.94		
	Master's degree	46	121.55		
	Doctorate	11	117.73		

Source: Researcher's compilation

Table 25 gives the Kruskal-Wallis test result for transformational leadership style with respect to education. The value of Chi-square is 11.39 and p-value is 0.01 which is less than 5% therefore, NH was rejected, and AH has been accepted. Thus, it can be concluded that mean value of transformational leadership style is equal with respect to education level.

Ho10: Transactional leadership style does not depend on education level

Table 19. Transactional leadership style with respect to education

Mean of Transactional Leadership Style	Education Level	N	Mean Rank	Chi-Square	Sig.
	High School diploma	54	86.69	10.23	.02
	Bachelor's degree	89	96.57		
	Master's degree	46	118.78		
	Doctorate	11	123.64		

Source: Researcher's compilation

Table 26 shows the Kruskal-Wallis test result for transactional leadership style with respect to education. The value of Chi-square is 10.23 and p-value is 0.02 which is lower of 0.05 therefore, NH can be rejected at 5%. Thus, it can be concluded that mean value of transactional leadership style is different with respect to education level.

H₀₁₁: Passive leadership style does not depend on education level

Table 20. Passive leadership style with respect to education

Mean of Passive Leadership Style	Education Level	N	Mean Rank	Chi-Square	Sig.
	High School diploma	54	91.02	5.75	0.12
	Bachelor's degree	89	96.78		
	Master's degree	46	114.26		
	Doctorate	11	119.64		

Source: Researcher's compilation

The outcomes of Kruskal-Wallis test have been given in table 28 with respect to passive leadership technique on the basis of education. The value of Chi-square is 5.75 and p-value is 0.12 which is > 0.05 thus, accepting the NH and rejecting the AH. Thus, it can be concluded that mean value of transactional leadership style depends on educational level.

H₀₁₂: Managerial behavior does not depend on education level

Table 21. Managerial behavior with respect to education

Mean of Managerial Behavior	Education Level	N	Mean Rank	Chi-Square	Sig.
	High School diploma	54	98.58	.95	.81
	Bachelor's degree	89	103.60		
	Master's degree	46	100.04		
	Doctorate	11	86.77		

Source: Researcher's compilation

The Kruskal-Wallis test results are shown in table 29 for managerial behavior with respect to education. The Chi-square value is .95 with p-value of 0.81 that is above 0.05 thus, accepting the NH and rejecting the AH. Thus, it can be concluded that mean value of managerial behavior is equal with respect to education level.

H₀₁₃: Transformational leadership style depends on level on experience

Table 30. Transformational leadership style with respect to experience

Mean of Transformational Leadership Style	Experience	N	Mean Rank	Chi-Square	Sig.
	Less than 1 Year	51	109.43	2.48	0.29
	1-5 Years	120	95.32		
	5 and Above Year	29	106.24		

Source: Researcher's compilation

Table 29 indicates the result of Kruskal-Wallis test for the TFLS on the basis of job experience. The NH states that, transactional leadership style is same on the basis of respondent's experience, while AH states that transactional leadership style depends on the level of experience. The Chi-square value is 2.48 and its p-value is 0.29 that is above 0.05 therefore rejecting the AH and accepting the null hypothesis. In other words, it states that mean value of transactional leadership style of the respondents with respect to experience is same.

H₀₁₄: Transactional leadership style differs with respect to experience

Table 22. Transactional leadership style with respect to experience

Mean of Transactional Leadership Style	Experience	N	Mean Rank	Chi-Square	Sig.
	Less than 1 Year	51	109.82	3.15	0.21
	1-5 Years	120	94.70		
	5 and Above Year	29	108.10		

Source: Researcher's compilation

Table 31 indicates the result of Kruskal-Wallis test for the transactional leadership style on the basis of work experience. The Chi-square value is 3.15 and its p-value is 0.21 that is above 0.05 therefore rejecting the alternative hypothesis and accepting the null hypothesis. In other words, it states that mean value of transactional leadership style of the respondents differs with respect to experience.

H₀₁₅: Passive leadership style differs with respect to experience

Table 23. Passive leadership style with respect to experience

Mean of Passive Leadership Style	Experience	N	Mean Rank	Chi-Square	Sig.
	Less than 1 Year	51	107.6	1.69	0.43
	1-5 Years	120	96.24		
	5 and Above Year	29	105.66		

Source: Researcher's compilation

The above table shows the result of Kruskal-Wallis test for the passive leadership style on the basis of work experience. The Chi-square value is 1.69 and its p-value is 0.43 that is above 0.05 therefore rejecting the AH and accepting the NH. It means that passive leadership style of the respondents is same on the basis of experience as p-value is greater than 0.05 which rejects the alternative hypothesis and endorsing the null hypothesis with respect to experience.

H₀₁₆: Managerial Behavior differs with respect to experience

Table 24. Managerial behavior with respect to respondent's experience

Mean of Managerial Behavior	Experience	N	Mean Rank	Chi-Square	Sig.
	Less than 1 Year	51	92.43	4.43	0.10
	1-5 Years	120	99.19		
	5 and Above Year	29	120.10		

Source: Researcher's compilation

The table above indicates the result of Kruskal-Wallis test for the Managerial behavior leadership style on the basis of work experience. The Chi-square value is 4.43 and its p-value is 0.10 thereof accepting the AH at 10%. In other words, it states that mean value of Managerial behavior of respondents differ with respect to experience.

Table 25. Decision of Hypothesis Testing

Hypothesis	Status
H ₀₁ : Male and female have different transformational leadership strategy	Accepted
H ₀₂ : Men and women have distinct transactional leadership strategy	Accepted
H ₀₃ : Male and female have different passive leadership style	Accepted
H ₀₄ : Male and female have different managerial behavior	Accepted
H ₀₅ : TFLS does not depend on age level	Rejected
H ₀₆ : TLS does not depend on age level	Accepted
H ₀₇ : Passive leadership style does not depend on age level	Rejected
H ₀₈ : Managerial behavior does not depend on age level	Rejected
H ₀₉ : TFLS does not depend on educational level	Accepted
H ₀₁₀ : TLS does not depend on educational level	Accepted
H ₀₁₁ : Passive leadership style does not depend on educational level	Rejected
H ₀₁₂ : Managerial behavior does not depend on educational level	Rejected
H ₀₁₃ : Transactional leadership style differs with respect to experience	Rejected
H ₀₁₄ : Transactional leadership style differs with respect to experience	Rejected
H ₀₁₅ : Passive leadership style differs with respect to experience	Rejected
H ₀₁₆ : Managerial behavior differs with respect to experience	Accepted

Source: Researcher's compilation

G. Correlation Analysis

Table 26. Correlation

		TFLS	TLS	Passive Leadership Style	Managerial Behavior
Transformational Leadership Style	Pearson Correlation	1	.599**	-.635**	.593**
	Sig. (2-tailed)		.000	.000	.000
Transactional Leadership Style	Pearson Correlation	.599**	1	-.637**	.475**
	Sig. (2-tailed)	.000		.000	.000
Passive Leadership Style	Pearson Correlation	-.635**	-.637**	1	-.484**
Managerial Behavior	Pearson Correlation	.593**	.475**	-.484**	1
	Sig. (2-tailed)	.000	.000	.000	

Source: Researcher's compilation

The report of the correlation analysis presented in the above table shows the correlation coefficient value linking TFLS and TSLs is 0.599 and its 2-tailed sig value of 0.000 representing that a positive significant relationship existing between TLS and TSL respectively. Transformational leadership style and passive leadership style show a correlation coefficient value of -0.635 with sig value 0.000, indicating that TLS and PLS have a negative significant correlation between each other. The transformational leadership style (TLS) and managerial behavior (MB) reveal a correlation coefficient value of 0.593 with 2-tailed sig value of 0.000, implying that TLS and MB show a positive and significant relationship to one another. Meanwhile, passive leadership style (PLS) reveals a negative and significant relationship with transactional leadership style and managerial behavior.

H. Crosstabs Analysis

1. Gender Differences on TFLS TLS, Passive Leadership Style, and Managerial Behavior

1: Not at all, 2: Once in a while, 3: Sometimes, 4: Fairly often, and 5: Frequently if not always

Table 27. Gender * TFLS Crosstabulation

		Transformational Leadership Style					Total
		1	2	3	4	5	
Gender	Male	2	3	14	59	64	142
	Female	0	1	2	30	25	58
Total		2	4	16	89	89	200

Source: Researcher's compilation

Table 36 reveals gender differences as against transformational leadership style and it shows that 2 male chose not all, 3 male chose once in a while, 14 male chose sometimes, 59 male chose fairly often and 64 male chose frequently, if not often that male is transformational while 1 female chose once in a while, 2 female chose sometimes, 30 female chose fairly often and 25 female chose frequently if not always that female is more transformational compared to male. This shows that male has the frequency value as against the female, indicating that male has the highest frequency in terms of transformational style of management.

Table 28. Gender * Transactional Leadership Style Crosstabulation

		Transactional Leadership Style					Total
		1	2	3	4	5	
Gender	1	2	3	28	46	63	142
	2	0	4	10	26	18	58
Total		2	7	38	72	81	200

Source: Researcher’s compilation

The above table shows gender differences as against transactional leadership style and it shows that 2 male chose not all, 3 male chose once in a while, 28 male chose sometimes, 46 male chose fairly often and 63 male chose frequently, if not often that male is transformational while 4 female chose once in a while, 10 female chose sometimes, 26 female chose fairly often and 18 female chose frequently if not always that females are more transactional leaders compared to male. This shows that male has the highest frequency value as against the female, indicating that male has the highest frequency in terms of transactional leadership style in an organization.

Table 29. Gender * Passive Leadership Style Cross tabulation

		Passive Leadership Style					Total
		1	2	3	4	5	
Gender	1	65	66	5	3	3	142
	2	27	25	4	2	0	58
Total		92	91	9	5	3	200

Source: Researcher’s compilation

Table 38 reveals gender differences as against transformational leadership style and it shows that 65 male chose not all, 66 male chose once in a while, 5 male chose sometimes, 3 male chose fairly often and 3 male chose frequently, if not often that male is passive while 27 female chose not at all, 25 female chose once in a while, 4 female chose sometimes and 2 female chose fairly often that female is more passive compared to male. These shows that male and female are not passive leaders though male has the higher variation compared to female.

Table 30. Gender * Managerial Behavior Cross tabulation

		Managerial Behavior					Total
		1	2	3	4	5	
Gender	1	5	3	16	54	64	142
	2	0	3	5	24	26	58
Total		5	6	21	78	90	200

Source: Researcher's compilation

Table 39 reveals gender differences as against managerial behavior and it shows that 5 male chose not at all, 3 male chose once in a while, 16 male chose sometimes, 54 male chose fairly often and 64 male chose frequently, if not often that male is managerial while 3 female chose once in a while, 5 female chose sometimes, 24 female chose fairly often and 26 female chose frequently if not always that female is more managerial compared to their counterpart. This shows that male has the frequency value as against the female, indicating that male has the highest frequency in terms of managerial behavior.

I. Interview Report

An interview in line with the chosen topic was conducted with various leaders and managers from The Gambia and from Turkey to get their different points of view, the interviewed questions and answers are as follow.

- **Name & Surname** : Major Abdoulie Jobe
 Organization : Gambia Armed Forces
 Gender: Male
 Designation : Chief Instructor, GAF Training School
- What is your greatest strength and what would be your greatest weakness as a leader?

As a leader, I would describe my greatest strength to be my **calmness in times of "crisis"**. Being a naturally calm person is one attribute that helps me a great deal to achieve success in my endeavors as a leader. Although I like to lead by example, setting standards and being the first person to maintain them, sometimes, most especially during tough and demanding moments, I require my calmness to overcome emotions in order to take the best course of action. During critical moments, my subordinates look up to me for motivation to keep pushing themselves

beyond limits. During such moments, what I cannot afford to do is to lose my cool head and allow emotions to cloud my thinking. This attribute has worked for me on countless occasions and has helped me to achieve a target objective many times.

My greatest weakness as a leader is that many a times, I get too kind and become sometimes overly tolerant. A leader must be tolerant by all standards but being overly tolerant and too compassionate is likely to become a weakness. This is so because many of my subordinates will take advantage of my kindness and flout rules hoping to get away with it which might hinder the success of the team.

- What leadership challenges did you encounter and how did you overcome them?

I have faced several challenges as a leader, I will just discuss few of them.

- a. Inability to provide adequate resources to accomplish tasks: in the military, especially in third world countries, there is always a huge constraint in terms of material resources. Hardly you are given a task with the adequate wherewithal to accomplish it. Therefore, in order to overcome this challenge, I had to resort to making best use of available planning tools to conduct a meticulous planning, forecast the events and prioritize, maximize the use of the available resources and improvisation.
- b. Dealing with the old guard: The military is in such a way that we are very much likely to lead and command people who, at some point were our seniors and are of senior age to us. Mostly this category of subordinates usually demonstrate reluctance to accept to the innovative changes that I bring into the team. Due to their experience, they are likely to challenge new ideas. Dealing with such a challenge requires bluntness and strong character to take charge. I had to impose myself on my team and make sure they understand that opinions are welcome but eventually the decision is mine and I equally take full responsibility of any shortcomings and give the team the credit for successes.
- c. Striking the gender balance: This can arguably be the biggest challenge I ever faced. This is so because in my profession, females have always been given support roles. With the changing dynamics and increasing pressure on leaders to avail women with equal opportunities, it becomes really difficult to strike

the gender balance simply because there is no equal representation in the first place and the women we have within our ranks are generally not qualified enough to take same roles as their male counterparts. The way I offset this challenge is that I endeavor to challenge the females in my unit in a way that will bring out the potential in them, identify those potentials and employ them in roles that will maximize those potentials. This has proven to be very effective because it has created a friendly but competitive atmosphere amongst the men and women and many a times women perform very well in traditional male roles.

- **Name Surname :** Matty Njie Senghore
Organization : Gambia Revenue Authority
Gender: Female
Designation: Ag. Deputy Director, Compliance & Taxpayer Education

➤ What is the most important change you introduced to an organization?

The most important change I brought into my organization was in January 2013 during the introduction of Value Added Tax in the Gambia. In The Gambia, Value Added Tax (VAT) was introduced in January, 1st 2013; the commitment for adopting VAT is part of the ECOWAS VAT Protocol which enjoined all Member States to adopt VAT as part of efforts to harmonize the Sub-regional tax systems to replaced Sales Tax. The other primary reasons for adopting Value Added Tax is to increase the country's revenue based and modernize the tax administration. The introduction of Value Added Tax in most countries is often conceived with mixed reaction and the Gambia was not an exception; it is associated with certain misconceptions such as inflation, increases in prices of basic goods and services and high tax rate.

Given the above mentioned challenges, there was a need for a comprehensive and robust taxpayer education program to sensitized the general public and VAT registrants about concept of VAT, how it works, how it affects businesses and consumers of taxable goods and services and the benefits of VAT on businesses.

In this regard I undertook and spearheaded the education and sensitization initiatives for the VAT project prior to implementation in January 2013 and years after the

implementation in The Gambia. This sensitization programs were able to enhanced compliance amongst taxpayers and especially the VAT registrants which paved the way for the smooth implementation of VAT in The Gambia with limited challenged. Unlike other countries in the region, i.e. Sierra Leone and Ghana, that strongly resisted the introduction of VAT in their countries leading to cancellation in the targeted years of introduction respectively. Today VAT is one of the top three revenue heads that accounts for significant amount of domestic revenue in The Gambia.

- **Name Surname :** ALIEU SECKA
 - Organization : Gambia Chamber Of Commerce & Industry
 - Gender: Male
 - Designation: Chief Executive Officer

➤ What are the most significant qualities you demonstrated as a manager?

As a policy, I recognize that capacity should not base on gender rather on deliverables to impact our members and the society at large. The GCCI is fully committed to equality in all forms – Free enterprise, local content and gender equality.

It is our belief that The Gambia wins when we all operate in an equitable business environment. After all, performance is premised on competence and solid experience, rather than gender or other bias.

Studies prove that when objective reasoning and equity are consistently applied, everyone at business, national and continental level wins.

At GCCI, we are proud to recruit, work, represent and advocate day to day for the private sector, based on capacity only.

We recognize and celebrate our diversity at our Board, Management and operational level.

For as many years, we have had more women in our team and have crowned many women champion entrepreneurs alongside our men business leaders.

As early as in the 70s, the GCCI had women entrepreneurs such as Mrs Alice Carr, a pioneer industrialist and Mrs Harriet Ndow, a career teacher who rose to be head teacher of the largest school in The Gambia and probably the most successful entrepreneur educationist.

I remember my own mum, a civil servant, making a lot more money in business than her government salary, which helped educate us overseas when we did not have a university.

The GCCI welcomes and encourages all to embrace Gender Equality.

- Name & Surname : Emine Gümüşçü Özen
Organization: RECORDATİ İLAÇ SAN. VE TİC. A.Ş.
Gender: Female
Designation: SATIŞ DESTEK OPERASYON MÜDÜRÜ

➤ How do you direct through change?

Leaders should first embrace change before commanding employees to do so, this is because if one don't like the proposed change, then those around you will quickly notice that and they might see it unnecessary. After all, I always make sure that there is always an active and effective communication with my subordinates concerning the change to be carried on and on the right path of adoption. I make sure that I get prepared to answer any questions that they might ask, or have the available resources in finding answers to their questions. I listen attentively to employees concerns and point of view pertaining to the proposed change and assist them through.

- Name & Surname : Ambassador Abubacarr Jah
Organization: Ministry of Foreign Affairs
Gender: Male
Designation: Head of Diaspora and Migration Unit

➤ What was a difficult decision you had to make as a leader/manager, and how did you come to that?

As head of Diaspora and Migration Unit at the Ministry, it falls on me to advice for or against the request from western countries for massive deportation of Gambians supposedly illegally residing in those countries. Although, I had my own clear opinion as to the way forward on this difficult issue with far reaching consequences, I decided to consult relevant stakeholders to form a National Taskforce for Migration and Development to be coordinated from the Office of the Vice President. The reason for this was to tap in more ideas for more

comprehensive approach/ response and the second was to ensure synergy and effective engagement of our international partners. This move certainly bore tangible results and certainly portrayed Gambia as a formidable and credible partner in terms of critical decision making.

- Name & Surname : Siray Jabang
 - Organization : United Nations African Mission in Darfur
 - Gender: Female
 - Designation : Deputy Gender Focal Point Officer (Police Component)
- What is the most significant change that you brought to an organization?

In UNAMID, I guess it is the strengthening/establishment of Police Women Network in three states of Darfur for the Sudanese Police Force (SPF). Platforms which help in the achievements of gender mainstreaming strategies for Sudanese Police Women, Such as a mechanism to the attainment of the sustainable development goal (SDG)

J. Content Analysis

Table40. Table Communalities

	Initial	Extraction
Transformational Leadership Style	1.000	.745
Transactional Leadership Style	1.000	.680
Passive Leadership Style	1.000	.707
Managerial Behavior	1.000	.584

Extraction Method: Principal Component Analysis.

Table41. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.717	67.917	67.917	2.717	67.917	67.917
2	.573	14.320	82.237			
3	.376	9.391	91.627			
4	.335	8.373	100.000			

Extraction Method: Principal Component Analysis.

Table 42. Component Matrix^a

	Component 1
Transformational Leadership Style	.863
Transactional Leadership Style	.825
Passive Leadership Style	-.841
Managerial Behavior	.764

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

V. CONCLUSION & RECOMMENDATION OF FINDINGS

A. Conclusion

The conclusion part introduces the discussions of results from the analysis which was conducted in chapter four based on the objectives of the research.

The misrepresentation of female in executive levels is not a matter of unqualified leadership technique on women side. First and foremost, gender is not the leading element in leadership strategy and next, former and present study mentioned that female leaders are considered to be more likely to practice transformational, participative and supportive leadership strategy than their male counterparts, while they are also considered to be more tolerant and comprehending. On the other hand, men were said to adopt an autocratic, transactional and directive leadership style. In the presence of bias and some stereotypical believes, in the same leadership positions with their male colleagues, female executives are comprehended and judged in a different way than men. Cultural, organizational, and personality factors determining the way male and female act in managerial positions and the strategy they adopt.

The present study and literature concluded that gender may be the determining factor of leadership, agreeing with the A hypothesis, where female managers tend to act in a more supportive way by allowing subordinates` freedom, low monitoring, and are more comprehending and accepting. The study also found that, women treat rewards as motivational instrument and work organize, women executives are considered being more democratic when holding leadership positions. This is in line with Eagly`s study from the 1980s, 1990s, band 2000s. In comfort of the B2 Hypothesis, the research shows that, transactional leadership styles does not depend on age level, but hypothesis B4 rejects that, indicating managerial behavior depend on age level. Hypotheses C1 accepts the fact that transformational and transactional leadership style does not depend on depend on education level, while passive leadership and managerial behavior rejects the hypothesis. Hypothesis D accepts that, Transformational, transactional and passive leadership style differs with respect to

work experience, whilst it was rejected by managerial behavior. These findings should be perceived as pilot researches since some interviewees were inexperienced leaders. The findings may vary for experienced managers and leaders. Future research on leaders and managers would tender more reliable results and would answer questions pertaining to the extent to which male and female have a distinct way of leading and what are the sources of these probable differences.

Research has drawn attention to gender differences in Transactional, Transaction and passive/Laissez faire leadership style. As Eagly and Johannesen-Schmidt indicated, transactional leadership contains “communal” aspects especially the individualized consideration factor, which makes it a style more related to women. Van Engen, Van der Leeden and Willemsen also point out that transformational leadership can be considered a “feminine” style due to the emphasis that, this type of leadership places on intellectual stimulation of the leader and the individualized consideration given to subordinates. (characteristics related to the stereotypical attributes of women). They added that, “many authors refer explicitly to this style as a feminine leadership style”. There were inconsistent and contradictory findings about these styles. Their results showed that women are more transformational and are more committed to contingent reward behavior than men. On the other hand, male leaders display a representing a passive leadership styles more often than women.

Additionally, the interview conducted concluded that male uses calmness attitude most often during crises though female do more of transformation role compare to the male counterpart. The few female leaders in position are active and prefer being transformational and laissez fair rather than transactional.

B. Recommendations & Areas for Further Studies

Confidence is significant for leadership and management but it is something that is a barrier to women throughout their career. Programs of confidence-building, network connections and opportunities, the encouragement of women role models can offer women the support they need to believe in their leadership abilities.

Empowering female to upgrade and maintaining confidence will be key to nurturing them as managers and leaders. Two in three women believe that they are in need of more support in developing their confidence ability to make them feel comfortable

that they can be managers and leader.

Companies have a clear role in developing women for executive positions. Providing women with access to career development programs and ongoing positive feedback could propel them further towards leadership.

Area for Further Studies

The findings consist of a limited number of researches and the distinct although statistically importance is very limited. Given the vast body of past research concluding that, gender differences in leadership styles do not exist, the most recent findings of gender differences need to be replicated using different samples and research methodologies.

Contributions to Knowledge

Based on the analysis of this study, it was contributed that male are mostly found at the managerial positions more than the female. It was further contributed that positive significant relationship exists between managerial role and leadership styles.

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APPENDICE

Appendice 1 question 1

Appendice 2 question 2

Appendice 3 Ethical approval form

Appendice 1 question 1

Dear respondent,

I Rugiatou Jallow, a student at Istanbul Aydin University pursuing a master’s degree in business administration. I am currently carrying out an academic research and the aim is to find out the ‘Gender differences in Managerial Behavior and their Leadership styles. I therefore kindly request you to spare some of your time and answer the questions presented to you as honestly and objectively as you can. All the information provided will be treated with utmost confidentiality and will be used for the purpose of this research. Some questions require ticking the appropriate option and others require short answers.

Thank you in advance for your kind collaboration!

Multifactor Leadership Questionnaire by Bernard M. Bass and Bruce J. Avolio.

Sr .No.	Personal Characteristics					
1	Gender	Male	Female			
2	Age	18-25	26-35	36-45	46 and above	
4	Level of Education	Diploma degree	Bachelor degree	Master degree	Doctorate	
5	Job's Experience	0-1 Year	1-5 Years	6-10 Years	10-plus	
Sr .No.	Particulars	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
	Transformational Leadership Style					
1	I go beyond self-interest for the good of the group.					
2	I consider the moral and ethical consequences of decisions.					
3	I talk optimistically about the					

	future.					
4	I re-examine critical assumptions to question whether they are appropriate.					
5	I help others to develop their strengths.					
Transactional Leadership Style						
6	I make clear what one can expect to receive when performance goals are achieved.					
7	I keep track of all mistakes.					
Passive/Avoidant Leadership Styles						
8	I wait for things to go wrong before taking action.					
9	I avoid making decisions.					
	Managerial Behavior (LBDQ - Form XII Self)	Never	Seldom	Occasionally	Often	Always
10	I act as the spokesman of the group.					
11	I wait patiently for the results of a decision					
12	I make pep talks to stimulate the group					
13	I let group members know what is expected of them					
14	I allow the members complete freedom in their work					
15	I am hesitant about taking initiative in the group					
16	I am friendly and approachable					
17	I encourage overtime work					
18	I make accurate decisions					
19	I get along well with the people above me					

Appendice 2 question 2

Dear respondent,

I Rugiatou Jallow, a student at Istanbul Aydin University pursuing a master's degree in Business Administration for Managers. I am currently carrying out an academic research and one of the requirements is to conduct an interview with a leader/manager in line with the topic chosen. The aim of the research is to scrutinize 'Gender Differences in Managerial Behavior and their Leadership Styles. I therefore, with due respect kindly request you to spare some of your precious time and answer the below question presented to you as honestly and objectively as you could. All information provided will be treated with utmost confidentiality and will be used only for the purpose of this research.

Thank you in advance for your kind collaboration.

Name, Surname:

Organization:

Designation:

Questions:

- What is your greatest strength and what would be your greatest weakness as a leader/manager
- What leadership challenges did you encounter and how did you overcome them/manager
- What is the most significant change that you brought to an organization?
- What are the most important values you demonstrated as a leader/Manager?
- How do you lead through change?

Appendice 3 Ethical approval form

Evrak Tarih ve Sayısı: 05.01.2021-305



T.C.
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Lisansüstü Eğitim Enstitüsü Müdürlüğü

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Konu : Etik Onayı Hk.

Sayın Rugiatou JALLOW

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 22.12.2020 tarihli ve 2020/11 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Alper FİDAN
Müdür Yardımcısı

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Place/Date of Birth: The Gambia 04/07/1987

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Educational Background:

2018-2020 Istanbul Aydin University – Master of
Business Administration (Turkey)

2012-2014 Cavendish University - Bachelor of
Business Administration (Uganda)

2004-2007 Gambia Technical Training Institute – AAT Technician. (The Gambia)

2001-2004 Gambia Senior Secondary School - High School Diploma (The Gambia)

Work Experience:

2017 – 2019 Istanbul Process Aluminum – International Sales Representative
(Istanbul, Turkey)

2014 – 2017 Gambia Revenue Authority – Audit Officer (Banjul, The Gambia)

2012 – 2014 United Nations Mission in Darfur – Police Advisor (E-Fasher, Sudan)

2009 – 2012 Gambia Revenue Authority – Audit Officer (Banjul, The Gambia)

2008 – 2009-Gambia Revenue Authority – Tax Audit Sub-officer II (The Gambia)

2006 – 2008 Gambia Customs & Excise Department- Accounts (The Gambia)

Languages:

-English: Native Language

-French: Intermediate

-Turkish: Intermediate



Skills:

-Communication, Teamwork, Problem Solving, Decision making, Flexibility, Creativity, Computer skills (Microsoft Office) and others