Influence of Micromanagement Leadership on the Performance of Teaching Staff in Higher Educational Institutions

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ABSTRACT

Leadership is an important element for the smooth functioning of an organization. There is one leadership style called Micromanagement leadership which is nowadays observed in many organizations and which needs more empirical evidence. Though there are traces of research in this style there are more of conceptual-based studies than empirical ones. Moreover, this leadership style has not been studied much in context to how it influences the performance of teaching staff in Higher educational institutions.

There are various kinds of literature that suggest that Micromanagement leadership is harmful and have negative implications. However, there are few research that supports that under some conditions Micromanagement can be beneficial and help the organization to achieve its goals and objectives. The study is focussed on finding the implications of micromanagement in academics and how it affects the research and teaching &students learning factors of teaching staff. It also aims to find the influence of demographic variables like gender, age, qualification, designation, and experience on Micromanagement leadership and performance. This study has also explored the perspective of Supervisors/HODs/HOIs of higher educational institutions towards the usage of micromanagement leadership. The researcher has used both quantitative and qualitative methods of data collection and has used various analytical tools like SEM with SMART PLS SPSS and Thematic analysis with QDA Miner lite software. The input from the research will contribute to the existing theory by developing the scale for micromanagement leadership which can be used for future research. The influence of Micromanagement leadership on Performance was also tested through this study in higher educational institutions.

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LIST OF ABBREVIATIONS

Sl.No	Acronym	Full Form
1	MM	Micromanagement
2	HEI	Higher Educational Institutions
3	&	And
4	HOD	Head of Department
5	EFA	Exploratory factor analysis
6	CFA	Confirmatory Factor Analysis
7	DP	Delay in Process
8	DM	Delegation Making
9	HOI	Head of Institution
10	AISHE	All India Survey on Higher Education
11	S.D	Standard Deviation
12	KMO	Kaiser–Meyer–Olkin
13	PLS	Partial Least Square
14	SEM	Structured Equation Modelling
15	SPSS	Statistical Package for Social Sciences

CHAPTER -I
INTRODUCTION

CHAPTER-1

INTRODUCTION

1.1 Leadership:

Leadership is defined as “the ability to influence a group toward the achievement of a vision or set of goals” (Robbins & Judge, 2017). Leadership is “the process of influencing for the purpose of achieving the shared goals”(Aswathappa, 2008). It is the ability to persuade others to work toward goals that have already been set. Leadership gives a group a sense of unity and pushes it to reach its goals. Management tasks like planning, organizing, and making decisions are like dormant germs until a leader turns on the motivational power of the people and leads them to certain goals (Răducan & Răducan, 2014). Effective leadership is one of the most important parts of an organization's overall plan to keep its business going despite of problems caused by the fast growth of the economy. Leaders are individuals who govern and direct the operation of an organization, and competent leaders can set positive aims and objectives while directing the organization's operation in the direction of these objectives through the application of effective methods (Hao & Yazdanifard, 2015). For maximum effectiveness, organizations need excellent management and strong leadership. We require leaders who will question the status quo, envision the future, and motivate their team members to carry out those visions. We require managers to make comprehensive strategies, effective organizational structures and oversee daily operations (Robbins & Judge, 2017).

1.1.1 Trait Theories:

Throughout history, the traits of strong leaders have been used to describe them. So, leadership research has been trying for a long time to find the personality, social, physical, or mental traits that set leaders apart from those who aren't leaders. Trait theories of leadership look at the qualities and traits of the leader. When studying traits, the emergence and effectiveness of leadership are often looked at separately (Robbins & Judge, 2017). According to proponents of the Great Man theory, specific characteristics can be seen in great leaders throughout history and are universal indicators of effective leadership. The generalizability of trait methods is severely constrained since, perplexingly, different great persons had disparate personalities. As great individuals were statesmen, warriors, generals, tyrants, dictators, diplomats, pacifists, or civil rights campaigners - all endowed with diverse traits and different personalities - there isn't a universal leader personality (Ronald, 2014). Based on what we know now, we can come to two conclusions. First of all, we can say that traits can tell us who will be a leader. Second, traits are better at predicting who will become

a leader and how leadership will show up than at telling the difference between good and bad leaders. Even if a person has the right qualities and other people think of him or her as a leader, that doesn't mean he or she will be a good leader who can help the group reach its goals (Robbins & Judge, 2017).

1.1.2 Behavioral Theories:

Trait research helps choose the right people for leadership positions. On the other hand, behavioral theories of leadership say that people can be taught to be leaders. The Ohio State Studies, which tried to find different aspects of leader behavior, led to the most complete behavioral theories of leadership. From a list of more than a thousand dimensions, the studies narrowed it down to just two that explained most of what employees said about their leaders: initiating structure and consideration (Robbins & Judge, 2017).

Initiating structure is how much a leader is likely to define and organize his or her role and the roles of employees to reach a goal. It includes actions that try to get work, relationships at work, and goals in order. A leader with a high level of initiating structure gives followers specific tasks, sets clear standards for performance, and puts an emphasis on deadlines (Robbins & Judge, 2017).

Consideration is how much a person's work relationships are based on trust, respect for other people's ideas, and care for other people's feelings. A leader who gets a lot of respect helps employees with their problems, is friendly and easy to talk to, treats everyone the same, and shows appreciation and support (people-oriented). Most of us want to work for leaders who are kind and caring. When asked what motivates them most at work, 66 percent of U.S. workers who were surveyed said that they felt appreciated (Robbins & Judge, 2017).

1.1.3 Contingency Theories:

When tough-minded CEOs take over struggling organizations and guide them out of crises, they appear to win a lot of admirers. Predicting leadership success, on the other hand, is more complicated than discovering a few hero examples. Furthermore, a leadership style that succeeds in extremely difficult circumstances does not always convert into long-term success. When researchers examined situational factors, it appeared that under certain settings, one leadership style would be appropriate, and under other conditions, another leadership style wouldbe appropriate (Robbins & Judge, 2017).

a) **The Fiedler Model:** The first complete contingency model for leadership was created by Fred Fiedler. According to the Fiedler contingency model, effective group performance depends on how well the leadership style and level of situational control of the leader has

been matched. The model assumes that the person's leadership style will never change. The least preferred coworker (LPC) questionnaire asks respondents to consider all of the coworkers they have ever had and describe the one they least enjoyed working with to determine if a person is task-oriented or relationship-oriented. You are relationship-oriented if you have a positive LPC score when describing this person. If you have a low LPC score and have a negative opinion of your least favorite coworker, you are task-oriented and primarily concerned with productivity (Robbins & Judge, 2017).

b) **Situational Leadership theory:** The followers are the primary focus of situational leadership theory (SLT). According to this, effective leadership depends on choosing the appropriate leadership style for the followers' preparedness, or how much they are ready and able to carry out a particular duty. Depending on the level of follower preparation, a leader should pick one of four behaviors. If followers are both unable and unwilling to complete a task, the leader must provide clear and detailed instructions. If followers are both unable and willing to complete the task, the leader must demonstrate both a high task orientation to make up for the followers' inability and a high relationship orientation to persuade them to "buy into" the leader's goals. When followers are both able and willing, the leader doesn't need to do anything; when they are either able or reluctant, the leader needs to utilize a supporting and participatory style (Robbins & Judge, 2017).

1.1.4 Contemporary theories of Leadership:

Leaders are essential to organizations and employees alike. Understanding leadership is an ever-changing science. On the basis we've just laid out, contemporary theories have been developed to find the distinctive ways leaders emerge, influence, and manage their people and organizations.

a) Leader-Member exchange (LMX) Theory: Leader-Member Exchange (LMX) Theory says that leaders build special relationships with a small group of their followers because they are pressed for time. These people are part of the ingroup. The leader trusts them, pays them more attention than other people, and gives them more special rights. Other people who follow them are in the outgroup.

b)Charismatic Leadership: Max Weber, a sociologist, said that charisma, which comes from the Greek word for "gift," is "a certain quality of a person's personality that sets him or her apart from other people and makes him or her seem to have supernatural, superhuman, or at least uniquely exceptional powers or qualities. These are not available to the average person. They are thought to come from God or to be good examples, and the person who has

them is seen as a leader (Highhouse, 2022). According to the charismatic leadership theory, followers tend to give leaders power when they see certain behaviors that they think show heroic or extraordinary leadership skills. Several studies have tried to figure out what traits charismatic leaders have: They have a goal in mind, are willing to take risks to get there, are aware of what their followers need, and act in extraordinary ways (Hersey et al., 2012).

c) Transactional and Transformational Leadership: Transactional leaders are those who guide their followers towards goals and objectives by clarifying them about tasks, roles, and responsibilities. Transactional leaders exchange rewards with their employees for their hard work and better performance and also give them feedback and corrective actions when they are going wrong. Transactional leaders intervenewhenever they are required by their fellow members. Transformational leaders are the ones who inspire their followers in such a manner that they themselves feel to work for the betterment of the organization. Transformational leaders increase the commitment level of their employees through their extraordinary effects. Transformational leaders show concern and attention toward their needs. They also make their employees think of old situations and problems from new perspectives. Transactional and Transformational leadership are not opposed to each other but they complement each other (Robbins & Judge, 2017). A lot of research has been done on how to tell the difference between transactional leaders and transformational leaders, who get their followers to put the organization's needs ahead of their own. Transformational leaders can have a huge impact on their followers, who respond by becoming even more dedicated to what they are doing (Saksena & Sankalp, 2019).

1.2 Higher Educational Institutions:

Higher Education is a crucial industry for the growth and development of the human resource that will be in charge of the nation's social, economic, and scientific development. One of the largest systems of its kind in the world, India's higher education system has evolved in a spectacular way, especially in the post-independence era (Chakrabarti, 2007). The higher education system in India has faced many difficulties, but there are also many chances to address these difficulties and improve the higher education system. There is a need for increased accountability and openness, as well as the importance of new scientific studies on how individuals learn, as well as the role of colleges and universities in the new millennium. India needs highly educated and skilled individuals who can advance our economy. India easily transforms its nation from a developing one to a developed one because it exports highly trained workers to other nations (Nath, 2015). Higher education is struggling with the effects of globalization and internationalization, the advancement of information and

communication technologies, the rapid change in labor market demand, funding challenges due to the economy, and the urgent need for highly qualified instructors with real-world experience in their field (Davies et al., 2001).

1.2.1 Importance of leadership in Higher Educational Institutions:

Leaders in higher education are responsible for making sure that their schools are of good quality. But quality assurance can only be done well if all parts of an educational institution work hard. Still, leaders of higher education institutions are important because they try to get their subordinates to help them reach the goals of the organization (Setiawati, 2016)**.** The most common problem that most organizations face is keeping their best and most successful leaders. In the current market, these leaders have more confidence in the job market, which makes it easy for competitors to hire them if they can find better pay and benefits elsewhere. Researchers have found that an academic leader needs to be trustworthy, have a personality that inspires others, have the knowledge, skills, abilities, and experience to lead others, be eager to learn new things and adapt to changes, be aware of the environment, be selfless, be flexible, be open to sharing information and taking people's input when making decisions, be supportive, be fair when giving credit for their achievements, accept, value, and respect others (Durie & Beshir, 2016). Academic research on leadership focuses mostly on the practical abilities of a group or individual to direct followers (i.e., employees and team members) and to take decisions that have a significant impact on an organization's outcomes. When a system or organization needs to change its status, which always involves uncertainty, leadership as an action and a role are extremely important. Leaders need to be proactive in pursuing the organization's vision and goal. They also need to be skilled at using a visionary approach to direct and focus the achievement of the organization. To motivate their followers (internal focus), leaders need to have positive working relationships with everyone in the organization. Networking with various parties that can advance their organization is something that leaders must do (external focus). Leaders need to be honest. Leaders must encourage change and be adaptable in how they conduct themselves. For their followers to become the next leaders, leaders must model new behaviors for them to follow (Setiawati, 2016).

1.3 Job Performance of Teaching Staff:

As per All India Survey on Higher Education (AISHE)report Teaching staff is defined as "Teacher is defined as a Teaching staff/staff assigned the professional activities of instructing pupils, providing knowledge and giving guidance in the subject area of studies in self-contained classes or courses or in classroom situations. Generally, the designation of teaching staff is Vice-Chancellor, Director, Pro-Vice-Chancellor, Principal, Professor & Equivalent,

Associate Professor, Reader, Lecturer (Selection Grade), Assistant Professor, Lecturer (Senior Scale), Lecturer, Tutor, Demonstrator, Part-Time Teacher, Ad hoc Teacher, Temporary Teacher, Contract Teacher, Visiting Teacher".

Job performance is defined by (Landy & Conte, 2005) as the behaviour which includes only those actions that are required for organizational goals and can be measured in terms of individual proficiency.

According to (Bhat, 2007) job performance is the end result of work-related activity.

Job performance shows how well and efficiently a person does the duties and tasks he or she has been given. It could have something to do with the person meeting the standard expectations for behaviour and output in a certain amount of time. The basic performance of teachers in higher education in India depends on their sense of responsibility, knowledge, skills, method of teaching, and other personal traits like cognition and knowledge processing. However, external factors like the work environment and support of hierarchy also affect performance. Teachers, students, institutions, and higher education as a whole need to grow, so they need to be evaluated on their performance regularly. To do this, they need to know what the performance parameters or key performance indicators are. In this way, the UGC came up with a plan for a complete system of key academic performance indicators for career advancement and promotions in higher education institutions. According to the 4th change to the UGC regulations in 2010, which was put into effect in 2016, the PBAS scheme was officially put in place to figure out how well teachers in higher education institutions, colleges, and universities do in their jobs. UGC PBAS has three ways to measure a teacher's performance:

- Teaching, learning, and evaluation,
- Extracurricular, extension, and professional development activities, and
- Research and academic contributions.

In our thesis, we have used the term "Job Performance", "Performance" and Employees performance" interchangeably.

1.3.1 Leadership and Performance:

The role of leadership in an organization is very important when it comes to setting a vision, mission, and goals, coming up with strategies, policies, and ways to reach those goals effectively and efficiently, and directing and coordinating the efforts and activities of the organization. Leadership of the highest quality is needed to achieve the mission and vision and deal with changes in the outside world (Harris et al., 2007). Many companies are having

trouble right now because of things like unethical behavior, high employee turnover, bad financial performance, etc. This could be because of a lack of good leadership (Karakiliç, 2019). Leadership is the process of getting people to do what you want them to do so that you can reach your organization's goals (Robbins & Coulter, 2005; Northouse, 2007). The presence of good and effective leadership can help to improve the performance of an organization. Two different studies have been done to find out what makes the most successful SMEs in Malaysia and Singapore so successful. Both studies agree that strong, visionary, and capable leadership is a key success factor for SMEs in both countries (Arham, 2014).

1.4 Micromanagement Leadership:

Micromanagement as defined by Merriam-Webster Dictionary is "to manage especially with excessive control or attention to details". It involves planning minute details and giving the employees the impression that they are being observed (DeCaro et al., 2011). Chambers (2004) describes Micromanagement leadership as "inordinate, undesirable, counterproductive impedance and disturbance of individuals or things". Wright (2000) defines micromanagement as managing "things closely and to evaluate the process or work under scrutiny".

While the concern for Micromanagement (MM) leadership has been growing the empirical evidence of its occurrence and impact needsmore attention. There needs to have more clarity as to why some leaders micromanage and some don't. Past literature has compared Micromanagement leadership with Leader-Member Exchange Theory (LMX) because it was understood that managers who cannot or are not willing to delegate the work ends up in micromanagement. LMX researchers also concluded that leaders who had problems in delegation became micromanagers. They did that because they were not confident in their subordinate's capabilities or considered the task too complicated and important to leave to their employees (White, 2010). Past literature also suggested that Micromanagement leadership is a part of Situational Leadership theory. Situational leadership is built on a variety of leadership philosophies. Selling and telling are two types of leadership that have a propensity for micromanagement. The management style of telling leaders is one of command and control, where decisions are made at the top. Selling leaders are just as results-driven as their telling counterparts, but they rely more on argumentation and explanation to persuade staff members to support their objectives. Micromanagement is less likely to be used when communicating and delegating. Participating leaders foster a culture of equality among their team members by working side by side with them. The goal of delegation leaders is to build self-sufficient teams with members who are capable of taking initiative and taking

responsibility for their actions. When a leader guides and provides direction on the work or project that subordinates don't feel or require, it creates a sense of micromanagement for the subordinate (Jayne, n.d.).

Recent literature has used Micromanagement as a style of leadership that is characterized by excessive control (Castillo, 2018; Sulphey & Upadhyay, 2019; Stephen, 2020). Henceforth in this study, Micromanagement is considereda leadership style adopted by the Supervisors/Head.

There are various leadership styles like Autocratic leadership, Democratic leadership, Laissez-faire leadership, transformational, transactional, servant leadership, participative, etc. Micromanagement leadership is in some contexts similar to autocratic leadership because autocratic leaders unilaterally execute all decision-making processes right from making policies to making procedures for achieving goals. Autocratic leaders also believe in themselves and their decisions and doesn't take suggestions from their team-members (Jung et al., 2014).

1.4.1 Effects of Micromanagement:

Employees experience a lack of confidence in their skills and talents as a result. It fosters a sense of unimportance, unworthiness, and inability to complete activities without close supervision. The employee believes he or she is distrusted, thus the associate is less willing to take risks or think outside the box in the future. - In summary, the individual chooses to be safe, while sacrificing valuable creative capability for the firm. Most micromanagers believe that their involvement either saves time or assures that the activity is completed correctly. Micromanagers are rarely aware of their situation. They honestly feel that by being involved in and controlling practically everything that is done, they are improving the process. This is also true that different people require a different level of input and some people require close monitoring and supervision especially if they are new to the task. If micromanagement is done to get the work done in a better manner, then it is considered beneficial, however, if it is done for digging and interference and trust issues then it is a problem.

Micromanaging hurts the individuals you work with because it inhibits their development, limits their creativity, makes them feel unappreciated, and eventually reduces their motivation to near-zero levels (Ridder et al., 2020). Work quality suffers as employee turnover rates rise. Micromanaging also affects the micromanager's productivity by overburdening them with work that others could complete if they were ready to take the risk (Khoury & Tannous, 2020). They keep an eye on their underlings to ensure proper performance. They send communications you were asked to draught by email quickly. With a red pen, they make

minor edits and rework the salutation and conclusion of your correspondence. They offer dreary advice on trivial matters (but do not coach or mentor). They provide tasks but revoke them at the first indication of difficulty, restricting the logical freedom that people and teams must have to accept failure. On the other side, Micromanagement has shown the results of a positive impact on performance as well and has helpedemployees to do well under certain circumstances (Ndidi et al., 2022). It has also been found from the literature that sometimes monitoring and guidance have helped the micromanager to understand their employees better leading to better results in performance (Stephen, 2020).

1.5 Motivation for the study:

Leadership is a very crucial component for the success of any organization. Leaders have been always the pillar for employee growth and development and also for the organization. A good leader can bring a substantial change in the personality and performance of employees. Leadership has also motivated the researcher to take up research in this domain. There are various types of leadership styles namely transactional, transformational, laissez-faire, servant leadership, and so on. These types of leadership styles have been researched well and there are many kinds of literature however there is one style that has not been explored much. One such style is Micromanagement leadership which needs attention and there is a huge research gap. This is also one of the important considerations for the motivation of this research. Another element for the motivation of this research is the lack of empirical evidence. Micromanagement leadership is existing and there is a requirement to do more empirical studies to find out its implications. The relationship between Micromanagement leadership and the performance of employees also is not explored and this also calls for more research work. Henceforth there are many reasons for taking up this study and conducting research on the influence of Micromanagement leadership on Employee performance.

CHAPTER-II

REVIEW OF LITERATURE

CHAPTER- II

REVIEW OF LITERATURE

2.1 Micromanagement Leadership:

The business environment is continuously changing as a result of the organization's expansion in the global market. These worldwide markets have resulted in a greater demand for leaders in today's organizations. Companies are strived to become world-class in emerging global business (De Kock & Slabbert, 2003). They believe that leaders may help an organization to become more productive and effective. Due to increased competitiveness and strategic development, today's firms place a greater emphasis on hiring effective leaders. Leadership is regarded as one of the most critical aspects of any firm, with the goal of not only increasing output but also developing methods to compete with others. The purpose of today's organization has been to concentrate on improving employee performance.

As a result, academicians and practitioners are putting a greater emphasis on good leadership styles to develop efficient personnel who can compete in today's competitive economy (Kehoe & Wright, 2013). Employees are compelled to leave the organization because of ineffective leadership styles displayed by leaders (Amankwaa & Anku-Tsede, 2015).

Micromanagement is one of the numerous types of leadership that can be useful in a variety of situations including onboarding new employees, increasing the efficiency of underperforming staff, managing high-risk regions, and when no one is available to take care of any job. However, a long-term relationship with micromanagement can have a significant financial impact. It can lead to excessive personnel turnover, low morale, lower productivity, and consumer discontent. Managers who are overly concerned with day-to-day operations are thought to be missing the bigger picture and are unable to plan for the overall growth and expansion of the organization. It has been proposed that the degree of micromanagement and the amount of sovereignty that the micromanaged team members possess are inversely connected. Managers must be able to distinguish between setting goals and carrying out each detail necessary to achieve those goals.

Effective micromanagement allows supervisors to participate actively as well as delegate responsibility to team members. By focusing on minute aspects such as budget preparation, problem evaluation, and critical report analysis, a skilled leader can detect some larger potential difficulties. For improved performance, key jobs require monitoring; nevertheless, this monitoring can often take the shape of micromanagement if the manager becomes overly

anxious and intrusive. Therefore, the purpose of this research is to investigate employers' perceptions of micromanagement and its influence on team members. It also becomes essential to know why leaders micromanage, how and to what extent they micromanage, and what impacts micromanagement has on its co-workers (Lipman, 2013).

Micromanagement is represented as extreme control and meticulous attention to detail (Sidhu, 2012). The online dictionary Encarta has defined it as giving attention to minute details in management and taking control of a person or situation. It is generally believed that Micromanagement has a negative impact on employees. Wright, (2000) defines a micromanager as “the bothersome boss who second-guesses every decision a subordinate makes". Micromanagers are also described as “a boss who lasers in on details, prefers to be cc’ed on emails, and is rarely satisfied with your teams’ work” (Knight, 2015). Micromanagement leadership is quite familiar with autocratic leadership since in both cases leaders have complete power and decision-making ability. Staff perspectives are not taken into account before any choices are made, therefore they are affected and are unable to contribute. Another study found that employees who believe they are continuously being watched perform at a lower level (DeCaro et al., 2011). Micromanagement has also been related to narcissism, a personality trait that causes leaders to abuse their power and exploit employees for their personal gain. Micromanagement, according to Chambers, stifles people's and teams' growth and development since every detail must go via the leader's approval, preventing team members from thinking and making their own decisions (Chambers, 2004). Micromanagers are believed to monitor all types of work in the same way without prioritizing it, which has a bad impact on individuals. Although, micromanagement, can be quite helpful in guiding and helping inexperienced teams

2.1.1. Reasons for Micromanagement:

Micromanagement leadership is exhibited by leaders in various forms. One of the most common reasons to micromanage was the perception of leaders considering themselves as more competent. They had more experience in dealing with crisis and had more trust in themselves to do the work. Insecurity about one's position was one of the organizational elements that caused a leader to micromanage (Schneider & Ars, 2014). Organizational structure, culture, and hierarchy are also prime reasons for micromanagement (Khatri, 2009). There is also fear among leaders that their team members will not be able to give positive outcomes also causes them to micromanage (White, 2010). Micromanagement also takes place due to lack of trust in the capability of their subordinates (Badger et al., 2009). Chambers (2004) identified fear, bewilderment, and the leader's comfort as the primary

causes of micromanagement. The lack of patience, emotional insecurity, and increased pressure are the reasons for the manager's micromanagement style. Fear of the leader, components of ego, lack of priority, failure of the subordinate to provide meaningful feedback on the job assigned, and a confused atmosphere are some of the reasons for micromanaging. The fear of becoming disconnected, work failure, and reverting to an older job are all reasons for micromanaging,

2.2 Leadership Theories:

Leadership

As society and technology evolve, there is a greater demand for excellent leaders in today's world. With the world open for trade, the ever-changing business climate has generated a demand for leaders who can handle the expectations and difficulties of organizations operating in complicated competitive contexts. As society and technology evolve, there is a greater demand for excellent leaders in today's world. The concept and definition of leadership are first described in this chapter's discussion. Leadership is discussed both in terms of traditional and new theories thereby focusing on the discussion from traditional to the new leadership approaches. Trait theory, behavioural methods, and situational/contingency approaches are discussed under traditional leadership theories. The modern leadership theories of transactional and transformational leadership are examined, followed by a review of the Full Range Leadership Development Theory's integrated approach. Finally, the connection between leadership and performance is explored, revealing the theoretical link between the two.

Leadership theories

It is vital to explore the various theories of leadership that have arisen over time in order to comprehend the nature of leadership and its varied components, as several schools of thought have brought their differing thoughts and knowledge to this subject. There are a variety of leadership theories that aim to explain the elements that influence the emergence of leadership, the nature of leadership, or the outcomes of leadership (Bass, 1990). These theories aimed to classify diverse leadership styles, which refers to how people lead in general (Fullagar & Barling, 1991).

Traditional leadership approaches

The trait approach, the behavioural approach, and the situational/contingency approach are three conventional leadership methods that have evolved over time. Each of these leadership

methods focuses on different aspects of leadership and have a different impact on the relationship between the leader and his followers (Senior, 1997) The early studies on leadership centered on discovering the distinct features or traits that appeared to be shared by all good leaders – the idea that leaders are born, not made (Swanepoel et al., 2000). The leadership trait model, along with its accompanying theories and views, was developed in the early 1900s. In essence, this was the first attempt to grasp the nature of leadership from a theoretical standpoint. Prior to 1945, most leadership research claimed that some characteristics were shared by all leaders and could be transferred from one setting to another (Hersey & Blanchard, 1977). As a result of this research, some features that are common among most leaders have been identified. Bernard (1926), Kilbourne (1935), and Stogdill (1974) were among the first to test and study the impact of personality factors on leadership. The trait approach tries to explain leadership effectiveness in terms of the leader's personality and mental characteristics (Maude, 1978). Emotional intelligence, charisma, dominance, masculinity, conservatism, and being better adjusted than non-leaders were among these characteristics (Senior, 1997). Emotional intelligence has been identified in numerous studies as an essential component of a leader's success and as a valuable resource for any group. Researchers have recently shifted their focus away from analysing individuals based on their attributes and toward assessing how leader behaviour affects the success or failure of leadership (Daft, 1999).

Behavioural approach

There started the shift in another approaches to leadership after the trait approach started declining. Researchers shifted their focus away from analyzing individuals based on their characteristics and toward determining how a leader's behaviour influences the success or failure of their leadership (Daft, 1999). This approach of leadership focuses on observing the behaviours of leaders in different circumstances be it the laboratory or field settings. This finally led to the development of the leadership-behaviour model which gave rise to the "behavioural school of leadership". According to the behavioural approach to leadership, followers are influenced by the leader's behaviour rather than his or her attributes (Shriberg et al.,1997). The main behavioural models include the Theory of Lewin et al., (1939), McGregor's Theory (1960), the Managerial Grid Model of Blake and Mouton (1964), and the Ohio State University of Michigan Models (Bass, 1990). The only concern with this approach is that when it comes to different situations of business environment one particular leadership style is not suitable (Senior, 1997).

Situational/contingency approach

Since trait and behavioural theories had some limitations, they gave rise toa situational/contingency approach to leadership. This approach to leadership observed how leadership style varied as per the situation. Effective leaders, according to this concept, diagnose the problem, establish the most effective leadership style, and then assess their ability to implement the appropriate style (Mullins, 1999; Swanepoel, et al., 2000). The most prominent leadership theories are Fielder's Contingency Theory of leadership, the Path-Goal Theory of leader effectiveness which embodies transactional leadership, Hersey and Blanchard's Life-Cycle Theory, the Cognitive Resource Theory, and the Decision-Process Theory. The situational approach of leadership emphasizes the situation as the prime factor for effective leadership (Mullins, 1999). Hersey & Blanchard (1988) suggested that different environments are required for different leadership styles. He also mentioned that there is nosuch best leadership style, but rather there could be best attitudes for managers.

The major advantage of the situational approach is the recognition that for different development levels and different types of situations, different leadership styles are more effective. As a result, leadership styles can be characterized as a leader's behaviour influenced by the situation in which he or she finds themselves (Senior, 1997). Although situational leadership theories provide insights into the causes of effective leadership, Yukl (1998) claims that the approach's applicability is limited due to conceptual flaws. As a result, particular testable statements are difficult to extract from the technique, which does not allow for strong judgments about causality direction (Yukl, 1998). The standard approaches outlined above have received a lot of criticism. Bass (1990) makes the point that these approaches haven't been rigorously evaluated in practice and are too narrow in their definitions of leadership in terms of traits, behaviours, or situations.

New leadership approaches

Organizations and their environments have changed significantly in recent years, necessitating the development of a new leadership style that is less bureaucratic and more democratic to maintain the survival of organizations (Johnson, 1995). There have also been several criticisms of the previously mentioned traditional approaches. As a result, to assure the survival of organizations and overcome the limits of traits, behavioural, and contingency theories, a new style of leadership has arisen. The new leadership theory evolved because of the difficulty in the implementation of traditional methods. This new leadership approach gave rise to two types of leadership- transactional and transformational leadership (Bass, 1990).

Transactional leadership

Transactional leadership, according to Bass and Avolio (1997), is based on traditional bureaucratic power and credibility. By providing rewards and benefits for work completion, transactional leaders can convince subordinates to perform and thereby achieve desired objectives (Bass, 1990). The transactional leader's connection with his or her subordinates comprises three phases, according to Bass (1990). To begin with, he recognizes what his subordinates want from their work and guarantees that they get it if their performance is sufficient. Second, in exchange for employee work, prizes and promises of rewards are exchanged. Finally, if the leader can meet his employee's immediate self-interests by completing the assignment, he does so. Transactional leaders have a concern and understanding towards their employees and are also structure-oriented (Senior, 1997). Transactional leaders know how to improve their performance and how to maintain it, how to identify the goals and how to reduce their resistance to work, and finally how to carry out decisions (Bass 1985).

Transactional leaders mainly focus their energy on the completion of the task and its compliance. They also believe that organizational rewards and punishments have an impact on employees' performance. Leaders reward or punish their fellow members as per their performances. Transactional leaders have an exchange-based relationship with their employees (Bass, 1985). Transactional leaders communicate and define the task properly to their employees and also direct them on how it should be executed (Burns, 1978, in Bass and Avolio, 1990a; Avolio et al., 1991; Meyer & Botha, 2000). Transactional leadership is more suitable in a stable business environment where there is little competition. However, the current environment needs a new leadership style that can contribute to better organizational performance and growth namely transformational leadership (Bass, 1985).

Transformational leadership

One of the most thoroughly examined leadership theories to date is transformational leadership (Bass, 1985). The reason for increased research on transformational leadership style is due to its favourable outcome and results (Hater and Bass, 1988). The transformation of followers' beliefs, values, needs, and talents is the goal of transformational leadership. Yukl (1989, in Kent and Chelladurai, 2001:204) defines transformational leadership as 'the process of influencing major changes in attitudes and assumptions of organizational members and building commitment for the organization's mission and objectives.' Transformational leaders encourage their subordinates to align their vision with the organization by inspiring them (Cacioppe, 1997). Furthermore, it is commonly understood that transformational leadership happens when individuals interact with one another in such a way that leaders and

followers motivate one another (Burns, 1978). Transformational leaders inspire their fellow members to achieve something extraordinary. Hogan & Curphy (1994) believe that transformational leaders can also align people and processes to ensure that the organization's integrity is maintained. Moreover, transformational leaders also motivate their employees to go beyond their expectations by fulfilling their higher-order needs and moral values. Transformational leadership has always shown positive output in terms of organizational objectives and performance (Bass, 1998). Such a leadership style often delivers much higher levels of performance and commitment from their staff by establishing more rigorous expectations and improving levels of self and collective efficacy (Yukl, 1998; Arnold et al., 2001; Hater & Bass, 1988 in Mester et al.(2003). While transformational leadership creates common aims and aspirations that are more than just about the needs of followers, it would be narrow-minded to regard transformative leaders as the sole players in the process of leader-follower exchanges, as this would result in significant changes in workplace performance.

Hersey and BlanchardSituational Leadership Model

It is possible that a boss will delegate a new project to a subordinate. The subordinate is a developmental stage one follower who is unable yet willing/confident to complete the tasks. In this case, the subordinate readiness to perform is dependent on the leader's direction and guidance and therefore the leader has no choice but to intervene. This developmental level gives very less power and authority due to frequent guidance and direction.

Situational Leadership is a unique leadership idea that assists leaders in identifying and adjusting areas where they may be unknowingly micromanaging. The Situational Leadership Model, created by Kenneth Blanchard and Paul Hersey (1969), was ground-breaking in its idea that managers should adapt their style to the demands of the environment. Other leadership styles focus leaders toward effective management however in situational leadership the leaders adjust their styles to fit the task and the developmental level of employees. According to the Hersey-Blanchard Model leaders must examine the maturity level of their teams and each member – this includes their capacity to perform a task as well as their willingness to finish it. Hersey and Blanchard developed a theory named Hersey and Blanchard Situational Leadership Theory which claims that the most effective leadership style is influenced by the situations in which leaders find themselves. They say that a leader's ability to lead is contingent on a variety of circumstances. Leaders will be able to influence their environment and followers considerably more effectively if they understand, recognize, and adjust to these elements than if they disregard them. Hersey and Blanchard concentrated most of their research on the qualities of followers in determining proper leadership behaviour. They found that as their followers' capacity (Task Readiness) and willingness

(Psychological Readiness) to complete the required task varied, leaders would have to adjust their leadership style.

Fiedler's Contingency Theory of Leadership

According to Fiedler's Contingency Theory of Leadership, your leadership effectiveness is influenced by how well your leadership style fits the situation.

1. Leadership Style:

High LPC = Relationship-oriented leader.

Low LPC = Task-oriented leader

2. Situational Favourableness: The next step is to understand the favourableness of the situation you face. This is determined by how much control over the situation you have as a leader (situational control).

Determining situational favourableness is done by examining the following three factors

a) Leader-Member relations: This metric indicates how much your team believes in you. More trust improves the situation's favourableness, while less trust worsens it.

b) Task structure: This factor measures the tasks that need to be performed. Are they clear and precise or vague? Vague tasks decrease the favourableness of the situation and concrete and clear tasks increase it.

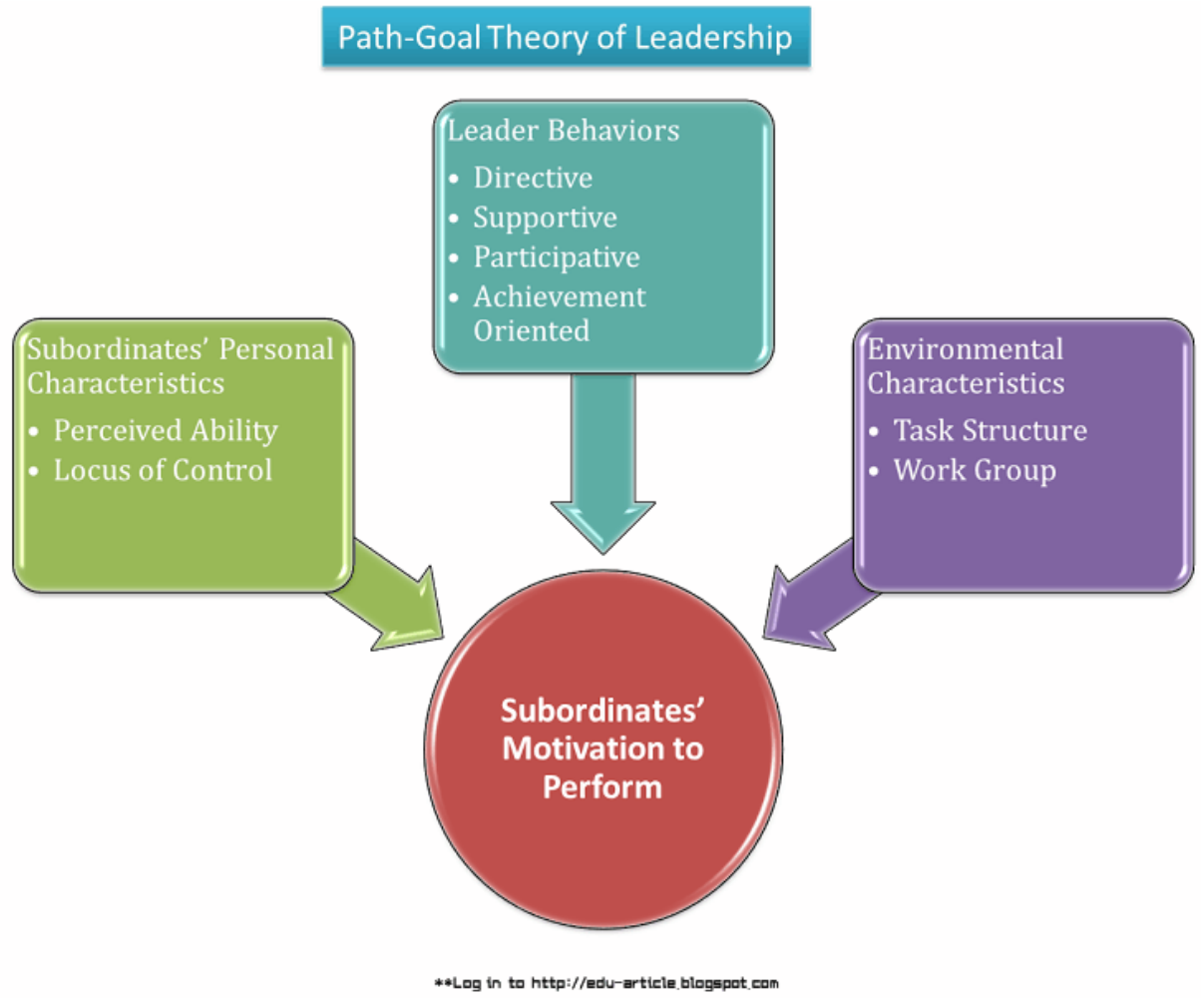
c) Position Power: This is determined by your authority, meaning the power you have to reward or punish your subordinates. As you might expect, having more power increases the situational favourableness

Path-Goal Theory of Leadership

Path-Goal Theory developed by Martin Evans and Robert House, related to the contingency approach, is derived from the expectancy theory of motivation. It is derived from the Expectancy theory of motivation and Ohio State Leadership research on initiating structure and consideration. According to Path-Goal Theory, the leader is accountable for providing followers with the required information, support, or other resources to attain their objectives.

The term ‘path-goal’ denotes that a leader must illuminate the path to the goal and explain how to make the journey successful to the followers. According to the path-goal theory of leadership, a leader is responsible for informing subordinates about activities and behaviour that, if followed, would lead to goal achievement. This idea proposes that a single leader can and does adopt different leadership styles in different contexts.

Fig 2.1 Path-Goal Theory of Leadership



Source: www. Iedunote.com

2.3.Review of Literature on Components of Micromanagement:

Delay in Process:

Focusses on Procedural details

It is to supervise, evaluate, and manage a small part of work in a very elaborate way (Limon & Dilekçi, 2021). Micromanagers also do unnecessary follow-ups and disrupt the flow of work by focusing onminute details. Micromanagement is a management style in which administrators are too concerned with minute details of subordinates' duties (Lewis, 2014). Micromanagement, according to Sidhu (2012) gives employees the impression that their every move is being watched by their boss, and it is related to extreme attention to detail, meticulous job planning, and compulsive monitoring of employees' rest and working hours.

Directs the subordinates to do repetitive work which is sometimes not required

According to White, (2010) the micromanager requires excessively frequent and needless status reports in order to satisfy the requirement for process control.An important symptom that indicates the existence of micromanaging behaviour is the need for absolute control over the process, i.e., telling people exactly what to do and how to do it (White, 2010)

Monitors the subordinates' progress at different levels of work

Micromanagers describe how the work has to be carried out with all the finest details(Limon & Dilekçi, 2021). They also explain how every part of the work has to be executed. Micromanagers like to dictate all decisions and prescribe every stage of the work which hampers the working environment (Badger et al., 2009).

Delegation:

Sub-ordinates are not involved in the decision-making process

A micromanager, on the other hand, would become so involved in the decision-making process that the subordinate, the original bearer of decision-making power, would be completely devoid of it (Alvesson & Sveningsson, 2003a).

Likes to do the work assigned to subordinates by himself/herself

Micromanagers like to take charge of every work even a little of the work (White, 2010).In these circumstances, it might be acceptable for the project manager to step in and start micromanaging by implementing daily status calls, or by setting goals for the day each morning and then providing a status report at the end of the day to make sure everyone is aware of what needs to be done that day and how much progress was made (Sidhu, 2012).

Instructs the subordinates by emphasizing more on the process than on the objectives of the task

Micromanagers, as previously said, have a strong desire to control not only the outcome but also the process and approach (Ndidi et al., 2022). Micromanagers lose sight of the bigger picture of the work and bother about small and trivial details (Bacon, 2006).

Decision Making:

Seldom discusses ideas with the sub-ordinates

Subordinates are not involved in discussing their ideas as micromanagers consider them to be incompetent (White, 2010). Micromanagers have a behavioural tendency to neither give feedback nor take feedback from their subordinates (Kenneth, 2007).

Likes to take decisions himself/herself

Due to a lack of empowerment and authority to take a decision, the subordinates, who are supposed to be active members of the team, tend to be submissive (Portfield, 2003). Micromanagers like to dictate the work to their team members and check the things whether it is executed in that manner or not (Li & Khalid, 2015)

Emphasizes approval at every stage of the work

Micromanagers create unnecessary bottlenecks and do monitoring and insists on approval at every stage of the work(Chambers, 2004)

Meeting and Reporting:

Expects detailed reports on the subordinate's work progress

Micromanagers have the characteristics of getting reports and updates on routine work (Maloney &Federle, 1991). Even though status reports are a must and a requirement throughout the business, the number of details and the frequency with which they are sought can lead to micromanagement (Sulphey & Upadhyay, 2019).

Holds meetings before the actual meetings to make sure everything happens in a structured way

According to White, (2010), micromanagers require a frequent and unnecessary status report and makes sure everything is perfect**.** Micromanagers tend to arrange last-minute meetings frequently (White, 2010)

Feels a need to keep a check on the status of tasks assigned

Hills (2017) stated that micromanagers have a habit of checking the status of the task by monitoring even routine activities constantly.Although status reports are a requirement and necessity across the board, the level of nuances and the frequency at which they are sought out can lead to micromanagement (Sulphey & Upadhyay, 2019).

Closed supervision

Closely supervises the work of an individual

Micromanagers monitor their employees to a very close level and it results in employees' lack of ownership and loyalty (Porterfield, 2003). They are frequently dissatisfied with their team's performance and prefer close supervision through "managed delegation," and they are notorious for inflating deadlines (Cleary et al., 2015).

Get involved in the work of their subordinates

Micromanagers refuse to delegate tasks and are found to be engrossed in the management of others' projects (Okpara, 2017).

Keeps a close track of everyone's work

According to Sidhu, (2012), micromanagement can be characterized as paying extreme attention to detail and meticulously observing their employees day to day activities and performance. This gives employees the impression that the manager is watching everything they do.

Autonomy

Subordinates are not involved in decision-making power

Micromanagers are afraid to trust their employees' performance and due to this imposes excessive control and delegation and doesn't involve employees in taking the decisions (Pixton et al. 2014). Micromanagers take away employee engagement, empowerment, and the potential to urge employees to accept responsibility for their decisions to appeal to their risk-averse mentality (Khatri, 2009). Micromanaging is typically associated with a negative connotation (Bielaszka-Duvernay, 2011), as a micromanager is portrayed as a typical autocratic boss who tries to keep as much power and decision-making authority as possible.

Lesser scope for subordinates to demonstrate their potential in their job

Micro-supervision limits a trainee's autonomy and competency, as well as harming the trainee-supervisor connection, which has an impact on a learner's motivation. This

compromises psychological, emotional, and cognitive well-being, as well as creates a hostile and unsupportive learning environment (Ryan & Deci, 2000). Subordinates are not consulted or taken into consideration when the decisions are being made and therefore are not able to give their input (Okpara, 2017).

Subordinates are not given much opportunities to take initiative and to be creative
Micromanagers lack confidence in their subordinates' skills and capabilities due to which they doubt the capability of their employees and restrict their creativity level (Leana, 1987). Micromanagers stifle the creativity of their employees and restrict their initiative level (Chambers, 2004; Blackney, 2013). When a supervisor is hesitant to delegate, prioritizes minutiae over the broader picture, and inhibits his employees from taking initiative, he's on the verge of micromanagement (Dhingra, 2015). Micromanagement, according to Lewis (2014), is a managing style in which administrators are too concerned with minute details regarding subordinates' work, limiting their inventiveness.

2.4 Employees Performance

The calculation of individual output levels, such as sales or production, or the evaluation of achievement about organizational expectations are typical components of performance (Kahtani, 2013). Employee performance primarily consists of the successes and results attained while working All organizational policies, practices, and design elements have a significant impact on an individual's or an organization's performance (Anitha, 2014). Employee performance refers to the financial or non-financial consequence of the employee that is directly related to the success and operation of the organization. Employee job performance—which refers to whether an employeeaccomplishes his or her job well or not—is a crucial consideration for any firm. Employee actions at work that are pertinent to the objectives of the company constitute job performance. Among the variables that affect job performance are workplace design, motivation, work-life balance, satisfaction at the workplace, and leadership style (Lecturer et al., 2018). Knowledge, skills, capabilities, and motivation all contribute to performance. (Gunu, 2014). Performance is an individual's success in their work, commonly measured as a personal output rate (e.g., sales or production) or compared to organizational objectives (Kazemi, 2002). The achievement of a given work judged against pre-set known standards of accuracy, completeness, cost, and speed is referred to as performance. In the workplace, performance is defined as the fulfillment of a commitment in such a way that the performer is released from all liabilities. Performance measurements are used to track an organization's development about its strategic plan and specific performance objectives (Daniel, 2019). It is argued that it's not just the

employees' knowledge and skills that matter, but also how they act at work. Employees with good work habits usually pay attention, work hard, stay late, are on time, aren't afraid to tell their bosses what they think, are good at solving problems, and pay attention in meetings. These traits lead to successful and efficient job performance in an organization (Phooma et al., 2015).

2.5 Performance of Teaching Staff

The concept of performance indicators (PIs) stems from economic models of the education system, which depict education as a process within a larger economic system that converts inputs such as academic salaries into outputs such as research papers (Cave et al., 2009). Universities are increasingly concerned about their "world ranking" and want to attract talent and resources, and implement good governance. Performance measurement has recently become an agenda item in higher education institutions as a result of the pressure for accountability in the public sector. According to (Chen et al., 2006), to meet the challenge of competition, action must be taken to reform the operations of educational institutions. When a teacher sets the direction, implements the plan, and meets the standards, performance is high. The extent to which an employee completes the tasks that comprise his or her employment is referred to as performance (Bryars& Rue, 2006). Performance can alternatively be described as a record of results generated during a certain job during a specific period. Performance is how hard people work, how much initiative they show, how often they are absent from their work, how well they keep to standards, and how committed they are to their jobs (Ivancevich & Matteson, 1996). The high-performance work system is important for almost all organizations, but it is especially important for academic institutions, especially higher education institutions, which play the most important role in shaping students' attitudes and preparing them for their careers (Cooper et al.,2014).

2.6 Review of Literature on Factors of Performance of Teaching staff:

The teaching staff is evaluated on three main things: their teaching, their research, and their services to the university.

Teaching, learning process, and evaluation

The Performance of students was/are good

Student ratings of teaching, which are just student opinions of how good a teacher is, are the most common way for universities to judge the quality and competence of teaching staff. (Hornstein, 2017).They say that student evaluations are used to decide teachers pay and

promotions, even if the evaluations don't have anything to do with the quality of teaching (Langbein, 2008). Researchers have discovered a link between teaching staff contentment and student achievement. According to Fredericksen et al. (2000) and Hartman et al. (2000), instructor satisfaction is typically higher in courses where student performance is better.

Improvement in the evaluation pattern of the students

Since the 1990s, Adams (1997) and others have understood that student evaluations of teaching (SETs) are a good way to measure how well or how well a teacher teaches (Wright & Jenkins, 2012).

More counselling with parents and students happened

By engaging with students, parents, and the community teaching staff serve the academic and developmental needs of every student, not only those in need. This parameter is considered an indicator of academic achievement and excellence (Shaterloo & Mohammadyari, 2011).

More involvement in the career development of the students

Effective mentoring entails the teaching staff's capacity to motivate students and assist them in understanding the aspects that contribute to academic success.

Research and Academic Contributions

Research and development are fundamental to national and global progress. Any nation's research and development is evaluated based on research outcomes, such as publications. Academic personnel and academic institutions are increasingly evaluated based on their publications.

Better guidance of projects at undergraduate/Postgraduate levels/ Ph.D. Level/ Post-Doctoral level

The mentoring programs of the students have not only benefited the mentees but also helped in the better performance of the teaching staff(Agunloye, 2013)**.** Exams and course assignments are frequently used to develop students' critical thinking skills. Students' critical thinking abilities will advance if teachers can get them involved in the material through the use of proper teaching techniques (Shim & Walczak, 2012).

More reading happened/happening on books/ research papers to get updated with the latest in the field

The job of teaching staff varies greatly, reflecting the diverse subjects represented in a big doctoral research university. There are also differences in the percentages of time that teaching staff members devote to teaching, research and original creative work, and services (Sampson et al., 2010). The number of publications is the most common indicator that is used by organizations to evaluate faculties and departments. In addition, higher educational institutions have acknowledged that teaching staffs' participation in scientific research is crucial for teaching staffs' development and performance such as getting the most recent information, remaining current with the most recent research, and upgrading their abilities (Bhatti, 2022).

Participation in conferences/ seminars every semester

In addition to academic advising and other services, the teaching staffis involved in other services such as serving on committees inside and outside of the university, giving seminars, lectures, workshops, or training sessions, and doing other things for society (Hassna & Raza, 2009).

More Involvement in academic administrative activities other than teaching

Higher education institutions all over the world have gone through changes that aim to help teaching staff get ahead by encouraging them to do things other than teach.To measure an organization's and teaching staffs' performance, several qualitative and quantitative factors are taken into account apart from teaching such as getting research grants, research profile, student evaluation, publications, academic responsibilities, etc (Bai et al., 2014).

Participation/assisting in the conduction of National/ International Seminars/ Conferences/ Workshops

Individual research values are another "human" characteristic we expect to influence the research productivity of professors. Their research values should motivate them to participate in and create time for research-based projects. Teaching staff participate in conferences/seminars to enhance their research productivity (White et al., 2012).

<u>Punctuality and Professional Ethics</u>

Reaching Institution/ College/University on time

A teacher's ability to demonstrate high levels of punctuality and integrity in the course of their work could be considered one of their primary performance indicators(Veeraiyan et al.,

2019). Performance analysis of the teaching staff is done based on their punctuality and regularity in the class (Bhatnagar & Saxena, 2017).

Fulfillment of assigned duties and activities on time

One of the factors in assessing the performance of teaching staff is thefulfillment and completion of duties on time. It includes finishing the curriculum on time, completing evaluations, tests, seminars, etc within the stipulated time (Bhatnagar & Saxena, 2017)

2.7 Review of Literature on Micromanagement Leadership and Employees Performance

The influence of Micromanagement leadership on Employee performance is both positive and negative from the various existing literature. Recent research was conducted to find the impact of Micromanagement leadership on performance in the Bank and it was found that micromanagement leadership is not recommended and it was perceived in a negative manner (Khoury & Tannous, 2020). Previous research work conducted on the influence of Micromanagement leadership on Employee productivity reported that there exists a negative relationship between these two constructs (Solaja et al., 2022). Poornima & Kavitha (2017) believes that the micromanagement style frustrates employees, decreases their productivity level, and have a negative impact on their performance. Kadhem & Mohammed (2020) also ascertained that micromanagers limit employees' productivity and can hamper their performance. One of the findings in previous research reported that micromanagement leadership has a detrimental effect on the performance of employees in their workplace (Castillo, 2018).

Though there are literatures mentioning the negative impact of micromanagement on performance there are positive results also. Micromanagement has some adverse impact on employees, organizations, and managers. However, it can have some benefits too like there are some situations in which it can result in a positive impact over a shorter course of time (White, 2010; Sidhu, 2012). It is also derived from the literature that some tasks and jobs required constant monitoring and guidance and in that context micromanagement leadership can help to achieve better performance (Stephen, 2020). Micromanagement leadership can help the performance of employees who are not dedicated and serious in their work (Salsabila et al., 2022). Past research done in the manufacturing industry in Ogun State, Nigeria on the relationship between Micromanagement leadership and the Job performance of employees found that there exists a positive relationship between these two constructs (Iro-Idoro & Jimoh, 2021). In one of the research which was conducted on clinical supervision it was

found that micromanagement improved the performance in terms of output for patients and trainees however, there was a negative impact on attitude and behaviour (Ridder et al., 2020). One previous case study on an organization was reported by Cardinal et al. (2004) in which item “control through personal attention” was used. In this case study employees were given guidance and training in the morning and were asked for the report in the evening. They observed that this form of continuous feedback and control resulted in a positive outcome.

Table 2.1: Review of Literature on Micromanagement Leadership

Literature Reviewed	**Literature Type**	**Author with Publishing Year**	**Gist of Points Gained**	**Gap**
Micromanaging behaviour and Employee productivity in SMEs in Rivers State	Research Paper	(Ndidi et al., 2022)	This paper is about how certain leadership and management abilities connect to management practices and which practices promote small-firm performance. This paper has studied micromanagement leadership and employee productivity correlated with employee morale and employee turnover.	This is a conceptual-based paper and have studied the relationship in context to employee productivity.
Detrimental Implications of	Research Paper	(Sojala et al., 2022)	This study examined the	It did not validate the factors of

Micromanagement			detrimental implication of micromanagement on employee performance by obtaining data from one hundred and eighty-six non-teaching staff of a public school in Nigeria	micromanagement and also it covered non-teaching staff.
Gen Z's Perspective on Micromanaging Leadership Style and Its Impact on Work Performance	Research Paper	(Salsabila et al., 2022)	This study aims to understand Gen Z's perception of the micromanaging leadership style and its impact on their work performance. This study uses a qualitative phenomenological approach so that researchers can better understand Gen Z's perception of the micromanaging leadership style and its impact on their work performance based on their own experiences	This is only a qualitative analysis trying to find out Gen Z's perception.

			through in-depth interviews for data collection.	
Emotional Intelligence as a Moderator between Micromanagement Leadership and Employee Performance	Research paper	(Mishra et al., 2022)	The present study proposed a theoretical framework by investigating the influence of micromanagement leadership on employee performance, and the moderating effect of emotional intelligence on the relationship between micromanagement leadership towards employee performance.	This is a theoretical paper and hasestablished the conceptual model only thereby lacking the empirical evidences.
Just let me do my Job!	Research Paper	(Irani-Williams et al., 2021)	Studied Micromanagement in the IT workforce by exploring IT professionals' trust in the competence of their supervisor as an antecedent to their perceptions of being	This paper is finding out how to build the trust among IT workforce so that the impact of micromanagement can be reduced.

			micromanaged. The study also explores whether felt responsibility is the mechanism via which micromanagement negatively affects IT professionals' job satisfaction and organizational commitment, both proximal factors of turnover	
A Micromanagement and Job Performance of Employees in the Manufacturing Industry in Ogun State	Research Paper	(Iro-Idoro & Jimoh, 2021)	It studied micromanagement and Job Performance of Employees in the manufacturing industry in Ogun State, Nigeria. Micromanagement was considered on three dimensions of job performance (that is, altruism, conscientiousness, and task performance).	It was conducted in the cement industry and not done in the Indian context.
Development and initial validation of micromanagement scale for school	Research Paper	(Limon & Dilekçi, 2021)	This study aims to develop a valid and reliable measurement tool	It developed a 4-factor scale measuring micromanagement

principals			that can be used to measure the level of principals' micromanagement behaviour.	behaviour which can be used to determine the level of school principals' micromanagement behaviour. It was limited to the school principal and there was no relationship with performance tested over here.
Micromanagement Creates a Non-conducive Learning Environment for a Teaching Team	Article	(Ridder et al., 2020)	It described and discussed the term micromanagement	This was just a brief discussion and had no findings and analysis
Micromanagement's impact on bank performance	Research Paper	(Khoury & Tannous, 2020)	This article investigates the impact of micromanagement on the banks' performance by examining the perception of banks' managers and employees toward such leadership style. Both qualitative and quantitative method was done	This paper is mainly focussing on employee perceptions in context to bank employees. analysis was limited to Chi-square and correlation
Do Women	Research	(Stephen,	This paper	This study is

Managers Micromanage	Paper	2020)	attempts to study the employee's perspective on micromanagement. Data has been gathered with the aid of a well-organized questionnaire and the use of statistical tools has led to the analysis and shaping of the conclusions.	limited to EFA and descriptive statistics. Factors were not validated and no impact of micromanagement on performance was studied.
Subject Review: Managing People Ineffectively "Micromanager"	Research Paper	(Kadhem & Mohammed, 2020)	The significance of this paper includes some advice and guidance about how to deal with micromanagers to avoid engaging in functional conflicts. The review concluded what the micromanager should do to instill confidence within his or her staff.	This is a conceptual paper and is lacking the relationship and empirical evidences.

Construction and validation of the micromanagement questionnaire	Research Paper	(Sulphey & Upadhyay, 2019)	The study has explored 4 factors of Micromanagement leadership	The analysis was limited to EFA and there was no validity and reliability test done through CFA
Micromanagement: An employers' perspective	Research Paper	(Mishra et al., 2019)	This study analyzed the perception of Micromanagers on the reasons and benefits of micromanaging	This is a conceptual based paper and lacks empirical relation.
Micromanagement Behaviour: A Qualitative Empirical Phenomenological Study	Research Paper	(Castillo, 2018)	This study brings to light the thoughts and experiences of employees that are dealing with micromanagement within the workplace.	This was mainly interview-based research on a limited sample size of 30. It only focused on expressing their lived experiences and reactions to micromanagement and the role that micromanagement plays in the workforce.
A study on the effect of Micromanagement towards BPO Employees	Research Paper	(Poornima & Kavitha, 2017)	In the study, the effects of micromanagement of the companies among BPO employees were done. It has	This is a conceptual paper in context to BPO employees.

			studied the effects of micromanagement on the performance and satisfaction of BPO Employees	
Telltale Signs: Micromanagement signals insecurity and a low level of leadership	Conference Proceedings	(Raveendhran & Wakslak, 2017)	It tries to understand the various signals which micromanagement gives from employees' perspectives and leaders' perspective	This is also the conceptual paper and it draws perspective from employees and employers towards micromanagement leadership
Micromanagement: An Employee's Adversary	Research Paper	(Mathaiyan et al., 2016)	In this article, a theoretical framework was developed to investigate the micromanagement effect from an employee's perspective thus highlighting the various implications	The model highlights mainly the negative aspects of micromanaging based on a prejudged notion of its ill effects and is intended from the employees' perspective, not considering the other elements in the organization
Dilemmas of IT professionals with	Review Paper	(Sumi, 2016)	It discussed the frustration at work	It discussed the pros and cons of

special emphasis on Micromanagement (International Journal of Advanced Research)			in IT companies. It discussed the impact of Micromanagement in IT companies	Micromanagement
Micromanagement: Boon or Bane- An Employees' Perception-with reference to the IT sector	Research Paper	(Dhingra, 2015)	This study aims to find out whether micromanagement is a boon or a bane. For the completion of the study, primary data is collected from 250 employees from different 5 different IT companies (50 each from each company) through convenience sampling.	This paper was done in the context of IT Companies and only descriptive statistics were done
Micromanaging Behaviour and Engineering Management	Thesis	(Li & Khalid, 2015)	This research seeks to reveal and analyze the symptoms of micromanagement in an engineering environment. Additionally, quantitative and statistical analysis is performed to determine which	This study highlights only the micromanagement leadership in engineering management and does not applyto all.

			factors of micromanagement are influential when managing a group of technical personnel	
Successful beginnings	Review Paper	(Blewett & Stewart, 2015)	The purpose of this paper is to introduce a model for managers that will help them to become more successful in developing new employees. Leaders need to create a climate of openness where problems are shared, not hidden	This is not an empirical study and it is just stating how micromanagement may make a successful beginning also a negative one.
Towards effective management in Psychiatric Mental Health Nursing: The dangers and consequences of Micromanagement	Research Paper	(Cleary, Hungerford, et al., 2015)	This paper provides an overview of micromanagement, including points of consideration for managers interested in reflecting on their management styles, and strategies for mental health nurses who find themselves	This paper is mainly a conceptual one mentioning the strategies health nurses should adopt while working under a micromanager.

			working for a micromanager.	
Alleviating Stress Induced by Workplace Micromanagement through Mindfulness Applications	Article	(Miller, 2015)	This paper draws attention towards stress caused by micromanagement leadership and how mindfulness programs, practices, and therapies can help in reducing stress	This is just a conceptual paper and there is no empirical research done to know the effect of micromanagement and the stress it causes on employees.
School Board Micromanagement: Apprehensions for Superintendents	Research Article	(Meyers & Richardson, 2014)	It is trying to understand why school boards micromanage, to what extent they micromanage and what are its effects	It was limited to only the reasons for micromanagement by School Principal.
The Perils of Micromanaging	Research Article	(Schneider & Ars, 2014)	This article explained the signs of micromanagers and how can one help to minimize them.	This is an article and has just drawn the inferences mentioning signs of identifying the micromanager
Managing effectively without micromanaging	Magazine article	Stack Laura, 2013	This article discusses micromanagement and its value to the Project Manager when the project is facing difficult circumstances and	This article discussed more on the positive impact a micromanager can do when the organization is facing a difficult scenario.

			is near slipping on schedule, budget, and/or scope.	
The Manager Paradox	Article	(Davenport & Watson, 2013)	This article discussed different dimensions of Manager Performance and the way of managing people including Micromanagement	This article draws attention towards the theoretical aspect of micromanagement .
Micromanagement: A project Management tool in crisis	Review Paper	(Sidhu, 2012)	This article discusses micromanagement and its value to a Project Manager when the project is facing difficult circumstances and is near slipping on schedule, budget, and/or scope	It discussed only the situation when Project Managers are facing problems in handling projects.
Micromanagement Disease:Symptoms, Diagnosis, and Cures	Chapter of Book	(White, 2010)	It discussed the symptoms and prescriptions	It just explained the causes and effects of Micromanagement
Choking under pressure: Multiple routes to skill failure	Research article	(DeCaro et al., 2011)	It discussed two theories on how choking happens because of too much monitoring and observation and how it affects	It had not taken leadership and performance constructs

			performance	
Development and validation of the toxic leadership scale	Thesis	(Schmidt & Hanges, 2008)	The "toxic leadership" styles have been largely unexplored. The goals of this study were to empirically derive the dimensions of toxic leadership, to create a reliable and valid survey that measures the construct, to explore convergent and discriminant construct validity, and to perform a preliminary examination of subordinate outcomes that may result from working under a toxic leader. Using both qualitative and quantitative methodologies across military and civilian sectors	This study mainly coveredToxic leadership style and was not focussed on micromanagement only
My Way or the Highway: The Micromanagement	Book	(Chambers, 2004)	This book highlighted the micromanagement style, its causes,	This book is talking about the theoretical aspect of

Survival Guide			its symptoms, and how to deal with a micromanager	micromanagement leadership.
Good Visions, Bad Micro-management and Ugly Ambiguity: Contradictions of (Non-)Leadership in a Knowledge-Intensive Organization		(Alvesson & Sveningsson, 2003)	This article investigates how managers position themselves and their work in terms of leadership in a large knowledge-intensive company	This article was just a conceptual paper based on theories and past papers
Effect of Micromanagement on Job Satisfaction and Productivity: A case study	Research Paper	(Wright, 1999)	This study seeks to determine how competitive pressure and a manager's Growth, Needs, and Strength (GNS) affect the degree to which a company micro manages its sales force. The degree of micromanagement may impact a person's autonomy, which interacts with his GNS, to determine his job satisfaction and productivity.	The sample size was only 56 and it only studied the impact of micromanagement on a person’s autonomy along with his growth, need, and strength. It was also done on Salespeople.

Table 2.2: Review of Literature on Employees' Performance

Literature Reviewed	**Literature Type**	**Authors**	**Gist of Points Gained**	**Gap**
Leadership style andperformance in higher education: the role of organizational justice	Research Paper	(Khan, 2021)	The study out to examine the mediation effect of organizational justice between leadership styles (transformational and transactional) and employees' performance using data from teaching faculty in HEIs by using quantitative techniques. The results show that organizational justice is a mediator between transformational leadership and employees	Only transformational and transactional leadership had been studied in the context of performance. Micromanagement leadership has not been explored and studied.

Emotional Intelligence And Contextual Performance Of Teachers Of Higher Education: A Correlational Study Introduction	Research Paper	(Deeba & Saleem, 2021)	This study is conducted to explore the correlation between emotional intelligence and contextual performance. This study concluded that to enhance the quality of teaching in universities, teachers are trained and skilled as emotionally intelligent so that they may improve their task performance and contextual performance subsequently.	This study was focussed on Emotional intelligence and employeeperformance and was not having any study related to leaders and their leadership style
Level of Academic Performance Among Faculty Members in the Context of Nepali Higher Educational Institution	Research Paper	(Paudel, 2021)	The purpose of this research was to identify the faculty member's level of academic performance in higher educational institutions. To conduct this research, a quantitative methodology was employed. The	This research was oriented to find the faculty level of performance and this study was not done in the context to leadership.

			tools to measure the academic performance of faculty members were developed using the Delphi method. The data were collected from 445 sampled respondents from four universities.	
KPIs Identification for the Performance Evaluation: A Case Study of Academic Staff in Engineering and Technology Universities in Hanoi	Research Paper	(Thi et al., 2020)	This research develops 16 operational indicators in 5 KPI aspects: teaching and supervisor, research and innovation, writing and publication, consultancy and services to evaluate the academic staff performance in engineering and technology universities in Hanoi, Vietnam	This study was to develop KPIs for performance evaluation and there was gap of study being done in the context of how leadership assists in the performance of faculty members.
The Relationship Between the Leadership And Organizational Performance A Review.	Research Paper	(Addin, 2020)	The main objective of this study is to review studies regarding the impact of leadership and	This research is mainly done in context to leadership and organizational performance and is not focussed on any

Decision Making and Appropriate Decision when Crisis Management View project			organizational performance This study contributes to providing practical results for decision-makers and workers in leadership positions with the most important strategic methods of leadership, which affect the organizational performance of the business	particular style.
Analysis of quality work life on employees' performance	Research Paper	(Daniel, 2019)	The main objective of this research is an analysis of quality work life on employee performance. quality of work life is fast becoming an imperative issue to achieve the goals and objectives of the organization in every sector be it education, service sector, organization sector, tourism, manufacturing, etc. attrition,	This paper covered the analysis of the quality of work life and performance.

			employees commitment, productivity, etc. depend upon the dimensions of quality of work life	
Evaluation of Faculty Performance on Introduction of Continuous Annual Faculty Evaluation Score (CAFE)	Research Paper	(Veeraiyan et al., 2019)	This paper mainly contributed tothe faculty development program to be followed for the betterment of the faculty. This can be achieved by performance evaluation through 360-degree feedback	This paper was directed toward performance evaluation methods and not on leadership styles and their impact on performance.
Student evaluations of teaching are an inadequate assessment tool for evaluating faculty performance	Research Article	(Hornstein, 2017)	This study conducted the relationship between student evaluation of teaching and faculty performance.	There was no discussion on the leadership aspect and performance of faculty members.
Factors in Faculty Performance Analysis	Research Article	(Bhatnagar & Saxena, 2017)	In this research paper, the chi-square test is applied for the analysis of performance feedback of faculty members	This article mainly focussed on identifying the factors of performance.

			received from the students of BCA and MCA Programmes of an institute of higher education. Two parameters namely 'Pass and Fail' and 'Good Grades' are being introduced for determining the most relevant factor of a faculty member's academic delivery throughout the semester	
Impact of Leadership Style on Organization Performance: A Critical Literature Review	Review Article	(Igbaekemen & Odivwri, 2015)	The emphasis is on how organizations, agencies, parastatals, industries, and countries can get effective leadership styles to achieve set goals. There is a vacuum of true conscious leaders, whether in politics, religion, organization, business, education, sports, or institutions. Thereis a desperate	This article is mainly conceptual-based. It is suggesting various ways in which aleadercan be made effectiveand how it can result in better performance.

			need for competent, principled, sensitive, compassionate, and conscious leaders. In thisresearch, emphasis will be placed on the need to know what makes a leader and what makes a follower	
Factors that Influenced Effective of Employees Performance, Faculty of Management Technology	Research Paper	(Phooma et al., 2015)	The research objectives were to study factors that influenced of operation success and the behaviour that affected effective of employees performance which provides 100 employees, at the Faculty of Management Technology, the Rajamangala University of Technology Srivijaya	It only explored the factors which could enhance the performance of faculty members. It didn't cover the leadership and performance
Leadership and performance: the	Research Paper	(Arham, 2014)	The current studyaims to	This paper only considered

case of Malaysian SMEs in the services sector			investigate the impact of leadership behaviours on the performance of services SMEs in Malaysia. 193 owners and top managers of services SMEs in Malaysia participated in the study. The results revealed that: a) there were significant relationships between different leadership behaviours and organizational performance of services SMEs, and b) transformational leadership contributed more significantly to the performance of SMEs than transactional leadership behaviour	transformational and transactional leadership and the industry selected was SMES.
Development of Teacher	Research Paper	(Mahgoub, 2014)	This paper studies the development of	Teachers' performance was studied in the

Performance and its Impact on Enhancing theQuality of the Educational Process			teacher performance and its impact on the quality of the educational process.	context that how it impacted the quality and there was no discussion on the leadership style
Impact of mentoring program on faculty performance in institutions of higher education: A developing country study	Research article	(Agunloye, 2013)	In this study, the author defines mentoring as a process of consciously building a mutual relationship between two or more professional colleagues to promote personal and professional growth. The author investigates the impact of institutionalized mentoring programs on the professional performance and growth of junior academic staff in a higher education institution in a developing country	This paper mainly draws attention towards mentoring programs which can enhance the performance of junior academic staff in the higher education industry. There is no relationship between studied between micromanagement leadership and faculty performance.
Leadership Styles of Principals and Job Performance	Research Paper	(Duze, 2012)	This study investigated the leadership styles of principals and their	This paper had taken other leadership styles and no study was conducted on the

of Staff in Secondary Schools in the Delta State of Nigeria			effect on the job performance of teachers and support staff in senior secondary schools in Delta State of Nigeria. The population comprised all 358 senior secondary schools in the State from which sample 120 was selected through the simple random sampling technique.	relationship between micromanagement leadership and performance.
An assessment of the relationship between the faculty performance in teaching, scholarly endeavour, and service at Qatar University	Research Paper	(Hassna, Lina O. & Raza, 2009)	This study explores the relationship between the three components(i) Teaching, (ii) Scholarly endeavour; and (iii) Service to the university of the university appraisal system. Two major colleges, Arts and Science, and Business and Economics are chosen for this study. A	This paper was limited to only how can teaching impact the performance of the students. There was no study being done on the performance of faculty through the leadership style of their heads of department.

			conceptual model is developed to study the relationship among these three components of the faculty appraisal system which uses a Structural Equation modelling approach	

Table 2.3: Review of Literature on Higher Educational Institutions:

Literature Reviewed	**Literature Type**	**Authors**	**Gist of Points Gained**	**Gap**
Research Culture among Higher Education Institutions of Saudi Arabia and its impact on faculty performance: Assessing the Role of Instrumentality, Research Infrastructure, and Knowledge Production	Research paper	(Bhatti, 2022)	This study aims to empirically explore the effects of research infrastructure, knowledge generation, and organizational instrumentality on research culture, which affects the job performance of faculty members. 249 faculty members from various Saudi Arabian HEIs provided information that was examined using	This study focussed on how to improve the research culture and research performance of teaching staff however the concept of micromanagement leadership and its impact on teaching staff. In terms of teaching and research is still unexplored.

			Structural Equation Modelling (SEM) and Amos-16	
Creating higher education quality through leadership, organizational culture, and organizational commitment	Research Paper	(Mubin & Latief, 2021)	This study used a quantitative method with a path analysis model to test whether there is a direct and indirect influence on exogenous variables, namely leadership and organizational culture on endogenous variables, namely the application of the internal quality assurance system in state universities with organizational commitment as an intervening variable	Its scope didn't include the relationship between leadership and theperformance of faculty members.
Level of Academic Performance Among Faculty Members in the Context of Nepali Higher Educational Institution	Research paper	(Paudel, 2021)	The purpose of this research was to identify the faculty member's level of academic performance in higher educational institutions. To conduct this research, a quantitative methodology was employed. The tools to measure the academic	The study didn't involve the factors which can enhance the performance of faculty members,especially leadership.

			performance of faculty members were developed using the Delphi method. The data were collected from 445 sampled respondents from four universities	
Educational Leadership In Higher Education: A Scientific Literature Review	Research Article	(Gedminiene & Kaminskiene, 2016)	The main purpose of this article is to highlight and review the literature on educational leadership in higher education. The importance of this article is to understand what sort of problems educational leadership research is facing nowadays as well as what areinnovative leader perspectives in educational leadership.	This article didn't study what is the impact of leadership on theperformance of teaching staff.
Effective Leadership in Quality Assurance for Higher Education: A Literature Review	Research article	(Setiawati, 2016)	This paper provides the importance of quality assurance for higher education and the effective leadership role in assuring the quality of higher education institutions based on a qualitative approach	This paper covered all the aspects of quality measures in higher educational institutions but didn't cover the leadership factor and its impact on the performance of teaching staff.

			with a literature study method. It then introduces previous studies of quality assurance and effective leadership with its attributes for higher education that can be implemented by leaders of higher education	
Higher Education in India: Challenges and Government's Initiatives	Research Article	(Nath, 2015)	The current study aimed to highlight the challenges andpoint out the opportunities in the higher education system in India.	It mainly discussedthe challenges and opportunities in the Higher education system and had no study done on the relationship between leadership and performance.
Emerging Definitions of Leadership in Higher EducationNew Visions of Leadership or Same Old "Hero" Leader?	Research Article	(Eddy, 2015)	This article looks for parallels within the current leadership literature to see if community college administrators use alternative language or emerging definitions of leadership to self-describe their leadership or if their self-descriptions fit the more traditional	This was not done in the context of micromanagement leadership

			hierarchical ideal of the positional or "hero" leader	
The Qualities of effective leadership in Higher educational institutions	Research Article	(Black, 2015)	This article has focussed on what all factors are required for an effective leadership	It didn't cover the relationship of leadership with performance.
Higher education and Research in India: An Overview	Research Article	(Chakrabarti, 2007)	This article mainly discusses higher education and the research development which is happening in HEIs.	There is a gap of empirical study being done on the relationship between micromanagement leadership and the performance of teaching staff members
Leadership in Higher Education: A Qualitative Study	Research Article	(Sathye, 2004)	The study reports and documents an analysis of the responses of three leaders in a tertiary institution in Australia. The study finds that academic leadership poses problems that are distinctly different from leadership in business or government agencies. Academic leaders need to stay close to teaching, learning,	Its main focus was to use leadership style in the best possible way to get the best outcome. This study was not having any discussion on the impact of leadership on performance.

			research, and scholarship to bring out the best in academics.	
Leadership in Higher Education	Research Paper	(Davies et al., 2001)	This paper investigated the role of leadership in creating a vision, communicating policy, and deploying strategy throughout a higher education establishment	There were no studies done on the impact of leadership on their teaching staff.
Leadership Reconsidered: Engaging Higher Education in Social Change.	Book	(Astin & Astin, 2000)	This report addresses the application of transformative leadership to higher education, examining four constituent groups: students, teaching staff, student affairs professionals, and presidents and other administrators	It has no content talking about Micromanagement leadership and its influence on theperformance of teaching staff.

2.8 Gaps identified:

Referring to the topic "Influence of Micromanagement Leadership on Employees' Performance in Higher Educational Institutions" very little research has been conducted on Micromanagement leadership. Though many studies have been done on Leadership styles and their impact on the performance of employees there are very researches that have been done in the context of micromanagement leadership. A lot of sources including research paper, books, thesis, conference proceedings, etc has been studied in context to the topic and the following research gap was identified.

- Traces of research work on Micromanagement leadership was hardly found in the existing literature with empirical evidence.

- Components of Micromanagement leadership were not much validated in the existing literature.
- Very less research has been conducted on Micromanagement leadership and Employee performance.
- Very less research has been done on Micromanagement leadership in Higher educational institutions and on the performance of teaching staff. Even if the research is done on Micromanagement leadership it is done in the Banking industry, IT, Hospitals, schools, etc but there is a huge research gap in the Higher Educational Institutions.
- Micromanagement leadership is an emerging concept in the area of leadership and this need attention. Though lot of research has been done in reference to transformational, transactional, autocratic, democratic etc there are less research done in context to Micromanagement leadership.
- There is very less research work being done in the Indian context.

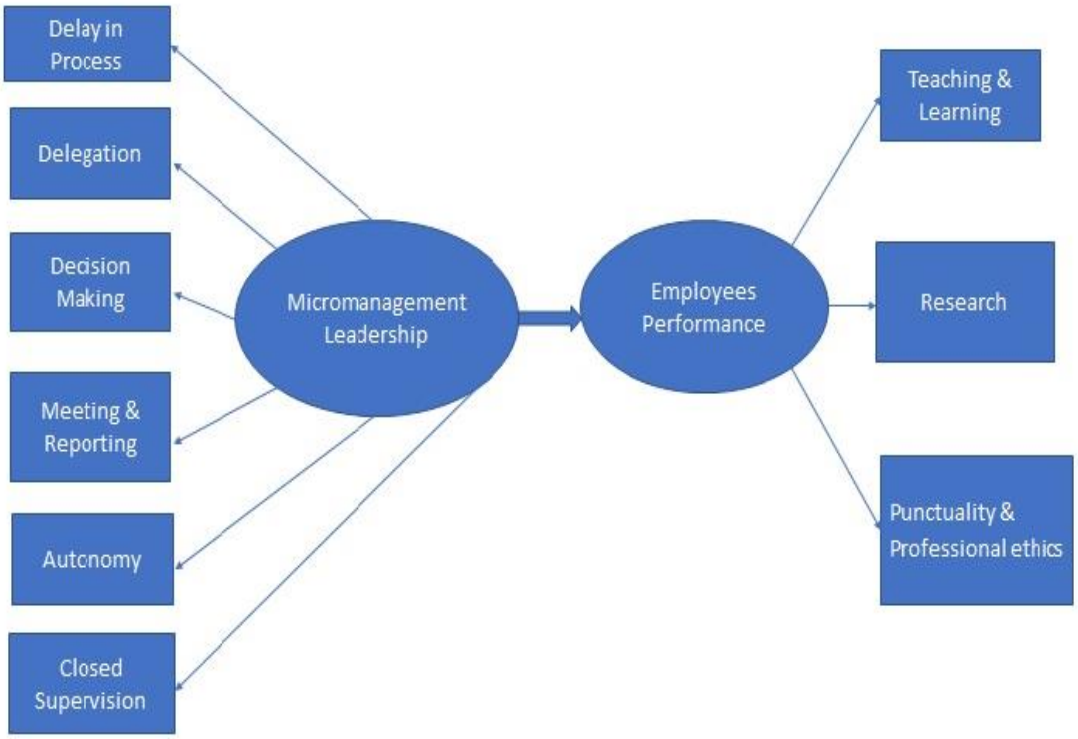
The present research addresses the above problems and tries to bring statistical findings and conclusions.

2.9 Research Questions

1. What are the conditions under which Micromanagement is used in Higher Educational Institutions?
2. How Micromanagement leadership is affecting the performance of teaching staff in Higher Educational Institutions?
3. What are the components of performance of Teaching staff which is considered and getting affected due to Micromanagement leadership?

2.10 Establishment of Conceptual Model

Figure 2.2: Conceptual Framework used in the study



(*Source: The above conceptual model was developed by the researcher using a Micromanagement leadership questionnaire from literature, Employees Performance scale from (Asthana, 2021)*

2.11 Hypothesis Testing

Based on the literature and objective of the study following hypotheses were developed:

H1: There exists a significant difference of opinion on the Overall Micromanagement Leadership and the sub-constructs of Micromanagement Leadership based on the Demographics variables.

H1.1: There exists a significant difference of opinion on the overall Micromanagement Leadership and its sub-constructs based on Gender

H1.2: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on the Age of the respondents.

H1.3: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on the Qualification

H1.4: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on the Designation of the respondents

H1.5: There exists a significant difference of opinion on the overall Micromanagement Leadership and its sub-constructs based on the Total experience of respondents

H1.6: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on the Academic experience

H1.7: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on current organizational experience.

H2: There exists a significant difference of opinion on the overall Employee performance and sub-construct of employees' performance based on the Demographic variables.

H2.1: There exists a significant difference of opinion on the overall Employeeperformance and its sub-constructs based on Gender.

H2.2: There exists a significant difference of opinion on the overall Employees performance and its sub-constructs based on the age of the respondents

H2.3: There exists a significant difference of opinion on the overall Employees performance and its sub-constructs based on the Qualification

H2.4: There exists a significant difference of opinion on the overall Employees performance and its sub-constructs based on the designation

H2.5: There exists a significant difference of opinion on the overall Employee performance and its sub-constructs based on the Total experience of respondents.

H2.6: There exists a significant difference of opinion on the overall Employeeperformance and its sub-constructs based on the Academic experience

H2.7: There exists a significant difference of opinion on the overall Employee performance and its sub-constructs based on the current organizational experience.

H3: There exists a significant relationship between sub-constructs of Micromanagement leadership and Employee performance.

H3.1: There exists a significant relationship between Delay in process and Employee performance

H3.2: There exists a significant relationship between Delegation and Employee performance.

H3.3: There exists a significant relationship between Decision making and Employee performance.

H3.4: There exists a significant relationship between Meeting & Reporting and Employee performance.

H3.5: There exists a significant relationship between Closed supervision and Employee performance.

H3.6: There exists a significant relationship between Autonomy and Employee performance.

H4: Micromanagement leadership influences Employees' performance in Higher Educational Institutions

H4.1. Sub-constructs of Micromanagement leadership influences Employees performance in Higher Educational Institutions

H4.2: Sub-constructs of Micromanagement leadership influences Teaching &StudentsLearning

H4.3: Sub-constructs of Micromanagement leadership influences Research

H4.4: Sub-constructs of Micromanagement leadership influences Punctuality.

With the findings identified at the end of the study, it has been proposed to construct a Theoretical model establishing a relationship between Micromanagement leadership and Employee performance.

CHAPTER-III
RESEARCH METHODOLOGY

CHAPTER -III

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the process or techniques which are used to identify, select and analyze information about any topic (Kothari & Garg, 2014). This chapter explains the stepwise detailed process which is used to achieve the objectives. The methodology discussed in this chapter has been extensively used as a code of conduct for guiding the research toward the attainment of objectives. The chapter discusses in detail the research design, sampling and population, sample size, sources of data, types of data, data collection tools, and the process of data analysis. The pilot study and focus group discussion parts were also discussed and this is alsoincluded in this chapter.

The present work could be considered a survey-based descriptive and exploratory research work. A self-administered questionnaire was used to collect the data related to micromanagement leadership and employees' performance. The respondents were teaching staff of higher educational institutions of Delhi/NCR. Secondary data was also used and captured, and when the data was collected, it was examined using an appropriate statistical tool.

3.2 Research Objectives

After a thorough review of the literature and identification of the research gap following research objectives were identified for this study:

1. To identify the components of Micromanagement leadership.
2. To determine the reasons behind the usage of the Micromanagement leadership style by the supervisors/heads in Higher educational institutions.
3. To examine the influence of Micromanagement leadership on Employee Performance.

3.3 Types of Research

There are various types of research. The types of research which the researcher used in the study are descriptive, exploratory, and causal in nature.

Descriptive Research

Descriptive research as the term implies is to describe characteristics of a population or phenomenon. It seeks to determine the answers to who, what, when, where, and how questions (Zikmund, 2012). It mainly focuses on the nature of the demographic element. The

study is trying to describe the characteristics of micromanagement leadership. It is about describing the phenomenon of micromanagement leadership and employees' performance.

Exploratory research

Exploratory research is defined as research that is used to investigate a problem that is not clearly defined. This research is needed to gain a better understanding of the dimensions of the problems (Zikmund, 2012). It is also exploratory in nature because the impact of micromanagement leadership on employees' performance has not been empirically or investigated in the past and also the scale for Micromanagement leadership is not validated clearly for teaching staff working in Higher Educational Institutions. The present study also tries to explore the relationship between various variables like qualification, age, and experience of a teacher with Micromanagement Leadership and Job performance.

Causal Research

The research design of this study is also causal in nature. Causal research can be defined as a research method that is used to determine the cause-and-effect relationships between two variables (Zikmund, 2012). The present work attempts to establish the cause-and-effect relationship between micromanagement leadership and employees' performance.

3.4 Research Design

Research design constitutes the blueprint for the collection, measurement, and analysis of data. It helps the researcher in the allocation of limited resources by posing crucial choices in methodology (Cooper, 2006).

The study adopted Mixed research design using both Quantitative and Qualitative methods.The quantitative data was collected through Questionnaire from the teaching staff. The qualitative data were collected through interviews with 11 HODs/Supervisors/Heads of Higher Educational Institutions. The minimum number of interviews can be from 9-15 (Hennink & Kaiser, 2022).

3.4.1 Population of the study

Population refers to the units or elements that are considered for the research (Kothari & Garg, 2014). In this study, the population refers to teaching staff working in Higher Educational Institutions coming under NCR (National Capital Regions) which includedthe National Capital Territory of India (NCT, Delhi) and 4 satellite districts -Gautam Budh Nagar, Faridabad, Ghaziabad, and Gurugram.

Inclusion: The teaching staff of Higher Educational Institutions NCT and 4 Satellite districts of NCR zone. NCT, Delhi is the best place for education, well known higher education institutions with a diversified form of courses. All the categories of the university were considered such as Central University, State University, Deemed to be University, Private University, and Institute of National Importance.

Exclusion: The non-teaching staff was not included as the Employees' Performance parameters are different for them. Considering the novelty of the research work which was understood from the existing literature, only teaching staffs were considered. The researcher has also excluded respondents who have not worked under any micromanager. The respondents whose experience was less than 2 years were also excluded from the study. There are lots of scope in the future and the exclusion of this study can be taken up afterward.

Sampling Unit: It gives information about the population category that will be surveyed. Delhi NCR was considered as the sampling Unit in the study. Delhi being the capital of the country has prominent education system that has produced amazing talents over the years. Delhi NCR are well known for higher educational institutions with all the categories of Universities like Central, State Public, State Private, Deemed University and Institute of National Importance.

3.4.2 Sampling Frame

The sampling Frame can be considered as a source from which the sample is drawn. It is a specific list consisting of all the items in the population. It lays down a series of items or things from which a researcher takes a sample for his study (Thoresen et al., 2003). It is closely related to the population. It is the list of elements from which the sample is drawn. Ideally, it is a complete and correct list of population members only (Cooper & Schindler, 2006).

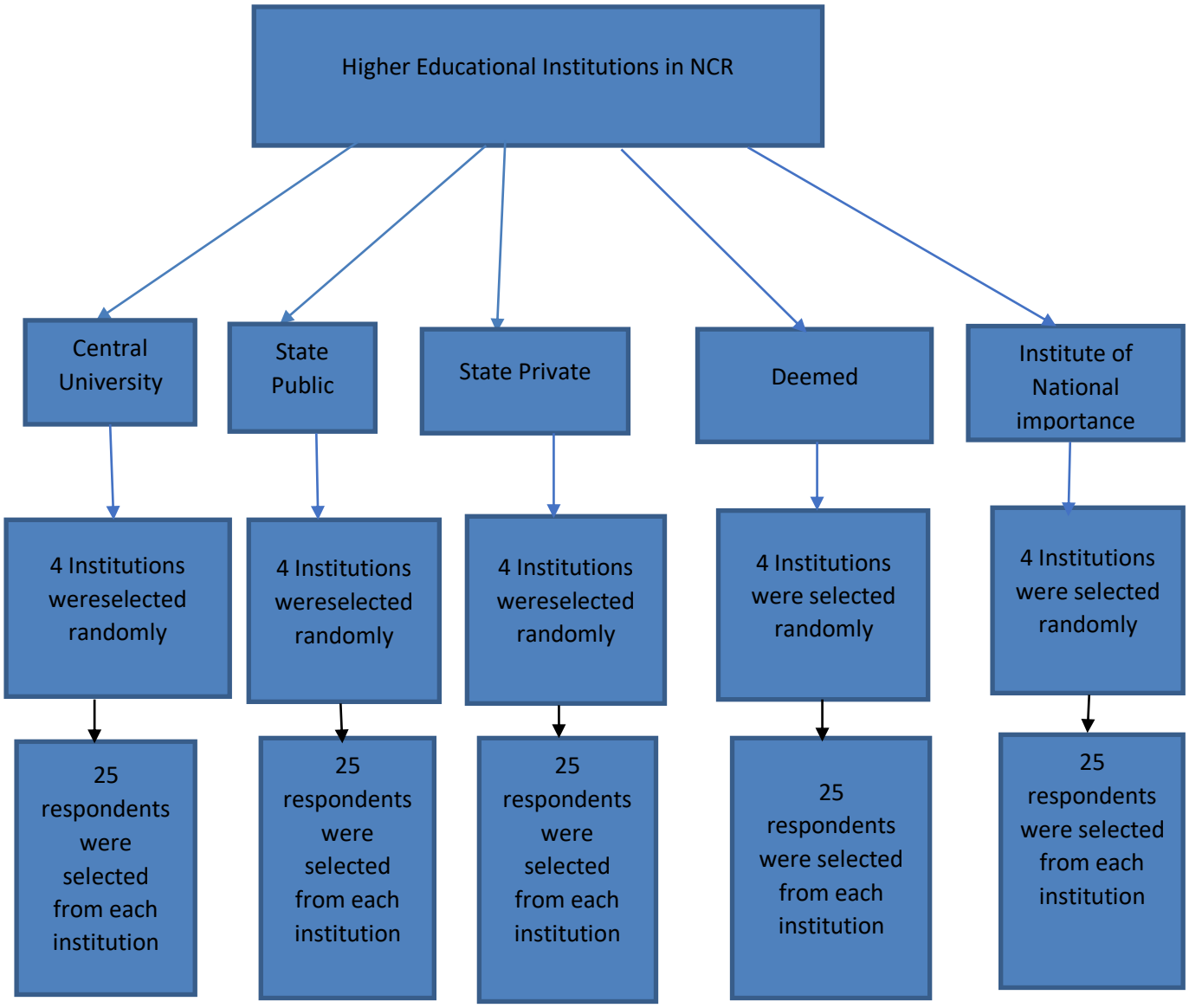
As per the All India Survey on Higher Education (AISHE) Report (2019-2020), there were7Central Universities, 14 State Public Universities, 8Institutes of National Importance, 13 Deemed Universities, and 12 State Private Universitiesin Delhi NCT and 4 Satellites district of NCR Zone which were considered as the sampling frame for the study.

3.4.3 Sampling Technique

In this research, the stratified random sampling method was adopted. Most populations can be segregated into severally mutually exclusive subpopulations or strata. The process by which the sample is constrained to include elements from each of the segments is called stratified

random sampling (Cooper & Schindler, 2006). A stratified sampling technique is generally applied to obtain a representative sample. Under stratified sampling, the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called "strata") and then we select items from each stratum to constitute a sample (Kothari & Garg, 2014).

Fig 3.1: Stratified Sampling Technique used in the study



Source: Drawn by the researcher

Step-1-First of all the geographical area of the Government of NCT Delhi was studied properly to find out the total number of higher educational institutions as per the AISHE report.

Step-2-An exhaustive list of higher educational institutions in Delhi NCT was prepared.

Step-3-List of higher educational institutions was then segregated based on types of universities.

Step-4-With the help of simple random sampling, the university under each category was selected for data collection. The lottery method was used in the case of simple random sampling.

Step-5-The process mentioned in step no 4 was repeated to select the higher educational institutions too.

Step-6- The respondents were selected through snowball sampling where the reference was taken from teaching staff met randomly and through contacts while visiting the institution.

3.5 Sample Size Determination

Samples are considered to be the complete representatives of the population exhibiting the characteristics of the population in all aspects. The sample size was calculated based on precision rate and confidence level. The sample is treated as a finite part of a targeted population, the properties/ characteristics of whom are to be studied as a whole (Webster & Burgess, 1948). In context to the present research work, the precision rate was 5% at a confidence level of 95%.The formula for determining the sample size is mentioned below (Kothari, 2014)

$n = z2 .p.q.N / e2 (N-1) + z2 .p.q$

Where,

n = sample size 1.96*1.96*

N = Population Size

z = Standard Variate at given confidence level. The value of z for a confidence level of 95% is 1.96

e = Precision or acceptable error. The value of ‘e’ is taken as .05 for this study. • p = Sample proportion and q = 1- p

The number of registered colleges as per the AISHE report 2019-20 was 179.

The total population (Number of Teachers) was 21,638.

Here the population considered was 21,638 and at a 95% confidence level, the sample size calculated was 377, however, the response was taken from 500 by keeping into consideration of invalid responses. The final sample size was 430 respondents which is 86 percent of the total 500 responses. As this sample size is more than 30, hence the distribution of the mean approximates a normal distribution (Solema& Badar, 2011). (Ghasem & Zahediasl, 2012) and (Rochon et al., 2012) have also worked in the same direction and have highlighted that a large sample size assumes the distribution of the mean to be normal.

3.6 Data Collection Method

Data collection is a method that gathers and analyses the information and processes it and interprets it to get a meaningful result. The data which are collected are subjected to hypothesis testing also which tries to explain any phenomenon (Kothari & Garg, 2014). There are two sources of data collection-primary data and secondary data. Primary data refers to collecting raw data from the source. It is collecting original data by the researcher for fulfilling the specific research purpose. The primary data was collected through a self-administered questionnaire.

Secondary data: In reference to the present study the secondary data were also collected from various sources. The main source of secondary data was from AISHE. Reports of the Ministry of HRD, Government of NCT Delhi, and other required information were collected from government and non-government sources. Published research papers, books, journals, thesis, and web pages were also referred to and the data was collected from them as well. UGC report was also taken into consideration.

Quantitative data were collected through the questionnaire and Qualitative data was collected through the interview with open-ended questions

3.6.1Methodology of data collection:

The method adopted for the collection of primary data was the questionnaire. The scale of the questionnaire for both micromanagement leadership and employees' performance was a 5-point Likert scale. The components of micromanagement leadership were adapted from various literatures. The factors of Employee performance were also got adopted from the literature. The questionnaire was collected through google form andphysical mode. The data

was collected in the time period between January 2022 till August 2022. There was also one set of questionnaires that were taken from HODs/HOI through interviews to know the possible reasons for the leaders to micromanage their employees. The interview was conducted through Zoom meetings and face-to-face.

3.6.2Questionnaire designing process

The method of data collection was through the questionnaire. The questionnaire is the most effective and useful method of research instrument because it helps to collect information from a large number of respondents. The scale used for data collection wasa 5-point Likert scale. The Likert scale ranges with options from “to a very small extent” to “to a very large extent”. Each item scoring was assigned a weight ranging from 1 to 5. The interpretation of the score was 1- “To a very small extent”, 2- “To a small extent”, 3- “To a moderate extent”, 4- “To a large extent”, and 5- “To a very large extent”. The questionnaire was designed in such a manner that it is simple, easy, structured, and understandable by the respondents.

3.6.3 Questionnaire Design for Micromanagement Leadership

The questionnaire containedthree part-Part A, Part B & Part C. Part A of the questionnaire is about the demographic variables of the employees. Part B of the questionnaire is about gathering information related to Micromanagement Leadership.

Table 3.1. Components of Micromanagement along with the sources:

Delay in Process	The behavioural characteristics of these managers consist of someone who oversees their workers too closely and spends an excessive amount of time supervising a particular project, and telling people exactly what to do and how to do it leaving little to no autonomy for subordinates.	Micromanagement Behaviour: A Qualitative Empirical Phenomenological Study	(Castillo, 2018)

	Attention to small details in managementiscontrol of a person or situation by paying extreme attention to small details.	A study on the effect of micromanagement towards BPO employees.	(Poornima & Kavitha, 2017)
	An important symptom that indicates the existence of micromanaging behaviour is the need for absolute control over the process, i.e., telling people exactly what to do and how to do it. It is concernedwith process rather than output	A study on the effect of micromanagement towards BPO employees.	(Poornima & Kavitha, 2017)
Delegation	When a boss is reluctant to delegate, focuses on details ahead of the big picture and discourages his staff from taking the initiative, there's every chance that he's slightly toward micromanagement	Micromanagement-Boon or Bane: An Employer's Perception -with reference to the IT sector	(Dhingra, 2015)
Decision making	Micromanagers typicallygo alone to the boss's office, as they do not wish subordinates to gain credit. They become irritated when others make decisions without consulting them. They explode when their bossbypasses them and goes directly to one of their subordinates.	Good visions, bad micro-management and ugly ambiguity: Contradictions of (non-)leadership in a knowledge-intensive organization	(Alvesson & Sveningsson, 2003)

	Micromanagement occurs when someone interferes in others' work, duties, and responsibilities and disrupts their decision-making power and authority	Micromanaging Behaviour and Employee Productivity in SMEs in Rivers State	(Ndidi et al., 2022)
Meeting and Reporting	Micromanagers dictate time, often creating deadlines for deadline's sake. They demand overly frequent and unnecessary written status reports.	The Micromanagement Disease:Symptoms, Diagnosis, and Cure	(White, 2010)
	Under micro-management, there's a will to know too much in detail	Good visions, bad micro-management and ugly ambiguity: Contradictions of (non-)leadership in a knowledge-intensive organization	(Alvesson & Sveningsson, 2003)
Close Supervision	It is to manage closely, evaluate in detail and manage a small part of a very comprehensive process.	Development and Initial Validation of Micromanagement Scale for School Principals	(Limon & Dilekçi, 2021)
	Micromanagers oversee their workers too closely and spend an excessive amount of time supervising a particular project and telling people exactly what	The Micromanagement Disease: Symptoms, Diagnosis, and Cure	(White, 2010)

	to do and how to do it. They compulsively monitor good employees as well as those who are not performing well.		
	Micromanagers are obsessed with meaningless details. They love numbers, lots of them. They confuse accuracy with precision. They keep track of the number of copies made on the Xerox machine, count paperclips, or scrutinize the number of long-distance phone calls.	MICROMANAGEMENT: A Project Management Tool in Crisis	(Sidhu, 2012)
	Excessive attention to detail, planning tasks to minutiae, and obsessively tracking the time employees spend at their desks, on their breaks, etc are some of the more extreme activities associated with micromanagement.	Construction and validation of the micromanagement questionnaire	(Sulphey & Upadhyay, 2019)

Table 3.2. Number of statements for each components of Micromanagement Leadership

Parameter	Number of statements
Delay in process	3
Delegation	3
Decision making	3
Meeting and Reporting	3
Close supervision	3
Autonomy	3

3.6.4 Questionnaire for Job Performance

The performance scale was an adopted one. Part C of the questionnaire includes three Parameters adopted from the UGC PBAS system to evaluate the performance of teachers. In addition to the above parameter prescribed by UGC two more parameters were added (after the pilot study) • Student`s Performance and Student- Student-Centered Practices • Punctuality and Professional Ethic

Table 3.3. Number of statements for each construct of Employees Performance

Parameter	Number of statements
Teaching, learning process, and evaluation	5
Research and academic contributions	5
Punctuality and professional ethics	3

3.6.5 Interview

The interview wasconducted with the Supervisors/HODs/HOI/to know their perspective on micromanagement leadership styles. It was done to understand when would they feel correct to micromanage and who requires micromanagement leadership. The interview was conducted through both physical and online modes. The participants in the interview comprised 6 HODs, 4 Deans, and 1 Director. Though they were Supervisor/Head they were also in the category of both Manager and Managed employees.Analysis of the qualitative data was done through QDA Miner Lite software.

3.7. Pilot study

A pilot study is an initial study conducted on a small number of respondents to find out the feasibility and validity of the study which is undertaken(Kothari & Garg, 2014). Its main

objective is also to identify the improvements required and to incorporate them into the existing research methodology. The goal of the pilot study is not to test the hypothesis but to determine the feasibility/acceptability of the approach so that it can be used for a larger study.

Regarding the current study, the preliminary pilot study was conducted to examine the suitability of the methodology, data collection tools, the significance of the study, scale, and factors that will enable for smooth and timely completion of the work.

The pilot study was conducted on 40 teaching staffs. Responses were collected on a 5-point Likert scale ranging from “to a very small extent” to “to a very large extent”. The time taken to complete the questionnaire was approximately 7 to 10 minutes. There were a few suggestions that came from the respondents like removing repeated items, making the questions simpler, giving a brief introduction of the concept of Micromanagement, andmaking the questions smaller and more understandable. All these suggestions were incorporated after the pilot study which made the questionnaire more proper and better.

3.8 Data Analysis:

Data analysis was conducted on 430 samples to achieve the objectives of the study. Details of data analysis have been provided in the following chapter. The basic steps which were adopted in this framework are presented in the table below:

Table 3.4 Data Analysis Tools

Steps in Data analysis	**Purpose**	**Tools used**
Coding and cleaning	Identification of variables; removal of gaps	Data cleaning (excel)
Measurement of central tendency	Determination of the distribution of data	Descriptive Statistics (SPSS)
Exploratory Factor analysis (EFA)	Identification of factors	Exploratory Factor Analysis (EFA) SPSS
Confirmatory Factor Analysis (CFA)	Measurement model to determine validity and reliability of constructs	Structured Equation Modelling (SEM Smart PLS)
Reliability	To determine the reliability and feasibility of data	Cronbach alpha (more than 0.7) SPSS
Path Analysis	Structural Model	Coefficient of determination (R^2) and the model's

		predictive relevance (Q^2).
Qualitative Data analysis	To find out the perspective of Supervisors/HODs/Heads on Micromanagement leadership through Thematic Analysis	QDA Miner Lite

3.8.1 Descriptive Statistics

To organize and summarize the data through measures of Central tendency, variability, etc., descriptive statistics are used. In this study, descriptive statistics like mean, and standard deviations were used to describe the Sub-constructs of Micromanagement leadership and Employees' performance.

3.8.2 Inferential Statistics: For generalization, inferential statistics are used. It is used to extrapolate from a sample to larger populations. Hypothesis testing is an important aspect of inferential statistics, and it is followed by other inferential statistics tests to further generalize the conclusion. The following inferential statistical metrics were employed extensively in the current investigation.

- Karl Pearson's Coefficient of Correlation
- t-test for Significance of Difference Between Means
- Analysis of Variance (ANOVA)

Karl Pearson's Coefficient of Correlation: The correlation coefficient is a measurement of how closely two variables are related. It can also be explained to what extent variation in one variable causes variation in another variable. Karl Pearson's Coefficient of Correlation is the most extensively used correlation coefficient. The correlation coefficient vibrates between + 1 and – 1, with + 1 denoting perfect positive correlation and – 1 denoting perfect negative correlation, and 0 denoting no correlation between the variables. The current study makes considerable use of the concept of correlation. The relationships between components of micromanagement leadership and measures of teaching staff's performance were investigated using Karl Pearson's coefficient of correlation in this study.

Factor Analysis: In Factor Analysis both EFA and CFA were done in this study. When several variables need to be reduced to a smaller set that describes the majority of the variance of the original variables, factor analysis is a useful statistical approach. Similar-

sounding variables are grouped in this test to form a "Factor." The stages of factor analysis are as follows:

• Factor extraction

• Principal component rotation

When the goal is to reduce the number of variables and group them into components, factor analysis is employed. The percentage of communalities is then compared to the factor loading value for each variable at a subsequent step. Variables with bothfollowing values (communalities and factor loading value) more than 0.5 are often recommended for further investigation (J. . Hair et al., 2014). In this study, the factor extraction for both parts of the questionnaire (Part A – Micromanagement Leadership and Part B- Employee Performance) principal component analysis was used to identify the number of factors extracted

Sample Adequacy was done through KMO & Bartlett's test. To assume sample adequacy, the Kaiser-Meyer-Olkin (KMO) value must be greater than 0.5, and Bartlett's test of sphericity must be less than 0.05(J. . Hair et al., 2010). The total variance explained was also found and it should be more than 60 percent (J. . Hair et al., 2010). Eigenvalues greater than one can be preserved for factors. Hence, the eigenvalue is set as one (Field, 2009). Though factor loadings more than 0.30 are accepted, values greater than 0.50 are retained to get practical importance (J. . Hair et al., 2010).

Confirmatory factor analysis was done through Structured Equation Modelling (SEM) using Partial Least Square (PLS) to check the validity and reliability of the instrument

Independent Sample T-Test:

One of the important inferential statistical tests used to determine if a difference between two means is significant or not is the t-test. An independent sample t-test was employed in this study to describe how demographic characteristics like genderinfluence on micromanagement leadership and performance. The interpretation of the t-test was based on the significance of the t-value.

ANOVA: Analysis of Variance (ANOVA) was used to determine the difference between two means is significant or know when the independent variables are having more than 2 categories of nominal data and the dependent variable is a scale one. It was used to describe how demographic variables like age, designation, educational qualification, current experience, academic experience, and total experience have differences of opinion towards

the construct Micromanagement leadership and employees' performance. The proposed hypothesis may be accepted or rejected depending on the following steps:

a) The test of homogeneity through Levene's test value is found out first whether it is significant or not. If $p>0.05$ it means that the data assumed equal variance and if $p<0.05$ it means that the data did not assume equal variance.
b) If $p<0.05$ the WELCH test value would be referred to determine the significance value. If it is not significant Null hypothesis would be accepted and the alternative hypothesis would be rejected. On the other hand, if the WELCH test value is significant TUKEY HSD value of the POST HOC test to perform multiple comparisons between the groups and make it clear which group varies significantly from the others will be referred to check the difference in mean.
c) If $p>0.05$ from Levene's test then we will refer to the significance of the F- value from the ANOVA Test. If F-value is not significant we will accept the null hypothesis and reject the alternative hypothesis. If F-Value is significant we will refer to the Games-Howell value of the POST HOC test to perform multiple comparisons between the groups and make it clear which group varies significantly from the others.

3.8.3 Path analysis using Structured Equation Modelling:

The concurrent cause-and-effect relationship between multiple independent and dependent variables is tested using Structural Equation Modelling (SEM), which also provides more information than regression about how well the model is supported by the data (Gefen et al., 2000)

Ringle et al., (2005) improved the software to become SMART-PLS. Further, Wold (1982) created partial least square-structural equation modelling (PLS-SEM), which is now widely used in research. The benefit of PLS-SEM is that it can produce better results with small sample sizes and does not require the data to be normal (Hair et al., 2010). SMART PLS Software version 3.0, created by (Ringle et al., 2005) was used in the study for running the SEM. Partial Least Square has the advantage of being able to deal with multicollinearity problems and produce results (Fornell & Bookstein, 1982). PLS-SEM was used because the data was non-parametric. The second-order latent construct is measured using the hierarchical component model, also known as the repeated indicators approach (Wold 1982), while the first-order latent construct is measured using observed variables. According to Hair et al., (2014), Hierarchical Component Models (HCMs) are Second-order structures used in PLS-SEM to eliminate the most complex interactions and simplify the structure. Additionally,

First-order constructs were referred to as LOCs (Lower Order Constructs) and Second-order constructs as HOCs (Higher Order Constructs).

In this study, the five factors such as Delay in process, Delegation, Decision making, Meeting & Reporting, closed supervision and Autonomy are sub construct which are considered LOCs. These five lower-order constructs are reflective of Micromanagement leadership which is represented as Higher Order Construct (HOC). Similarly Teaching &StudentsLearning, Research and Punctuality are sub-constructsthat are considered LOCs and are representing Employees' performance which are considered HOC.

Since PLS-SEM does not offer the goodness of fit, the evaluation of the results is carried out in two stages, namely the measurement model and the structural model (Chin, 1998; Henseler et al. 2009), which have been described in more detail below. Internal consistency, convergent validity, and discriminant validity were established by the measurement model (outer model).

The second method involved using the structural model to assess the path between the exogenous variable—Sub-constructs of Micromanagement leadership—and the endogenous variables—Employee performance —by t-value using the bootstrapping method.

3.8.4 Measurement Model: The measurement model is known as an outer model (Chin, 1998) and it helps determine the validity and reliability of the instrument by demonstrating if the latent variable is measured by the observable variable (Schumacher & Lomax 1996).

Internal consistency: Based on Cronbach's alpha value, Composite Reliability Score, and rho-A, the internal consistency of the model is reported. Cronbach alpha has a cut-off of 0.7 (Nunnally, 1978). Although Cronbach's alpha is a regularly used way to measure reliability, composite reliability provides superior confirmation because it bases its calculation of dependability on actual loadings (Hair et al., 2017). SEM was used to confirm the instrument's dependability once more because the composite reliability value for a good indication must be over 0.7 (Hair et al., 2017). The value of rho-A should be greater than 0.7 to confirm internal consistency (Henseler et al., 2015)

Convergent Validity: It is that type of validity that denotes a particular convergence of constructs, or those that share a significant amount of variance. It is one of the most crucial factors that the researcher should take into account when doing their research. The degree of relationship between two measures that measure the same idea is supported by convergent validity. Reliability is a sign of convergent validity (Hair et. al., 2010). The convergent validity of the instrument is confirmed by the outer loading of the factor and Average

Variance Extracted (AVE). The outer loading value should be greater than 0.7 (Chin, 1998) and the AVE value should be above 0.5 (Chin, 1998., Hair et., 2014).

Discriminant Validity: It shows how different a measure is from other measures that are not concerned with measuring the same construct (Nunnally, 1978). Low correlations between variables, therefore, show that discriminate validity exists. The Average Variance Extracted (AVE) (Fronell and Larcker, 1981) can be used to assess discriminant validity for any concept that has a squared correlation greater than any other construct.

3.8.5 Structural Model:

After the measurement model's reliability and validity criteria have been met, the next stage is to concentrate on the structural model to determine the link between the constructs and the degree to which the data fit the theory (Hair et al. 2014). This can be done by examining the significance of the path coefficient, the coefficient of determination (R^2), and the model's predictive relevance (Q^2).

Path coefficient: The calculated values from 0 to -1 reflect a negative association, and the calculated values from 0 to +1 show a positive correlation. The path coefficient has values between -1 and +1. The bootstrapping procedure in SMART-PLS can be used to confirm the importance of the obtained path (Hair et al. 2014). The significance of the path is confirmed at the 5% or 0.05 level of significance when the bootstrapping t-values are larger than 1.96. for Bootstrapping of 10,000 (Hair et al., 2014).

Coefficient of Determination (R^2): R^2 is a measure of how much variance in the endogenous or dependent variable is explained by the exogenous or independent variable. Additionally, this value illustrates how well the model predicts the future (Hair et al. 2014). R-square values vary depending on the type of study, therefore there is no set cut-off point. However, Chin (1998) defined R-square values below 0.3 as weak, 0.3 to 0.5 as moderate, and over 0.5 as substantial impacts.

Predictive Relevance (Q^2): Hair et al. (2014) advise utilizing Stone- Geisser's Q^2 Value (Geisser 1974; Stone 1974) to determine the model's predictive usefulness. The software's blindfolding procedure can be used to evaluate the model's predicting ability. To evaluate the impact of an exogenous variable on the other data points, the data point of the endogenous indicator is left out (Henseler et al. 2009). Predictive relevance is estimated for each path using the blindfolding technique, which re-estimates the model by eliminating one data point at a time and estimating the values for all data points iteratively (Hair et al. 2014). Cross-validated redundancy reportsare extensively utilized in research and can be used to infer the

results**.** According to Fronell& Bookstein (1982), if the Q^2 value is higher than zero, it is clear that the model has a predictive value for the dependent constructs. This was used to determine the predictive validity of the path**.**

3.8.6 Qualitative data analysis: Qualitative data analysis was done to find the perspective of Supervisors/HODs/Heads on Micromanagement leadership. The method used was an interview and the sample size was taken as 11 and which met the minimum requirement (Hennink & Kaiser, 2022). Thematic analysis was done where various themes and sub-themes were observed and the software used for analysis was QDA Miner Lite.

3.9 Ethical considerations:

This research aimed at finding out the impact of micromanagement leadership on employees' performance. First, the respondents were allowed to freely express their opinions towards the study, and only a small number of people refused to take the poll. The autonomy of the individual was taken into account in the survey since the researcher provided adequate explanations to the respondents' questions and did not push those who were limited from participating in the study. Second, the survey's participants were assured of the responses and their personal information's secrecy. Third, there was no fabrication or falsification done throughout the survey, and the outcomes were entirely based on the information gathered. The fourth and final important factor is the recognition provided to researchers for their contributions to research in the form of citations and references, where appropriate. The analysis and interpretation of the data that was gathered are shown in the next chapter.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

CHAPTER -IV

ANALYSIS & INTERPRETATION

This chapter analyses and interprets the data collected in accordance with the objectives of the study. This includes a simple percentage analysis of the demographic profile of the respondents and the determination of the existing divergence of opinion among respondents regarding Micromanagement Leadership and Employees' Performance, tools such as t-test and ANOVA were utilized. Micromanagement leadership predictability towards Employees' Performance was determined using Structural Equation Modelling through SMART-PLS Software.

Table 4.1 Demographic Profile of the Respondents (N=430)

		Count	Column N %
Gender	Male	210	48.80%
	Female	220	51.20%
Age	25 to 30 Years	113	26.30%
	31-40 Years	185	43.00%
	41- 50 Years	107	24.90%
	>50 Years	25	5.80%
Qualification	Post-Graduation	197	45.80%
	Ph.D.	220	51.20%
	MS	7	1.60%
	Post Doctorate	6	1.40%
Designation	Assistant Professor	287	66.70%
	Associate Professor	86	20.00%
	Professor	57	13.30%
Experience	<5 years	72	16.70%
	5-10 Years	117	27.20%
	10-15 Years	108	25.10%
	15-20 Years	84	19.50%
	>20 years	49	11.40%
Academic Experience	2-5 years	162	37.70%
	5-7 Years	75	17.40%
	7- 10 years	54	12.60%
	>10 Years	139	32.30%
Current Organization Experience	< 2years	107	24.90%
	2-5 years	188	43.70%
	5-7 Years	86	20.00%
	7- 10 years	32	7.40%
	>10 Years	17	4.00%

Worked under more than 2 bosses	Yes	400	93.00%
	No	30	7.00%

The above table states that, out of 430 respondents, 51.2 percent of the respondents were female and 48.8 percent of the respondents were male. 43 percent of them were in the age group between 31-40 years followed by 26.3 percent in 25-30 years, 24.9 percent in 41-50 years, and 5.8 percent above 50 years. In the category of educational qualification, 51.2 percent and 45.8 percent of the respondents have completed Ph.D. and Post-Graduation respectively followed by 1.6 percent and 1.4 percent in MS and Post Doctorate respectively. Among them 66.7 percent were Assistant Professor, 20 percent were Associate Professors and 13.3 percent were Professor. Regarding total experience 27.2 percent were having 5-10 years of experience, 25.1 percent were having 10-15 years of experience, 19.5 percent were having 15-20 years of experience, 16.7 percent were having less than 5 years of experience and 11.4 percent were having more than 20 years of experience. If we consider Academic experience only 37.7 percent of the respondent were having 2-5 years of experience followed by 32.3 percent for more than 10 years of experience, 17.4 percent for 5-7 years of experience, and 12.6 percent for 7-10 years of experience. In terms of current organizational experience 43.7 percent of the respondents were having 2-5 years of experience, 24.9 percent were having less than 2 years of experience, 20 percent were having 5-7 years of experience, 7.4 percent were having 7-10 years of experience and 4 percent were having more than 10 years of experience. 93 percent of the respondents had worked under more than 2 bosses whereas only 7 percent had not worked under more than 2 bosses.

4.1. Exploratory Factor Analysis on Micromanagement Leadership

To test the sample adequacy KMO and Bartlett's test was conducted. The standards for the KMO test should be above 0.50(Hair et al., 2014). If the value is less than 0.50 it implies that the sample is not adequate. Concerning Bartlett's test, the standard significant value should be less than 0.05. Any value greater than 0.05 indicates that the sample is not adequate (J. . Hair et al., 2014). To know the sample adequacy both tests were done for collecting the opinion on Micromanagement Leadership.

Table 4.2. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.809
Bartlett's Test of Sphericity	Approx. Chi-Square	3278.046
	Df	153

	Sig.	0.000

Table 4.3: Exploratory Factor Analysis of Micromanagement Leadership

Variables	Communalities	Factor				
		1	2	3	4	5
Sub-ordinates are not involved in the decision-making process	0.696	**.759**	.090	.286	-.076	.153
Likes to do the work assigned to subordinates by himself/herself	0.605	**.748**	-.046	-.054	.198	.019
Emphasizes on approval at every stage of the work	0.552	**.691**	.157	.037	.216	-.052
Likes to take decisions himself/herself.	0.618	**.663**	.134	.304	.134	.223
Seldom discusses ideas with the sub-ordinates.	0.514	**.611**	.186	.246	-.087	.196
Instructs the subordinates by emphasizing more on the process than on the objectives of the task.	0.588	**.610**	.324	-.095	.059	.315
Lesser scope for subordinates to demonstrate their potential in their job.	0.743	.107	**.845**	.055	.088	.086
Subordinates are not allowed to take decisions	0.771	.165	**.814**	.174	.216	.073
Subordinates are not given much opportunities to take initiative and be creative.	0.792	.199	**.813**	.265	.143	-.036
Expects detailed reports on the subordinate's work progress	0.701	.220	.021	**.797**	.057	.119
Holds meetings before the actual meetings to make sure everything happens in a structured way	0.721	.170	.316	**.768**	-.056	.012
Feels a need to keep a check on the status of tasks assigned	0.675	-.008	.171	**.763**	-.028	.250
Directs the subordinates to do repetitive work which is sometimes not required.	0.734	-.025	.013	-.096	**.839**	.143
Monitors the subordinate's progress at different levels of work.	0.759	.209	.139	.091	**.824**	-.091
Focuses on procedural details	0.733	.166	.312	-.009	**.776**	-.077
Keeps a close track of everyone's work	0.740	.113	.198	-.033	.125	**.819**

Get involved in the work of their subordinates	0.582	.184	.022	.199	-.081	**.708**
Closely supervises the work of an individual	0.652	.141	-.157	.394	-.063	**.669**
Eigen Value		5.316	2.552	1.764	1.359	1.188
Total % of Variance explained		29.534	14.18	9.800	7.549	6.598
Total Cumulative Variance		29.534	43.71	53.514	61.063	67.660

Exploratory factor analysis was performed to classify the variables into constructs. For finding the factorability between 18 items of the Micromanagement leadership questionnaire, the Principal Component Analysis technique was adopted using varimax rotation. Items with loadings greater than 0.5 were kept for additional analysis. Bartlett's test of sphericity and the Kaiser-Meyer-Olkin measure were both employed to assess the sample's suitability.

Analysis: Varimax rotation was used in factor analysis to look at how the chosen measurements loaded on the predicted constructs. From the analysis, five factors were identified. The Rotated Component Matrix displays the loadings of the components toward the pertinent elements. All the items were having values of more than 0.5 and hence they were all considered.

Among the total sets of eighteen items six items namely “Sub-ordinates are not involved in the decision-making process”, “Likes to do the work assigned to subordinates by himself/herself”, “Emphasizes on approval at every stage of the work”, “Likes to take decision himself/herself”, “Seldom discusses ideas with the sub-ordinates” and “Instructs the subordinates by emphasizing more on the process than on the objectives of the task” loaded as Factor 1. The factor with the same set of items was labelled as “Delegation & Decision Making” in the original scale. This component had a significant role in the study's investigation of micromanagement leadership and contributed to the explanation of 29.534 percent of the variation in that variable. The second set of factors was loaded with three items namely “Lesser scope for subordinates to demonstrate their potential in their job”, “Subordinates are not allowed to take decisions” and “Subordinates are not given much opportunities to take initiative and to be creative”. All these similar items were categorized as Factor 2 under the name of “Autonomy” in the original scale and this factor explained 14.180 percent of the variation in that variable. The third set of factors represented as “Meeting & Reporting” with three items in the original scale got loaded as a single element in this study. Factor 3 has elements like “Expects detailed reports on the sub-ordinates work progress”, “Holds meetings before the actual meetings to make sure everything happens in a structured

way" and "Feels a need to keep a check on the status of tasks assigned". Factor 3 explains 9.8 percent of the variation in that variable. "Directs the subordinates to do repetitive work which is sometimes not required", "Monitors the subordinate's progress at different levels of work" and "Focuses on procedural details" are loaded as Factor 4. Factor 4 is named "Delay in Process" in the original scale and it explains 7.549 of variation in that variable. Finally, three items "Keeps a close track of everyone's work", "Get involved in the work of their subordinates" and "Closely supervises the work of an individual" are loaded under Factor 5. Factor 5 termed as "Closed Supervision" explains about 6.598 percent of variance on Micromanagement Leadership.

Each factor's Eigenvalue was higher than one. 67.67 percent of the overall cumulative variation was fully explained by factors. The Communalities value shows the Initial commonalities before rotation. All the initial communalities are in the range of 0.514-0.792.

Table 4.4 Descriptive Statistics of Micromanagement and its Sub-Constructs

Items	**Mean**	**Std. Deviation**
Delegation & Decision making	3.61	.735
Autonomy	3.46	1.024
Meeting & Reporting	3.53	.825
Delay in Process	3.47	.830
Closed Supervision	3.71	.710
Micromanagement	**3.56**	**.539**

The above table reveals the mean score of sub-constructs and their contribution towards the major construct namely Micromanagement Leadership (*M*=3.56, *S.D*= 0.539) has more contribution from 'Closed Supervision' (*M*=3.71, *S.D*=0.710) followed by 'Delegation & Decision Making' (*M*=3.61, *S.D*= 0.735), 'Meeting & Reporting' (*M*= 3.53, *S.D* =0.825), 'Delay in Process' (*M*=3.47, *S.D* = 0.830) and 'Autonomy' (*M*=3.46, *S.D* =1.024).

Table 4.5 Descriptive Statistics of Delegation & Decision Making

Items	**Mean**	**Std. Deviation**
Sub-ordinates are not involved in the decision-making process	3.58	1.067

Likes to do the work assigned to subordinates by himself/herself	3.47	1.021
Instructs the subordinates by emphasizing more on the process than on the objectives of the task.	3.50	1.064
Seldom discusses ideas with the sub-ordinates.	3.46	1.156
Likes to take decisions himself/herself.	3.91	.842
Emphasizes on approval at every stage of the work	3.75	.941
Delegation & Decision Making	**3.61**	**.735**

The above table confirms that the item "Likes to take decision himself/herself" (M=3.91, S.D =0.842) got the highest score among all the other elements thereby contributing to the largest towards factor "Delegation & Decision Making" (M=3.61, S.D =0.735). The next highest mean was from the item "Emphasizes on approval at every stage of the work" (M=3.75, S.D =0.941). The third highest mean was observed from the item "Sub-ordinates are not involved in the decision-making process" (M=3.58, S.D= 1.067) followed by "Instructs the subordinates by emphasizing more on the process than on the objectives of the task" (M=3.50, S.D=1.064), "Likes to do the work assigned to subordinates by himself/herself" (M=3.47, S.D = 1.021) and "Seldom discusses ideas with the sub-ordinates" (M=3.46, S.D= 1.156).

Table 4.6 Descriptive Statistics of Delay in Process

Items	**Mean**	**Std. Deviation**
Focuses on procedural details	3.70	1.046
Directs the subordinates to do repetitive work which is sometimes not required.	3.30	.874
Monitors the subordinate's progress at different levels of work.	3.41	1.025
Delay in Process	**3.47**	**.830**

The above table indicates that the item "Focuses on Procedural details" (*M*=3.70, *S.D* = 1.046) contributed to the highest extent among other items due to its highest score on the factor "Delay in Process" (*M*=3.47, *S.D*=0.830). The next highest mean was observed from the item "Monitors the subordinates progress at different levels of work" (*M*=3.41,

S.D=1.025) followed by "Directs the subordinates to do repetitive work which is sometimes not required" (*M*=3.30, *S.D*=0.874).

Table 4.7 Descriptive Statistics of Meeting & Reporting

Items	**Mean**	**Std. Deviation**
Expects detailed reports on the subordinate's work progress	3.48	.962
Holds meetings before the actual meetings to make sure everything happens in a structured way	3.57	1.019
Feels a need to keep a check on the status of tasks assigned	3.55	1.004
Meeting & Reporting	**3.53**	**.825**

With respect to the sub-construct, "Meeting & Reporting" (*M*=3.53, *S.D* =0.825), Item "Holds meetings before the actual meetings to make sure everything happens in a structured way" has the highest mean score (*M*=3.57, *S.D*=1.019), followed by the items "Feels a need to keep a check on the status of tasks assigned" (*M*=3.55, *S.D*=1.004) and "Expects detailed reports on the sub-ordinates work progress" (*M*=3.48, *S.D*=0.962).

Table 4.8 Descriptive Statistics of Closed Supervision

Items	**Mean**	**Std. Deviation**
Closely supervises the work of an individual	3.48	.965
Get involved in the work of their subordinates	3.89	.816
Keeps a close track of everyone's work	3.77	.940
Closed Supervision	**3.71**	**.710**

Table 4.8 depicts that the sub-construct "Closed Supervision" (*M*=3.71, *S.D*=0.710) has the highest contribution from the item "Get involved in the work of their subordinates" (*M*=3.89, *S.D*= 0.816) followed by "Keeps a close track of everyone's work" (*M*=3.77, *S.D*=0.940) and "Closely supervises the work of an individual" (*M*=3.48, *S.D*=0.965).

Table 4.9 Descriptive Statistics of Autonomy

Items	**Mean**	**Std. Deviation**

Subordinates are not allowed to take decisions	3.46	1.228
Lesser scope for subordinates to demonstrate their potential in their job.	3.52	1.123
Subordinates are not given much opportunities to take initiative and be creative.	3.41	1.136
Autonomy	**3.46**	**1.024**

From table 4.9it can be inferred that the item "Lesser scope for subordinates to demonstrate their potential in their job" (*M*=3.52, *S.D*=1.123) has the highest contribution towards the construct "Autonomy" (*M*=3.46, *S.D*=1.024) followed by "Subordinates are not allowed to take decisions" (*M*=3.46, *S.D*=1.228) and "Subordinates are not given much opportunities to take initiative and to be creative" (*M*=3.41, *S.D*=1.136).

4.2 Independent Sample T-Test

An Independent Sample T-Test was conducted to determine the difference in opinion on Micromanagement and its sub-constructs based on gender. The interpretation of the T-test was based on the significance of t-value

Table 4.10 Difference of opinion on the Sub-Constructs of Micromanagement Leadership based on Gender

Variables	**Male**		**Female**		**t-value**
	Mean	**S.D**	**Mean**	**S.D**	
Delay in Process	3.49	.824	3.45	.837	0.545^{ns}
Delegation & Decision making	3.65	.713	3.58	.756	0.915^{ns}
Closed supervision	3.69	.695	3.74	.723	-0.784^{ns}
Meeting & Reporting	3.57	.787	3.50	.860	0.916^{ns}
Autonomy	3.52	1.003	3.41	1.042	1.113^{ns}
Micromanagement	3.58	.536	3.54	.541	0.915^{ns}

Hypothesis: H1.1: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on Gender.

Interpretation: It is observed from the above table that the gender of the respondents doesn't have a statistically significant difference on the factor "Delegation & Decision making", *t (*430)= 0.915, *p*>0.05), "Delay in Process", *t*(430)= 0.545, *p*>0.05), "Closed Supervision",

t(430)=--0.784, *p*>0.05), "Meeting & Reporting", *t*(430)= 0.916, *p*>0.05), "Autonomy", *t*(430)=1.113, *p*>0.05) and "Micromanagement", *t*(430)=0.915, *p*>0.05).

Hence the alternative hypothesis is rejected and the null hypothesis is accepted stating that there is no significant difference in the opinion of male and female respondents on Micromanagement Leadership and its sub-constructs.

4.3 Analysis of Variance (ANOVA)

ANOVA was also used to find out the difference of opinion among the respondents based on their age, educational qualification, designation, total experience, academic experience, and current organizational experience on Micromanagement Leadership and its sub-constructs as the above-mentioned categories have more than two options as responses.

Table 4.11 Difference of opinion on Micromanagement Leadership and its sub-construct based on the Age of the respondents

Variables	**Response category**	**N**	**Mean**	**S.D**	**Test of homogeneity**
Delay in Process	25-30 years	113	3.32	.968	4.838*
	31-40 years	185	3.50	.766	
	41-50 years	107	3.55	.750	
	Above 50 years	25	3.63	.889	
	Total	430	3.47	.830	
Delegation & Decision making	25-30 years	113	3.75	.787	0.475^{ns}
	31-40 years	185	3.62	.692	
	41-50 years	107	3.48	.742	
	Above 50 years	25	3.44	.684	
	Total	430	3.61	.735	
Closed Supervision	25-30 years	113	4.02	.808	24.337*
	31-40 years	185	3.69	.517	
	41-50 years	107	3.59	.611	
	Above 50 years	25	3.08	1.152	
	Total	430	3.71	.710	
Meeting& Reporting	25-30 years	90	3.65	.824	4.957*
	31-40 years	211	3.60	.746	
	41-50 years	111	3.39	.815	
	Above 50 years	18	3.15	1.21	
	Total	430	3.5341	.825	
Autonomy	25-30 years	90	3.36	1.139	3.124*
	31-40 years	211	3.54	.955	
	41-50 years	111	3.49	1.002	
	Above 50 years	18	3.04	.997	
	Total	430	3.4612	1.02364	
Micromanagement	25-30 years	90	3.49	.597	11.121*
	31-40 years	211	3.61	.517	
	41-50 years	111	3.50	.512	
	Above 50 years	18	3.63	.604	

	Total	430	3.56	.539	

Robust Tests of Equality of Means

		Statistic[a]	df1	df2	Sig.
Delay in Process	Welch	1.644	3	100.109	.184
Delegation and Decision Making	Welch	2.833	3	102.556	.042
Close Supervision	Welch	9.401	3	94.148	.000
Meeting & Reporting	Welch	3.091	3	96.985	.031
Autonomy	Welch	2.053	3	101.629	.111
Micromanagement	Welch	2.369	3	96.764	.075

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Delay in Process	Between Groups	4.171	3	1.390	2.032	.109
	Within Groups	291.420	426	.684		
	Total	295.591	429			
Delegation and Decision Making	Between Groups	4.864	3	1.621	3.042	.029
	Within Groups	227.046	426	.533		
	Total	231.910	429			
Closed Supervision	Between Groups	22.373	3	7.458	16.411	.000
	Within Groups	193.586	426	.454		
	Total	215.959	429			
Meeting &Reporting	Between Groups	8.287	3	2.762	4.146	.006
	Within Groups	283.824	426	.666		
	Total	292.111	429			
Autonomy	Between Groups	6.228	3	2.076	1.995	.114
	Within Groups	443.293	426	1.041		
	Total	449.521	429			
Micromanagement	Between Groups	3.211	3	1.070	3.759	.011
	Within Groups	121.301	426	.285		
	Total	124.512	429			

POST HOC TEST- Multiple Comparisons								
Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Delegation &Decision Making	Tukey HSD	25 to 30 Years	31-40 Years	.12936	.08716	.448	-.0954	.3542
			41- 50 Years	.27238*	.09848	.030	.0184	.5264
			>50 Years	.31369	.16136	.211	-.1025	.7299
		31-40 Years	25 to 30 Years	-.12936	.08716	.448	-.3542	.0954
			41- 50 Years	.14302	.08867	.372	-.0857	.3717
			>50 Years	.18432	.15556	.637	-.2169	.5856
		41- 50 Years	25 to 30 Years	-.27238*	.09848	.030	-.5264	-.0184
			31-40 Years	-.14302	.08867	.372	-.3717	.0857
			>50 Years	.04131	.16217	.994	-.3770	.4596
		>50 Years	25 to 30 Years	-.31369	.16136	.211	-.7299	.1025
			31-40 Years	-.18432	.15556	.637	-.5856	.2169
			41- 50 Years	-.04131	.16217	.994	-.4596	.3770
	Games-Howell	25 to 30 Years	31-40 Years	.12936	.08983	.476	-.1032	.3620
			41- 50 Years	.27238*	.10305	.043	.0056	.5392
			>50 Years	.31369	.15547	.199	-.1033	.7307
		31-40 Years	25 to 30 Years	-.12936	.08983	.476	-.3620	.1032
			41- 50 Years	.14302	.08792	.366	-.0847	.3707
			>50 Years	.18432	.14589	.592	-.2116	.5803
		41- 50 Years	25 to 30 Years	-.27238*	.10305	.043	-.5392	-.0056
			31-40 Years	-.14302	.08792	.366	-.3707	.0847
			>50 Years	.04131	.15438	.993	-.3732	.4559

		>50 Years	25 to 30 Years	-.31369	.15547	.199	-.7307	.1033
			31-40 Years	-.18432	.14589	.592	-.5803	.2116
			41- 50 Years	-.04131	.15438	.993	-.4559	.3732
Closed Supervision	Tukey HSD	25 to 30 Years	31-40 Years	.33121*	.08048	.000	.1236	.5388
			41- 50 Years	.43203*	.09093	.000	.1975	.6666
			>50 Years	.93770*	.14899	.000	.5534	1.3220
		31-40 Years	25 to 30 Years	-.33121*	.08048	.000	-.5388	-.1236
			41- 50 Years	.10082	.08187	.607	-.1104	.3120
			>50 Years	.60649*	.14364	.000	.2360	.9770
		41- 50 Years	25 to 30 Years	-.43203*	.09093	.000	-.6666	-.1975
			31-40 Years	-.10082	.08187	.607	-.3120	.1104
			>50 Years	.50567*	.14975	.004	.1194	.8919
		>50 Years	25 to 30 Years	-.93770*	.14899	.000	-1.3220	-.5534
			31-40 Years	-.60649*	.14364	.000	-.9770	-.2360
			41- 50 Years	-.50567*	.14975	.004	-.8919	-.1194
	Games-Howell	25 to 30 Years	31-40 Years	.33121*	.08496	.001	.1108	.5517
			41- 50 Years	.43203*	.09622	.000	.1828	.6812
			>50 Years	.93770*	.24257	.003	.2774	1.5980
		31-40 Years	25 to 30 Years	-.33121*	.08496	.001	-.5517	-.1108
			41- 50 Years	.10082	.07020	.478	-.0811	.2827
			>50 Years	.60649	.23347	.069	-.0352	1.2481
		41- 50 Years	25 to 30 Years	-.43203*	.09622	.000	-.6812	-.1828
			31-40 Years	-.10082	.07020	.478	-.2827	.0811

			>50 Years	.50567	.23780	.170	-.1447	1.1561
		>50 Years	25 to 30 Years	-.93770*	.24257	.003	-1.5980	-.2774
			31-40 Years	-.60649	.23347	.069	-1.2481	.0352
			41- 50 Years	-.50567	.23780	.170	-1.1561	.1447

Hypothesis: H1.2: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on the Age of the respondents.

Interpretation: a)The test of homogeneity through Levene's test value is found out first whether it is significant or not. If p>0.05 it means that the data assumed equal variance and if p<0.05 it means that the data did not assume equal variance.

b)If p<0.05 the WELCH test value would be referred to determine the significance value. If it is not significant Null hypothesis would be accepted and the alternative hypothesis would be rejected. On the other hand, ifthe WELCH test value is significant TUKEY HSD value of the POST HOC test to perform multiple comparisons between the groups and make it clear which group varies significantly from the others will be referred to check the difference in mean.

c)If p>0.05 from Levene's test then we will refer to the significance of the F- value from the ANOVA Test. If F-value is not significant we will accept the null hypothesis and reject the alternative hypothesis. If F-Value is significant we will refer to the Games-Howell value of the POST HOC test to perform multiple comparisons between the groups and make it clear which group varies significantly from the others

Delay in Process: The test of homogeneity through Levene's test for the construct "Delay in process", $F(3,426)=4.838$, $p<0.05$ showed that the same does not assume equal variance. The Welch test value is 1.644, p>0.05 which is non-significant. Therefore, it is concluded that "Delay in process" has no difference in opinion based on the age of respondents, and henceforth alternative hypothesis is rejected.

Delegation & Decision Making: The test of homogeneity value through Levene's test, F (3, 426) =0.475, p>0.05 indicates that the data assumed equal variance. The ANOVA test value $F(3,426)=3.042$, $p<0.05$ showed that there exists a difference of opinion among the respondents. Post hoc test using Tukey HSD inferred that the respondents having an experience of 25-30 years (M=3.75, $S.D$=0.787) had a statistically significant difference of

opinion with 41-50 years (*M*=3.48, *S.D*=0.742) towards Delegation & Decision making construct.Due to this alternative hypothesis is accepted.

Closed Supervision: It can be inferred from the above table that the data assumed equal variance through Levene's test of Homogeneity, *F* (3, 426)=24.337, *p*<0.05. The Welch test indicated that the construct "Closed supervision" is significant as the value is 9.401, *p*<0.05. Post hoc test using Games Howell that the respondents of age group 25-30 (*M*=4.02, *S.D*= 0.808) years had a significant difference of opinion with other groups of respondents towards Closed supervision. Due to this alternative hypothesis is accepted.

Meeting & Reporting: With respect to Meeting & Reporting the test of homogeneity through Levene's test, *F*(3, 426)=4.957, *p*<0.05 showed that the data did not assume equal variance. The Welch test 3.091, *p*<0.05 suggested that the value is significant. Post hoc test using Games Howell showed that none of the categories of respondents had any significant difference of opinion with anyone towards Meeting & Reporting.Therefore, the alternative hypothesis is rejected.

Autonomy: Table 4.11 inferred that the test of homogeneity,*F*(3, 426)=3.124, *p*<0.05 through Levene's test indicated that the data did not assume equal variance. The Welch test value 2.053, p>0.05 mentioned that the value is not significant. Hence the alternative hypothesis is rejected showing that there is no difference in opinion among the respondents of different age groups towards Autonomy.

Micromanagement Leadership: It is observed from the above table the that the data did not assume equal variance through the test of homogeneity, *F* (3, 426)=11.121, *p*<0.05 from Levene'stest. The Welch test value 2.369, *p*>0.05 deduced that the data is not significant. Hence, the alternative hypothesis is rejected concluding that there is no difference in opinion among different age groups towards Micromanagement.

Table 4.12 Difference of opinion based on the sub-constructs of Micromanagement Leadership based on the Qualification of the respondents

Variables	**Response Category**	**N**	**Mean**	**S.D**	**Test of Homogeneity**
Delay in Process	Post-Graduation	197	3.42	.864	1.716^{ns}
	Ph.D.	220	3.50	.802	
	MS	7	3.71	.405	
	Post Doctorate	6	3.72	1.06	
	Total	430	3.4713	.830	

Delegation & Decision making	Post-Graduation	197	3.63	.752	0.767[ns]
	Ph.D.	220	3.59	.728	
	MS	7	3.90	.732	
	Post Doctorate	6	3.53	.454	
	Total	430	3.61	.735	
Closed Supervision	Post-Graduation	197	3.69	.745	2.470[ns]
	Ph.D.	220	3.75	.681	
	MS	7	3.67	.385	
	Post Doctorate	6	3.28	.828	
	Total	430	3.71	.710	
Meeting & Reporting	Post-Graduation	197	3.52	.864	0.938[ns]
	Ph.D.	220	3.55	.804	
	MS	7	3.53	.504	
	Post Doctorate	6	3.33	.667	
	Total	430	3.53	.825	
Autonomy	Post-Graduation	197	3.41	1.07	1.839[ns]
	Ph.D.	220	3.52	.961	
	MS	7	3.10	1.315	
	Post Doctorate	6	3.28	1.272	
	Total	430	3.46	1.024	
Micromanagement	Post-Graduation	197	3.53	.578	1.724[ns]
	Ph.D.	220	3.58	.503	
	MS	7	3.58	.478	
	Post Doctorate	6	3.43	.616	
	Total	430	3.56	.539	

Robust Tests of Equality of Means

		Statistic[a]	df1	df2	Sig.
Delay in Process	Welch	1.131	3	14.484	.369
Delegation &Decision Making	Welch	.493	3	14.296	.693
Closed Supervision	Welch	.782	3	14.357	.523
Meeting &Reporting	Welch	.221	3	14.399	.880
Autonomy	Welch	.595	3	13.793	.629
Micromanagement	Welch	.351	3	13.948	.789

		Sum of Squares	**Df**	**Mean Square**	**F**
Delay in Process	Between	1.484	3	.495	.717[ns]

	Groups				
	Within Groups	294.107	426	.690	
	Total	295.591	429		
Delegation &Decision Making	Between Groups	.802	3	.267	.493^{ns}
	Within Groups	231.108	426	.543	
	Total	231.910	429		
Closed Supervision	Between Groups	1.545	3	.515	1.023^{ns}
	Within Groups	214.413	426	.503	
	Total	215.959	429		
Meeting & Reporting	Between Groups	.364	3	.121	.177^{ns}
	Within Groups	291.747	426	.685	
	Total	292.111	429		
Autonomy	Between Groups	2.465	3	.822	.783^{ns}
	Within Groups	447.055	426	1.049	
	Total	449.521	429		
Micromanagement	Between Groups	.360	3	.120	.412^{ns}
	Within Groups	124.152	426	.291	
	Total	124.512	429		

Hypothesis: H1.3: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the Qualification of respondents.

Interpretation: It can be observed from the above table that for all the sub-constructs of Micromanagement Leadership there is no difference in opinion among different categories of educational qualification. “Delay in process”, $F(3, 426)=0.717, p>0.05$ and the test of homogeneity, $F(3,426)=1.716, p>0.05$ signifies rejection of alternative hypothesis followed by “Delegation & Decision Making $F(3,426)=0.493$, $p>0.05$ and the test of homogeneity, $F(3, 426)=0.767, p>0.05$; “Closed Supervision $F(3,426)=1.023, p>0.05$ and the test of homogeneity, $F(3,426)=2.470, p>0.05$; “Meeting & Reporting $F(3,426)=0.177, p>0.05$ and the test of homogeneity, $F(3,426)=0.938, p>0.05$; “Autonomy” $F(3,426)=0.783, p>0.05$ and the test of homogeneity, $F(3,426)=1.839, p>0.05$ and Micromanagement $F(3,426)=0.412, p>0.05$ and the test of homogeneity, $F(3,426)=1.724, p>0.05$. The Welch test values for all the constructs were not-significant Henceforth the alternative hypothesis was rejectedthereby

stating that there is no difference in opinion on overall Micromanagement leadership and its sub-construct based on the qualification of respondents.

Table 4.13 Difference of opinion on the overall Micromanagement Leadership and its sub-constructs based on the designation of the respondents

Variables	**Response Category**	**N**	**Mean**	**S.D**	**Test of Homogeneity**
Delay in Process	Assistant Professor	287	3.50	.883	5.519*
	Associate Professor	86	3.40	.742	
	Professor	57	3.46	.672	
	Total	430	3.47	.830	
Delegation & Decision making	Assistant Professor	287	3.65	.748	0.880^{ns}
	Associate Professor	86	3.59	.682	
	Professor	57	3.46	.743	
	Total	430	3.61	.735	
Closed Supervision	Assistant Professor	287	3.68	.763	4.956*
	Associate Professor	86	3.81	.582	
	Professor	57	3.73	.592	
	Total	430	3.71	.710	
Meeting & Reporting	Assistant Professor	287	3.50	.890	9.026*
	Associate Professor	86	3.72	.569	
	Professor	57	3.43	.779	
	Total	430	3.53	.825	
Autonomy	Assistant Professor	287	3.43	1.057	3.831*
	Associate Professor	86	3.60	.864	
	Professor	57	3.44	1.077	
	Total	430	3.46	1.024	
Micromanagement	Assistant Professor	287	3.55	.559	1.380^{ns}
	Associate Professor	86	3.62	.486	
	Professor	57	3.50	.511	
	Total	430	3.56	.539	

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Delay in Process	Between	.675	2	.338	.489	.614

	Groups					
	Within Groups	294.915	427	.691		
	Total	295.591	429			
Delegation & Decision Making	Between Groups	1.693	2	.846	1.570	.209
	Within Groups	230.217	427	.539		
	Total	231.910	429			
Closed Supervision	Between Groups	1.130	2	.565	1.123	.326
	Within Groups	214.829	427	.503		
	Total	215.959	429			
Meeting & Reporting	Between Groups	4.002	2	2.001	2.966	.053
	Within Groups	288.109	427	.675		
	Total	292.111	429			
Autonomy	Between Groups	1.874	2	.937	.894	.410
	Within Groups	447.646	427	1.048		
	Total	449.521	429			
Micromanagement	Between Groups	.520	2	.260	.895	.409
	Within Groups	123.992	427	.290		
	Total	124.512	429			

Robust Tests of Equality of Means					
		Statistic[a]	df1	df2	Sig.
Delay in Process	Welch	.553	2	139.961	.576
Delegation& Decision Making	Welch	1.532	2	127.211	.220
Closed Supervision	Welch	1.401	2	141.128	.250
Meeting & Reporting	Welch	4.866	2	139.798	.009
Autonomy	Welch	1.134	2	128.971	.325
Micromanagement	Welch	1.047	2	131.196	.354

Post Hoc Tests								
Multiple Comparisons								
Dependent Variable				**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**95% Confidence Interval**	
							Lower Bound	**Upper Bound**
Meeting & Reporting	Tukey HSD	Assistant Professor	Associate Professor	-.22151	.10098	.073	-.4590	.0160
			Professor	.07252	.11911	.815	-.2076	.3527
		Associate Professor	Assistant Professor	.22151	.10098	.073	-.0160	.4590
			Professor	.29403	.14030	.092	-.0359	.6240
		Professor	Assistant Professor	-.07252	.11911	.815	-.3527	.2076
			Associate Professor	-.29403	.14030	.092	-.6240	.0359
	Games-Howell	Assistant Professor	Associate Professor	-.22151*	.08079	.018	-.4121	-.0309
			Professor	.07252	.11574	.806	-.2034	.3485
		Associate Professor	Assistant Professor	.22151*	.08079	.018	.0309	.4121
			Professor	.29403*	.12000	.042	.0083	.5798
		Professor	Assistant Professor	-.07252	.11574	.806	-.3485	.2034
			Associate Professor	-.29403*	.12000	.042	-.5798	-.0083

Hypothesis: H1.4: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the designation of the respondents.

Interpretation:

Delay in Process: The above tables conclude that from the test of homogeneity from Levene's test, $F(3, 426)=5.519$, $p<0.05$ the data does not assume equal variance. The value of the Welch test, 0.553, $p>0.05$ implies that it is not significant. Therefore, the alternative hypothesis is rejected.

Delegation & Decision making: The test of homogeneity, $F(3, 426)=0.880$, $p>0.5$ from Levene's test indicates that the data assumed equal variance. The ANOVA test results implies that there is no difference of opinion among respondents of different designation, $F(3,$

426)=1.570, p>0.05. Hence the alternative hypothesis was rejectedstating that no difference of opinion exists among respondents belonging to different designations towards the construct Delegation & Decision making**.**

Closed supervision: Test of homogeneity result from Levene's test F (3, 426)=4.956, p<0.05 confirms that the data does not assume equal variance. The value of the Welch test, t(4)=1.401, p>0.05 implies that the data is not significant. It is therefore concluded that the alternativehypothesis is rejected stating that no difference of opinion exists among respondents belonging to different designation towards the construct Closed supervision.

Meeting & Reporting: Test of homogeneity result from Levene's test F (3, 426)=9.026, p<0.05 confirms that the data does not assume equal variance. The value of Welch test, t(4)=4.866, p<0.05 implies that the data is significant. Post hoc test using the Games Howell method showed that the respondents having the designation of Associate Professor (M=3.60, $S.D$=0.864) had a statistically significant difference of opinion with designation of Professor (M=3.44, $S.D$=1.078) and Assistant Professor (M=3.43, $S.D$=1.056). It is therefore concluded that the alternative hypothesis is accepted.

Autonomy: Test of homogeneity result from Levene's test F (3, 426)=3.831, p<0.05 confirms that the data does not assume equal variance.The value of Welch test, t(4)=1.134, p>0.05 implies that the data is not significant. It is therefore concluded that the alternative hypothesis is rejected.

Micromanagement:Test of homogeneity result from Levene's test F (3, 426)=1.380, p>0.05 confirms that the data does assume equal variance.The ANOVA test results implies that there is no difference of opinion among respondents of different designation, $F($3, 426)=0.895, p>0.05. Hence the alternative hypothesis is rejected stating that no difference of opinion exists among respondents belonging to different designations towards the construct Micromanagement.

Table 4.14 Difference of opinion on the overall Micromanagement Leadership and its sub-construct based on the total experience of respondents.

Variables	**Response Category**	**N**	**Mean**	**S.D**	**Test of Homogeneity**
Delay in Process	<5 years	72	3.36	1.001	3.530*
	5-10 Years	117	3.43	.781	
	10-15 Years	108	3.54	.849	
	15-20 Years	84	3.38	.754	
	>20 years	49	3.75	.699	
	Total	430	3.47	.830	

Delegation & Decision making	<5 years	72	3.632	.892	3.501*
	5-10 Years	117	3.648	.656	
	10-15 Years	108	3.742	.670	
	15-20 Years	84	3.373	.707	
	>20 years	49	3.619	.778	
	Total	430	3.612	.735	
Closed Supervision	<5 years	72	3.89	.936	6.292*
	5-10 Years	117	3.76	.704	
	10-15 Years	108	3.63	.587	
	15-20 Years	84	3.64	.659	
	>20 years	49	3.66	.640	
	Total	430	3.71	.710	
Meeting & Reporting	<5 years	72	3.53	.991	3.370*
	5-10 Years	117	3.50	.740	
	10-15 Years	108	3.50	.922	
	15-20 Years	84	3.58	.719	
	>20 years	49	3.62	.710	
	Total	430	3.53	.825	
Autonomy	<5 years	72	3.30	1.096	1.003^{ns}
	5-10 Years	117	3.47	1.052	
	10-15 Years	108	3.53	.978	
	15-20 Years	84	3.40	.993	
	>20 years	49	3.65	.994	
	Total	430	3.46	1.024	
Micromanagement	<5 years	72	3.54	.671	4.156*
	5-10 Years	117	3.56	.479	
	10-15 Years	108	3.59	.495	
	15-20 Years	84	3.47	.521	
	>20 years	49	3.66	.578	
	Total	430	3.56	.539	

		Statistic[a]	df1	df2	Sig.
Delay in Process	Welch	2.652	4	184.352	.035
Delegation &Decision Making	Welch	3.474	4	178.221	.009
Close Supervision	Welch	1.456	4	180.678	.217
Meeting & Reporting	Welch	.363	4	183.672	.835
Autonomy	Welch	1.033	4	182.905	.391
Micromanagement	Welch	1.003	4	177.862	.407

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Delay in Process	Between Groups	6.059	4	1.515	2.223	.066

	Within Groups	289.532	425	.681		
	Total	295.591	429			
Delegation&Decision Making	Between Groups	6.815	4	1.704	3.217	.013
	Within Groups	225.095	425	.530		
	Total	231.910	429			
Closed Supervision	Between Groups	3.730	4	.932	1.867	.115
	Within Groups	212.229	425	.499		
	Total	215.959	429			
Meeting &Reporting	Between Groups	.839	4	.210	.306	.874
	Within Groups	291.272	425	.685		
	Total	292.111	429			
Autonomy	Between Groups	4.472	4	1.118	1.068	.372
	Within Groups	445.049	425	1.047		
	Total	449.521	429			
Micromanagement	Between Groups	1.192	4	.298	1.027	.393
	Within Groups	123.319	425	.290		
	Total	124.512	429			

Post Hoc Tests

Multiple Comparisons

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Delay in Process	Tukey HSD	<5 years	5-10 Years	-.07372	.12363	.976	-.4124	.2650
			10-15 Years	-.18056	.12558	.604	-.5246	.1635
			15-20 Years	-.02447	.13256	1.000	-.3876	.3387
			>20 years	-.39182	.15286	.079	-.8106	.0269
		5-10 Years	<5 years	.07372	.12363	.976	-.2650	.4124
			10-15	-.10684	.11014	.869	-.4086	.1949

			Years					
			15-20 Years	.04925	.11804	.994	-.2741	.3726
			>20 years	-.31810	.14045	.158	-.7029	.0667
		10-15 Years	<5 years	.18056	.12558	.604	-.1635	.5246
			5-10 Years	.10684	.11014	.869	-.1949	.4086
			15-20 Years	.15608	.12008	.691	-.1729	.4850
			>20 years	-.21126	.14217	.572	-.6007	.1782
		15-20 Years	<5 years	.02447	.13256	1.000	-.3387	.3876
			5-10 Years	-.04925	.11804	.994	-.3726	.2741
			10-15 Years	-.15608	.12008	.691	-.4850	.1729
			>20 years	-.36735	.14837	.098	-.7738	.0391
		>20 years	<5 years	.39182	.15286	.079	-.0269	.8106
			5-10 Years	.31810	.14045	.158	-.0667	.7029
			10-15 Years	.21126	.14217	.572	-.1782	.6007
			15-20 Years	.36735	.14837	.098	-.0391	.7738
	Games-Howell	<5 years	5-10 Years	-.07372	.13832	.984	-.4567	.3092
			10-15 Years	-.18056	.14351	.717	-.5774	.2163
			15-20 Years	-.02447	.14383	1.000	-.4223	.3734
			>20 years	-.39182	.15458	.090	-.8200	.0364
		5-10 Years	<5 years	.07372	.13832	.984	-.3092	.4567
			10-15 Years	-.10684	.10898	.864	-.4066	.1930
			15-20 Years	.04925	.10941	.991	-.2522	.3507
			>20 years	-.31810	.12320	.081	-.6604	.0242

		10-15 Years	<5 years	.18056	.14351	.717	-.2163	.5774
			5-10 Years	.10684	.10898	.864	-.1930	.4066
			15-20 Years	.15608	.11589	.662	-.1632	.4753
			>20 years	-.21126	.12900	.477	-.5690	.1464
		15-20 Years	<5 years	.02447	.14383	1.000	-.3734	.4223
			5-10 Years	-.04925	.10941	.991	-.3507	.2522
			10-15 Years	-.15608	.11589	.662	-.4753	.1632
			>20 years	-.36735*	.12935	.042	-.7263	-.0084
		>20 years	<5 years	.39182	.15458	.090	-.0364	.8200
			5-10 Years	.31810	.12320	.081	-.0242	.6604
			10-15 Years	.21126	.12900	.477	-.1464	.5690
			15-20 Years	.36735*	.12935	.042	.0084	.7263
Delegation & Decision Making	Tukey HSD	<5 years	5-10 Years	-.01620	.10901	1.000	-.3148	.2824
			10-15 Years	-.11034	.11073	.857	-.4137	.1930
			15-20 Years	.25893	.11688	.176	-.0613	.5791
			>20 years	.01290	.13478	1.000	-.3563	.3821
		5-10 Years	<5 years	.01620	.10901	1.000	-.2824	.3148
			10-15 Years	-.09414	.09711	.869	-.3602	.1719
			15-20 Years	.27513	.10408	.064	-.0100	.5603
			>20 years	.02910	.12384	.999	-.3102	.3684
		10-15 Years	<5 years	.11034	.11073	.857	-.1930	.4137
			5-10 Years	.09414	.09711	.869	-.1719	.3602
			15-20	.36927*	.10587	.005	.0792	.6593

			Years					
			>20 years	.12324	.12535	.863	-.2202	.4666
		15-20 Years	<5 years	-.25893	.11688	.176	-.5791	.0613
			5-10 Years	-.27513	.10408	.064	-.5603	.0100
			10-15 Years	-.36927*	.10587	.005	-.6593	-.0792
			>20 years	-.24603	.13082	.329	-.6044	.1124
		>20 years	<5 years	-.01290	.13478	1.000	-.3821	.3563
			5-10 Years	-.02910	.12384	.999	-.3684	.3102
			10-15 Years	-.12324	.12535	.863	-.4666	.2202
			15-20 Years	.24603	.13082	.329	-.1124	.6044
	Games-Howell	<5 years	5-10 Years	-.01620	.12142	1.000	-.3526	.3202
			10-15 Years	-.11034	.12336	.898	-.4519	.2312
			15-20 Years	.25893	.13046	.279	-.1018	.6197
			>20 years	.01290	.15302	1.000	-.4114	.4372
		5-10 Years	<5 years	.01620	.12142	1.000	-.3202	.3526
			10-15 Years	-.09414	.08851	.825	-.3376	.1493
			15-20 Years	.27513*	.09816	.044	.0045	.5458
			>20 years	.02910	.12662	.999	-.3245	.3827
		10-15 Years	<5 years	.11034	.12336	.898	-.2312	.4519
			5-10 Years	.09414	.08851	.825	-.1493	.3376
			15-20 Years	.36927*	.10056	.003	.0921	.6465
			>20 years	.12324	.12849	.872	-.2352	.4817
		15-20 Years	<5 years	-.25893	.13046	.279	-.6197	.1018

			5-10 Years	-.27513*	.09816	.044	-.5458	-.0045
			10-15 Years	-.36927*	.10056	.003	-.6465	-.0921
			>20 years	-.24603	.13532	.369	-.6225	.1304
		>20 years	<5 years	-.01290	.15302	1.000	-.4372	.4114
			5-10 Years	-.02910	.12662	.999	-.3827	.3245
			10-15 Years	-.12324	.12849	.872	-.4817	.2352
			15-20 Years	.24603	.13532	.369	-.1304	.6225

Hypothesis: H1.5: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the total experience of respondents

Interpretation:

Delay in Process: It is inferred from the above table that the test of homogeneity from Levene's test, $F(3,426)=3.530, p<0.05$ shows that the data did not assume equal variance. The Welch test value $t(4)=2.652$, $p<0.05$ illustrates that the value is significant. Post hoc Games test was conducted which showed that the respondents having more than 20 years of experience ($M=3.75$, $S.D=0.699$) and 15-20 years of experience ($M=3.38$, $S.D=0.754$) had a statistically significant difference of opinion with the other group of respondents towards Delay in Process.Therefore, the alternative hypothesis is accepted.

Delegation & Decision making: Homogeneity test from Levene's test, $F(3, 426)=6.292$, $p<0.05$ shows that data did not assume equal variance. The Welch test value $t(4)=3.474$, $p<0.05$ concludes that the value is significant. Post hoc Games test was conducted which showed that the respondents having experience of 10-15 years ($M=3.74$, $S.D=0.670$), 5- 10 years of experience ($M=3.65$, $S.D=0.656$), and 15-20 years of experience ($M=3.37$, $S.D=0.707$) had a statistically significant difference of opinion with another group of respondents towards Delegation & Decision making.It is therefore concluded that the alternative hypothesis is accepted.

Closed supervision: The above table concludes that the homogeneity test value from Levene's test, $F(3, 426)=6.292$, $p<0.05$ suggested that the data did not assume equal variance. The Welch test value $t(4)=1.456$, $p>0.05$ illustrated that the value is not significant.

Therefore, the alternative hypothesis is rejected stating that there is no significant difference of opinion among respondents of different experiences towards Closed supervision.

Meeting & Reporting: It is interpreted from the above table that the homogeneity value from Levene's test, $F(3, 426)=3.370$, $p<0.05$ is significant thereby inferring that the data did not assume equal variance. The Welch test value $t(4)=0.363$, $p>0.05$ concluded that the value is not significant. Therefore, the alternative hypothesis is rejected which signifies that there is no difference of opinion among respondents of different experiences towards the construct Meeting & Reporting**.**

Autonomy: The above table concludes that the homogeneity value, $F(3, 426)=1.003$, $p>0.05$ is not significant stating that data assumed equal variance. Further ANOVA test was conducted which states that the $F(3,426)=1.068$, $p>0.05$.Therefore, the alternative hypothesis is rejected which says that there is no difference of opinion among respondents of different experiences towards the construct Autonomy.

Micromanagement: It is inferred from the above table based on the homogeneity test, $F(3, 426)=4.156$, $p<0.05$ from Levene's test that the data did not assume equal variance. The Welch test value, $t(4)=1.003$, $p>0.05$ implies that the data is not significant. Hence the alternative hypothesis is rejected stating that no difference in opinion exists among respondents with different experiences towards the construct Micromanagement.

Table 4.15 Difference of opinion based on the overall Micromanagement Leadership and its sub-constructs based on the academic experience of respondents.

Variables	**Response Category**	**N**	**Mean**	**S.D**	**Test of Homogeneity**
Delay in Process	2-5 years	162	3.39	.903	4.003*
	5-7 Years	75	3.57	.751	
	7- 10 years	54	3.56	.675	
	>10 Years	139	3.48	.834	
	Total	430	3.47	.830	
Delegation & Decision making	2-5 years	162	3.58	.813	4.757*
	5-7 Years	75	3.74	.620	
	7- 10 years	54	3.69	.598	
	>10 Years	139	3.55	.743	
	Total	430	3.61	.735	
Closed Supervision	2-5 years	162	3.84	.833	7.322*
	5-7 Years	75	3.56	.618	
	7- 10 years	54	3.70	.558	
	>10 Years	139	3.65	.627	
	Total	430	3.71	.710	
Meeting & Reporting	2-5 years	162	3.54	.874	1.291^{ns}
	5-7 Years	75	3.50	.848	
	7- 10 years	54	3.59	.718	

	>10 Years	139	3.52	.800	
	Total	430	3.53	.825	
Autonomy	2-5 years	162	3.29	1.12534	8.021*
	5-7 Years	75	3.69	.93121	
	7- 10 years	54	3.58	.77753	
	>10 Years	139	3.49	1.00589	
	Total	430	3.46	1.023	
Micromanagement	2-5 years	162	3.53	.608	7.091*
	5-7 Years	75	3.61	.504	
	7- 10 years	54	3.62	.390	
	>10 Years	139	3.54	.521	
	Total	430	3.56	.539	

Robust Tests of Equality of Means					
		Statistic[a]	**df1**	**df2**	**Sig.**
Delay in Process	Welch	1.174	3	180.916	.321
Delegation & Decision Making	Welch	1.583	3	182.526	.195
Closed Supervision	Welch	3.162	3	181.046	.026
Meeting & Reporting	Welch	.155	3	175.047	.927
Autonomy	Welch	3.150	3	183.145	.026
Micromanagement	Welch	.875	3	184.934	.455

ANOVA						
		Sum of Squares	Df	Mean Square	F	Sig.
Delay in Process	Between Groups	2.328	3	.776	1.127	.338
	Within Groups	293.263	426	.688		
	Total	295.591	429			
Delegation& Decision Making	Between Groups	2.107	3	.702	1.302	.273
	Within Groups	229.803	426	.539		
	Total	231.910	429			
Closed Supervision	Between Groups	5.149	3	1.716	3.468	.016
	Within Groups	210.810	426	.495		
	Total	215.959	429			
Meeting & Reporting	Between Groups	.278	3	.093	.135	.939
	Within Groups	291.833	426	.685		
	Total	292.111	429			

Autonomy	Between Groups	9.791	3	3.264	3.162	.025
	Within Groups	439.729	426	1.032		
	Total	449.521	429			
Micromanagement	Between Groups	.609	3	.203	.698	.554
	Within Groups	123.903	426	.291		
	Total	124.512	429			

Post Hoc Tests

Multiple Comparisons

Dependent Variable				**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**95% Confidence Interval**	
							Lower Bound	**Upper Bound**
Closed Supervision	Tukey HSD	2-5 years	5-7 Years	.28807*	.09825	.019	.0347	.5415
			7- 10 years	.14609	.11054	.550	-.1390	.4312
			>10 Years	.19134	.08133	.088	-.0184	.4011
		5-7 Years	2-5 years	-.28807*	.09825	.019	-.5415	-.0347
			7- 10 years	-.14198	.12555	.671	-.4658	.1818
			>10 Years	-.09672	.10079	.772	-.3567	.1632
		7- 10 years	2-5 years	-.14609	.11054	.550	-.4312	.1390
			5-7 Years	.14198	.12555	.671	-.1818	.4658
			>10 Years	.04525	.11280	.978	-.2457	.3362
		>10 Years	2-5 years	-.19134	.08133	.088	-.4011	.0184
			5-7 Years	.09672	.10079	.772	-.1632	.3567
			7- 10 years	-.04525	.11280	.978	-.3362	.2457
	Games-Howell	2-5 years	5-7 Years	.28807*	.09688	.017	.0370	.5392
			7- 10 years	.14609	.10027	.466	-.1147	.4069
			>10 Years	.19134	.08433	.108	-.0266	.4092
		5-7	2-5	-.28807*	.09688	.017	-.5392	-.0370

		Years	years					
			7- 10 years	-.14198	.10424	.526	-.4135	.1296
			>10 Years	-.09672	.08901	.698	-.3279	.1345
		7- 10 years	2-5 years	-.14609	.10027	.466	-.4069	.1147
			5-7 Years	.14198	.10424	.526	-.1296	.4135
			>10 Years	.04525	.09269	.962	-.1966	.2871
		>10 Years	2-5 years	-.19134	.08433	.108	-.4092	.0266
			5-7 Years	.09672	.08901	.698	-.1345	.3279
			7- 10 years	-.04525	.09269	.962	-.2871	.1966
Autonomy	Tukey HSD	2-5 years	5-7 Years	-.40527*	.14190	.023	-.7712	-.0393
			7- 10 years	-.29218	.15965	.261	-.7039	.1196
			>10 Years	-.20354	.11746	.308	-.5065	.0994
		5-7 Years	2-5 years	.40527*	.14190	.023	.0393	.7712
			7- 10 years	.11309	.18132	.924	-.3546	.5808
			>10 Years	.20173	.14556	.509	-.1737	.5772
		7- 10 years	2-5 years	.29218	.15965	.261	-.1196	.7039
			5-7 Years	-.11309	.18132	.924	-.5808	.3546
			>10 Years	.08864	.16292	.948	-.3316	.5088
		>10 Years	2-5 years	.20354	.11746	.308	-.0994	.5065
			5-7 Years	-.20173	.14556	.509	-.5772	.1737
			7- 10 years	-.08864	.16292	.948	-.5088	.3316
	Games-Howell	2-5 years	5-7 Years	-.40527*	.13921	.021	-.7664	-.0441
			7- 10 years	-.29218	.13789	.152	-.6510	.0666
			>10 Years	-.20354	.12287	.349	-.5210	.1139
		5-7 Years	2-5 years	.40527*	.13921	.021	.0441	.7664
			7- 10 years	.11309	.15086	.877	-.2798	.5059
			>10	.20173	.13726	.458	-.1546	.5580

			Years					
		7- 10 years	2-5 years	.29218	.13789	.152	-.0666	.6510
			5-7 Years	-.11309	.15086	.877	-.5059	.2798
			>10 Years	.08864	.13592	.915	-.2653	.4426
		>10 Years	2-5 years	.20354	.12287	.349	-.1139	.5210
			5-7 Years	-.20173	.13726	.458	-.5580	.1546
			7- 10 years	-.08864	.13592	.915	-.4426	.2653

Hypothesis: H1.6: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on the Academic experience of the respondents.

Interpretation:

Delay in Process: The results of homogeneity, $F(3, 426)=4.003$, $p<0.05$ from Levene's test showed that the data did not assume equal variance. The Welch test, $t(4)=1.174$, $p>0.05$ indicated that the value is not significant. It can be concluded that the alternative hypothesis is rejectedwherein there is no significant difference of opinion among respondents of different academic experiences towards Delay in Process.

Delegation & Decision making: Test of homogeneity results through Levene's test, $F(3,426)=4.757$, $p<0.05$ showed that the data did not assume equal variance. The Welch test, $t(4)=1.583$, $p>0.05$ indicated that the value is not significant. It can be deduced that the alternative hypothesis is rejected wherein there is no significant difference of opinion among respondents of different academic experiences towards Delegation & Decision making**.**

Closed Supervision: Test of homogeneity results through Levene's test, $F(3, 426)=7.322$, $p<0.05$ showed that the data did not assume equal variance. The Welch test, $t(4)=3.162$, $p<0.05$ proves that the value is significant. Post hoc test using Games-Howell states that the respondents with 2-5 years of academic experience ($M=3.84$, $S.D=0.833$) and 5-7 years of academic experience ($M=3.56$, $S.D=0.618$) had a statistically significant difference of opinion with the other group of respondents towards Closed supervision. It can be concluded that the alternative hypothesis is accepted.

Meeting & Reporting: Test of homogeneity results through Levene's test, $F(3,426)=1.291$, $p>0.05$ showed that the data did assume equal variance. The results through the ANOVA test

indicated that there no difference of views existed among the respondents of different academic experiences, $F(3, 426)=0.135$, $p>0.05$. Therefore,the alternative hypothesis is rejected wherein it is stating that no difference of opinion exists among respondents of different academic experiences towards the construct Meeting & Reporting**.**

Autonomy: Test of homogeneity results through Levene's test, $F(3, 426)=8.021$, $p<0.05$ showed that the data did not assume equal variance. The results of the Welch test, $t(4)=3.150$, $p<0.05$ showed that the value is significant. Post hoc test using Games- Howell states that the respondents with the academic experience of 2-5 years (M=3.84, $S.D$=0.833) and 5-7 years (M=3.56, $S.D$=0.618) had a statistically significant difference of opinion with another group of respondents towards Autonomy. It is therefore concluded that the alternative hypothesis is accepted.

Micromanagement: Test of homogeneity results through Levene's test, $F(3, 426)=7.091$, $p<0.05$ showed that the data did not assume equal variance. The results of the Welch test, $t(4)=0.875$, $p>0.05$ indicated that the value is not significant. It is therefore concluded that the alternative hypothesis is rejected wherein it is stating that there is no difference of opinion among respondents with different academic experiences towards the construct of Micromanagement.

Table 4.16 Difference of opinion based on the overall Micromanagement Leadership and its sub-constructs based on the current experience of respondents**.**

Variables	**Response Category**	**N**	**Mean**	**S.D**	**Test of Homogeneity**
Delay in Process	< 2years	107	3.38	.933	4.160*
	2-5 years	188	3.43	.832	
	5-7 Years	86	3.58	.692	
	7- 10 years	32	3.57	.924	
	>10 Years	17	3.76	.404	
	Total	430	3.47	.830	
Delegation & Decision making	< 2years	107	3.63	.776	0.684^{ns}
	2-5 years	188	3.58	.742	
	5-7 Years	86	3.72	.682	
	7- 10 years	32	3.54	.706	
	>10 Years	17	3.41	.702	
	Total	430	3.61	.735	
Closed Supervision	< 2years	107	3.83	.867	8.101*
	2-5 years	188	3.68	.667	
	5-7 Years	86	3.78	.461	
	7- 10 years	32	3.51	.876	
	>10 Years	17	3.39	.615	
	Total	430	3.71	.710	
Meeting &	< 2years	107	3.47	.903	1.893^{ns}

Reporting	2-5 years	188	3.55	.847	
	5-7 Years	86	3.62	.724	
	7- 10 years	32	3.53	.766	
	>10 Years	17	3.31	.651	
	Total	430	3.53	.825	
Autonomy	< 2years	107	3.25	1.136	6.027*
	2-5 years	188	3.43	1.031	
	5-7 Years	86	3.87	.772	
	7- 10 years	32	3.55	.930	
	>10 Years	17	2.94	.868	
	Total	430	3.46	1.024	
Micromanagement	< 2years	107	3.51	.607	3.975*
	2-5 years	188	3.53	.528	
	5-7 Years	86	3.71	.446	
	7- 10 years	32	3.54	.613	
	>10 Years	17	3.36	.341	
	Total	430	3.56	.539	

Robust Tests of Equality of Means

		Statistic[a]	**df1**	**df2**	**Sig.**
Delay in Process	Welch	2.806	4	89.142	.030
Delegation & Decision Making	Welch	1.073	4	80.810	.376
Closed Supervision	Welch	2.555	4	79.589	.045
Meeting & Reporting	Welch	.900	4	82.781	.468
Autonomy	Welch	8.086	4	81.746	.000
Micromanagement	Welch	4.100	4	83.917	.004

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Delay in Process	Between Groups	3.963	4	.991	1.444	.219
	Within Groups	291.628	425	.686		
	Total	295.591	429			
Delegation & Decision Making	Between Groups	2.133	4	.533	.987	.415
	Within Groups	229.777	425	.541		
	Total	231.910	429			
Closed Supervision	Between Groups	5.202	4	1.300	2.623	.034
	Within Groups	210.757	425	.496		
	Total	215.959	429			

Meeting & Reporting	Between Groups	1.909	4	.477	.699	.593
	Within Groups	290.202	425	.683		
	Total	292.111	429			
Autonomy	Between Groups	24.428	4	6.107	6.106	.000
	Within Groups	425.092	425	1.000		
	Total	449.521	429			
Micromanagement	Between Groups	3.029	4	.757	2.649	.033
	Within Groups	121.482	425	.286		
	Total	124.512	429			

Post Hoc Tests

Multiple Comparisons

Dependent Variable				Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
Delay in Process	Tukey HSD	< 2years	2-5 years	-.05079	.10031	.987	-.3256	.2240
			5-7 Years	-.19746	.11997	.469	-.5261	.1312
			7- 10 years	-.19285	.16690	.777	-.6501	.2644
			>10 Years	-.38464	.21628	.388	-.9771	.2079
		2-5 years	< 2years	.05079	.10031	.987	-.2240	.3256
			5-7 Years	-.14667	.10784	.654	-.4421	.1488
			7- 10 years	-.14207	.15841	.898	-.5760	.2919
			>10 Years	-.33385	.20979	.504	-.9086	.2409
		5-7 Years	< 2years	.19746	.11997	.469	-.1312	.5261
			2-5 years	.14667	.10784	.654	-.1488	.4421
			7- 10 years	.00460	.17153	1.000	-.4653	.4745
			>10 Years	-.18719	.21987	.914	-.7895	.4152

		7- 10 years	< 2years	.19285	.16690	.777	-.2644	.6501
			2-5 years	.14207	.15841	.898	-.2919	.5760
			5-7 Years	-.00460	.17153	1.000	-.4745	.4653
			>10 Years	-.19179	.24861	.939	-.8729	.4893
		>10 Years	< 2years	.38464	.21628	.388	-.2079	.9771
			2-5 years	.33385	.20979	.504	-.2409	.9086
			5-7 Years	.18719	.21987	.914	-.4152	.7895
			7- 10 years	.19179	.24861	.939	-.4893	.8729
	Games - Howell	< 2years	2-5 years	-.05079	.10873	.990	-.3501	.2485
			5-7 Years	-.19746	.11711	.445	-.5200	.1251
			7- 10 years	-.19285	.18668	.839	-.7206	.3349
			>10 Years	-.38464*	.13323	.044	-.7619	-.0074
		2-5 years	< 2years	.05079	.10873	.990	-.2485	.3501
			5-7 Years	-.14667	.09622	.548	-.4116	.1183
			7- 10 years	-.14207	.17433	.925	-.6400	.3558
			>10 Years	-.33385	.11530	.050	-.6681	.0004
		5-7 Years	< 2years	.19746	.11711	.445	-.1251	.5200
			2-5 years	.14667	.09622	.548	-.1183	.4116
			7- 10 years	.00460	.17968	1.000	-.5062	.5154
			>10 Years	-.18719	.12324	.557	-.5402	.1659
		7- 10 years	< 2years	.19285	.18668	.839	-.3349	.7206
			2-5 years	.14207	.17433	.925	-.3558	.6400
			5-7 Years	-.00460	.17968	1.000	-.5154	.5062
			>10	-.19179	.1905	.851	-.7329	.3493

			Years		8			
		>10 Years	< 2years	.38464*	.13323	.044	.0074	.7619
			2-5 years	.33385	.11530	.050	-.0004	.6681
			5-7 Years	.18719	.12324	.557	-.1659	.5402
			7- 10 years	.19179	.19058	.851	-.3493	.7329
Autonomy	Tukey HSD	< 2years	2-5 years	-.17631	.12111	.592	-.5081	.1555
			5-7 Years	-.62287*	.14484	.000	-1.0197	-.2261
			7- 10 years	-.30286	.20151	.561	-.8549	.2492
			>10 Years	.30804	.26112	.763	-.4073	1.0234
		2-5 years	< 2years	.17631	.12111	.592	-.1555	.5081
			5-7 Years	-.44656*	.13019	.006	-.8032	-.0899
			7- 10 years	-.12655	.19125	.964	-.6505	.3974
			>10 Years	.48436	.25329	.312	-.2095	1.1783
		5-7 Years	< 2years	.62287*	.14484	.000	.2261	1.0197
			2-5 years	.44656*	.13019	.006	.0899	.8032
			7- 10 years	.32001	.20709	.534	-.2473	.8873
			>10 Years	.93092*	.26546	.005	.2037	1.6581
		7- 10 years	< 2years	.30286	.20151	.561	-.2492	.8549
			2-5 years	.12655	.19125	.964	-.3974	.6505
			5-7 Years	-.32001	.20709	.534	-.8873	.2473
			>10 Years	.61091	.30016	.251	-.2114	1.4332
		>10 Years	< 2years	-.30804	.26112	.763	-1.0234	.4073
			2-5 years	-.48436	.25329	.312	-1.1783	.2095

			5-7 Years	-.93092*	.26546	.005	-1.6581	-.2037
			7- 10 years	-.61091	.30016	.251	-1.4332	.2114
	Games-Howell	< 2years	2-5 years	-.17631	.13307	.676	-.5426	.1900
			5-7 Years	-.62287*	.13780	.000	-1.0025	-.2433
			7- 10 years	-.30286	.19766	.546	-.8584	.2527
			>10 Years	.30804	.23741	.695	-.3880	1.0041
		2-5 years	< 2years	.17631	.13307	.676	-.1900	.5426
			5-7 Years	-.44656*	.11222	.001	-.7553	-.1378
			7- 10 years	-.12655	.18076	.955	-.6402	.3871
			>10 Years	.48436	.22353	.232	-.1836	1.1523
		5-7 Years	< 2years	.62287*	.13780	.000	.2433	1.0025
			2-5 years	.44656*	.11222	.001	.1378	.7553
			7- 10 years	.32001	.18427	.422	-.2023	.8423
			>10 Years	.93092*	.22638	.004	.2574	1.6044
		7- 10 years	< 2years	.30286	.19766	.546	-.2527	.8584
			2-5 years	.12655	.18076	.955	-.3871	.6402
			5-7 Years	-.32001	.18427	.422	-.8423	.2023
			>10 Years	.61091	.26707	.173	-.1572	1.3790
		>10 Years	< 2years	-.30804	.23741	.695	-1.0041	.3880
			2-5 years	-.48436	.22353	.232	-1.1523	.1836
			5-7 Years	-.93092*	.22638	.004	-1.6044	-.2574
			7- 10	-.61091	.2670	.173	-	.1572

			years		7		1.3790	
Micromanagement	Tukey HSD	< 2years	2-5 years	-.02096	.06474	.998	-.1983	.1564
			5-7 Years	-.19971	.07743	.076	-.4118	.0124
			7- 10 years	-.02754	.10772	.999	-.3226	.2676
			>10 Years	.14838	.13959	.825	-.2340	.5308
		2-5 years	< 2years	.02096	.06474	.998	-.1564	.1983
			5-7 Years	-.17875	.06960	.078	-.3694	.0119
			7- 10 years	-.00658	.10224	1.000	-.2867	.2735
			>10 Years	.16934	.13541	.722	-.2016	.5403
		5-7 Years	< 2years	.19971	.07743	.076	-.0124	.4118
			2-5 years	.17875	.06960	.078	-.0119	.3694
			7- 10 years	.17217	.11071	.527	-.1311	.4755
			>10 Years	.34808	.14191	.104	-.0407	.7368
		7- 10 years	< 2years	.02754	.10772	.999	-.2676	.3226
			2-5 years	.00658	.10224	1.000	-.2735	.2867
			5-7 Years	-.17217	.11071	.527	-.4755	.1311
			>10 Years	.17592	.16046	.808	-.2637	.6155
		>10 Years	< 2years	-.14838	.13959	.825	-.5308	.2340
			2-5 years	-.16934	.13541	.722	-.5403	.2016
			5-7 Years	-.34808	.14191	.104	-.7368	.0407
			7- 10 years	-.17592	.16046	.808	-.6155	.2637
	Games - Howell	< 2years	2-5 years	-.02096	.07015	.998	-.2141	.1722
			5-7 Years	-.19971	.07583	.068	-.4085	.0091
			7- 10 years	-.02754	.12325	.999	-.3762	.3211

			>10 Years	.14838	.10144	.593	-.1434	.4401
		2-5 years	< 2years	.02096	.07015	.998	-.1722	.2141
			5-7 Years	-.17875*	.06156	.033	-.3483	-.0092
			7- 10 years	-.00658	.11502	1.000	-.3354	.3222
			>10 Years	.16934	.09128	.368	-.0999	.4386
		5-7 Years	< 2years	.19971	.07583	.068	-.0091	.4085
			2-5 years	.17875*	.06156	.033	.0092	.3483
			7- 10 years	.17217	.11857	.598	-.1651	.5095
			>10 Years	.34808*	.09571	.009	.0693	.6269
		7- 10 years	< 2years	.02754	.12325	.999	-.3211	.3762
			2-5 years	.00658	.11502	1.000	-.3222	.3354
			5-7 Years	-.17217	.11857	.598	-.5095	.1651
			>10 Years	.17592	.13638	.699	-.2110	.5628
		>10 Years	< 2years	-.14838	.10144	.593	-.4401	.1434
			2-5 years	-.16934	.09128	.368	-.4386	.0999
			5-7 Years	-.34808*	.09571	.009	-.6269	-.0693
			7- 10 years	-.17592	.13638	.699	-.5628	.2110

Hypothesis: H1.7: There exists a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs based on the current organizational experience of the respondents.

Interpretation:

Delay in Process: Test of homogeneity results through Levene's test, $F(3, 426)=4.160$, $p<0.05$ showed that the data did not assume equal variance. The Welch test, $t(4)=2.806$, $p<0.05$ value is significant thereby deducing that the alternative hypothesis is accepted. Post hoc test usingthe Games-Howell method states that the respondents with current experience

of less than 2 years (*M*=3.38, *S.D*=0.933) and above 10 years (*M*=3.76, *S.D*=0.404) had a statistically significant difference of opinion with the other group of respondents towards the construct Delay in Process.It is therefore concluded that thealternative hypothesis is accepted.

Delegation & Decision making: Test of homogeneity results through Levene's test, *F*(3, 426)=0.684, *p*>0.05 showed that the data assumed equal variance. ANOVA test result, *F*(3, 426)=0.987, *p*>0.05 said that the data is not significant. Henceforth the alternative hypothesis is rejected.

Closed supervision: Test of homogeneity results through Levene's test, *F*(3, 426)=8.101, *p*<0.05 showed that the data did not assume equal variance. The Welch test, *t*(4)=2.555, *p*<0.05 inferred that the value is significant. Post hoc test using the Games-Howell method states that the respondents of different current experiences did not have any significant difference of opinion towards the construct Closed supervision.Hence alternative hypothesis is rejected.

Meeting & Reporting: Test of homogeneity results through Levene's test, *F*(3, 426)=1.893, *p*>0.05 showed that the data assumed equal variance. The ANOVA test result, *F*(3, 426)=0.699, *p*>0.05 indicated that the data is not significant. Hence, we reject the alternative hypothesis concluding that there is no difference in opinion towards the construct Meeting & Reporting.

Autonomy: Test of homogeneity results through Levene's test, *F*(3, 426)=6.027, *p*<0.05 showed that the data did not assume equal variance. The Welch test, t (4) =8.086, *p*<0.05 mentioned that the value is significant. Post hoc test using the Games-Howell method states that the respondents with current experience of 5-7 years (*M*=3.88, *S.D*=0.772), 2-5 years (*M*=3.43, *S.D*=1.031), less than 2 years (*M*=3.25, *S.D*=1.14) and above 10 years (*M*=2.94, *S.D*=0.868) had a statistically significant difference of opinion with the other group of respondents towards the construct Autonomy.Therefore, we accept the alternative hypothesis.

Micromanagement: Test of homogeneity results through Levene's test, *F*(3, 426)=3.975, *p*<0.05 showed that the data did not assume equal variance. The Welch test, t(4)=4.100, *p*<0.05 mentioned that the value is significant. Post hoc test using the Games-Howell method states that the respondents with current organizational experience of 5-7 years (*M*=3.71, *S.D*=0.446), 2-5 years (*M*=3.53, *S.D*=0.528) and above 10 years (*M*=3.36, *S.D*=0.341) had a statistically significant difference of opinion with the other group of respondents towards the construct Micromanagement.Therefore, we accept the alternative hypothesis.

Table 4.17. Summary of Hypothesis and analysis of T-Test and ANOVA on the impact of Demographic variables on Micromanagement and its sub-constructs

Sl.No	Hypothesis	Type of Test	Alternative hypothesis accepted or rejected
1	There is a significant difference of opinion on the overall Micromanagement leadership and its sub-constructs of Micromanagement based on gender	T-test	Rejected
2	There is a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the age of the respondents: a) Delay in process b) Delegation & decision making c) Closed supervision d) Autonomy e) Meeting & Reporting f) Micromanagement	ANOVA	 a) Rejected b) Accepted c) Accepted d) Rejected e) Rejected f) Rejected
3	There is a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the educational qualifications: a) Delay in process b) Delegation & DM c) Closed supervision d) Autonomy e) Meeting & Reporting f) Micromanagement	ANOVA	 a) Rejected b) Rejected c) Rejected d) Rejected e) Rejected f) Rejected
4	There is a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the designation of respondents a) Delay in process b) Delegation & Decision making c) Closed supervision d) Autonomy e) Meeting & Reporting f) Micromanagement	ANOVA	 a) Rejected b) Rejected c) Rejected d) Rejected e) Accepted f) Rejected
5	There is a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the total experience a) Delay in process b) Delegation & Decision making c) Closed supervision	ANOVA	 a) Accepted b) Accepted c) Rejected

	d) Autonomy e) Meeting & Reporting f) Micromanagement		d) Rejected e) Rejected f) Rejected
6	There is a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the emic experience. a) Delay in process b) Delegation & DM c) Closed supervision d) Autonomy e) Meeting & Reporting f) Micromanagement		a) Rejected b) Rejected c) Accepted d) Accepted e) Rejected f) Rejected
7	There is a significant difference of opinion on the overall Micromanagement leadership and its sub-construct based on the current organizational experience. a) Delay in process b) Delegation & DM c) Closed supervision d) Autonomy e) Meeting & Reporting f) Micromanagement		a) Accepted b) Rejected c) Rejected d) Accepted e) Rejected f) Accepted

Table 4.18 Exploratory Factor Analysis of Employees Performance

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.807
Bartlett's Test of Sphericity	Approx. Chi-Square	1829.789
	Df	66
	Sig.	0.000

Variables	**Communalities**	**Factors**		
		1	**2**	**3**
Improvement in the evaluation pattern of the students	0.704	**.831**	-.073	.089
More counselling with parents and students happened	0.652	**.802**	.093	.010
Performance of students was/are good	0.715	**.798**	-.066	.272
Session was/are made interesting as it was/is inspected.	0.608	**.705**	.287	-.170
More involvement in the career development of the students	0.636	**.679**	.418	.029
Participation/assisting in the conduction of National/ International Seminars/	0.583	**.536**	.428	.113

Conferences/ Workshops				
Participation in conferences/ seminars every semester.	0.640	-.181	**.745**	.228
Attended short-term training and refresher courses regularly to ensure professional development.	0.578	.219	**.728**	.001
Better guidance of projects at undergraduate/Postgraduate levels/ Ph.D. Level/ Post-Doctoral level	0.573	.101	**.674**	.092
More reading happened/happening on books/ research papers to get updated with the latest in the field	0.508	.355	**.599**	-.151
Reaching Institution/ College/University on time	0.707	.247	-.040	**.803**
Fulfillment of assigned duties and activities on time	0.705	-.123	.481	**.677**
Eigen values		4.149	2.077	1.183
Total % of variance explained		34.576	17.312	9.862
Total Cumulative variance		34.576	51.888	61.750

Exploratory factor analysis was conducted to distribute the variables into different factors. To find out the factorability between 15 items of the Employees' Performance questionnaire Principal component Analysis Matrix was adopted using Varimax rotation. The items whose loadings were greater than 0.5 were taken for further analysis. Bartlett's sphericity test and the Kaiser-Meyer-Olkin measure were both used to assess the suitability of the sample.

Analysis: In factor analysis, Varimax rotation was used to examine how the selected measurements loaded on the predicted constructs. Three factors were identified from the analysis.The Rotated Component Matrix displays the component loadings relative to the relevant elements. Items with values less than 0.5 when loaded have been removed because they do not satisfy the 0.5 criteria. Out of 15 items,only 12 items were retained.

Among the total sets of 12 items namely "Improvement in the evaluation pattern of the students", "More counselling with parents and students happened", "Performance of students were/are good", "Session was/are made interesting as it was/is inspected", "More involvement in the career development of the students" and "Participation/assisting in conduction of National/ International Seminars/ Conferences/ Workshops" got loaded in Factor 1. Factor 1 was named as "Teaching &Students Learning" in the original scale. This factor played an important part in the investigation of employees' performance and

contributed to the explanation of 34.576% of the variance in that variable. The second set of factors was loaded with four items namely "Participation in conferences/ seminars every semester", "Attended short-term training and refresher courses regularly to ensure professional development", "Better guidance of projects at undergraduate/ Postgraduate levels/ Ph.D. Level/ Post-Doctoral level" and "More reading happened/happening on books/ research papers to get updated with the latest in the field. All these items which were of similar type were named under Factor 2 as "Research" in the original scale. This factor contributed to 17.312% of the variance in that variable. Finally, the two items were loaded under Factor 3 as "Punctuality" in the original scale. The items under Factor 3 were "Reaching Institution/ College/University on time" and "Fulfilment of assigned duties and activities on time". Factor 3 contributed to 9.862% of the variance on Employees Performance.

The eigen values for each factor were greater than one.The total cumulative variance by three factors was 61.750%. The communalities values were in the range of 0.508 to 0.715.

Table 4.19 Descriptive Statistics of Employees Performance and its Sub-constructs

Items	**Mean**	**Std. Deviation**
Teaching &Students Learning	3.03	.734
Research	3.39	.730
Punctuality	3.27	.839
Performance	**3.23**	**.556**

It can be observed from the above table that the maximum contribution towards the construct Performance (*M*=3.02, *S.D*=0.734) is achieved from the "Research" (*M*=3.39, *S.D*=0.730) followed by "Punctuality" (*M*=3.23,*S.D*=0.556) and "Teaching & Students Learning" (*M*=3.03, *S.D*=0.734).

Table 4.20 Descriptive Statistics of Teaching & StudentsLearning

Items	**Mean**	**Std. Deviation**
Performance of students was/are good	2.86	.938
Improvement in the evaluation pattern of the students	2.84	1.051
More counselling with parents and students happened	2.81	1.021
Session was/are made interesting as it was/is inspected.	3.12	.878

More involvement in the career development of the students	3.26	.917
Participation/assisting in the conduction of National/ International Seminars/ Conferences/ Workshops	3.26	1.000
Teaching &Students Learning	**3.03**	**.734**

Table 4.20 infers that the factor "Teaching &Students Learning" (*M*=3.03, *S.D*=0.734) has the highest contribution from the items "Participation/assisting in conduction of National/ International Seminars/ Conferences/ Workshops" (*M*=3.26, *S.D*=1.000) and "More involvement in the career development of the students" (*M*=3.26, *S.D*=0.917). The second highest mean score contribution is from the item "Session were/are made interesting as it was/is inspected" (*M*=3.12, *S.D*=0.878) followed by "Performance of students were/are good" (*M*=2.86, *S.D*=0.938), "Improvement in the evaluation pattern of the students" (*M*=2.84, *S.D*=1.051) and "More counselling with parents and students happened" (*M*=2.81, *S.D*=1.021).

Table 4.21 Descriptive Statistics of Research

Items	**Mean**	**Std. Deviation**
More reading happened/happening on books/ research papers to get updated with the latest in the field	3.16	1.044
Better guidance of projects at undergraduate/Postgraduate levels/ Ph.D. Level/ Post-Doctoral level	3.52	.889
Attended short-term training and refresher courses regularly to ensure professional development.	3.30	1.035
Participation in conferences/ seminars every semester.	3.57	1.057
Research	**3.39**	**.730**

Table 4.21 concludes that the item "Participation in conferences/ seminars every semester" (*M*=3.57, *S.D*=1.057) is contributing the highest towards the construct "Research" (*M*=.3.39, *S.D*=0.730) followed by "Better guidance of projects at Undergraduate/Postgraduate levels/ Ph.D. Level/ Post-Doctoral level" (*M*=3.52, *S.D*=0.889), "Attended short term training and refresher courses regularly to ensure professional development" (*M*=3.30, *S.D*=1.035) and "More reading happened/happening on books/ research papers to get updated with the latest in the field" (*M*=3.16, *S.D*=1.044).

Table 4.22 Descriptive Statistics of Punctuality

Items	Mean	Std. Deviation
Reaching Institution/ College/University on time	2.81	1.034
Fulfillment of assigned duties and activities on time	3.72	1.062
Punctuality	**3.27**	**.839**

Table 4.22 depicts that the factor "Punctuality" (*M*=3.27, *S.D*=0.839) has the highest contribution from the item "Fulfilment of assigned duties and activities on time"(*M*=3.72, *S.D*=1.062) and "Reaching Institution/College/University on time" (*M*=2.81, *S.D*=1.034).

4.4 SEM Measurement Model

PLS-SEM has been utilized to check the internal consistency, convergent validity, and discriminant validity of the sub-constructs of Micromanagement leadership, as was previously described in the research methodology chapter.

The purpose of the model is to fulfill the major objectives proposed in the study. There are two models as per PLS-SEM Literature namely Measurement Model & Structural Model. The measurement model tests the reliability and validity of the constructs. This is also referred to as Confirmatory Factor Analysis (CFA). Here the CFA outputs are represented and the structured model outputs are represented in the later part of the chapter under Table No.4.37

Fig 4.1 CFA: Measurement Model

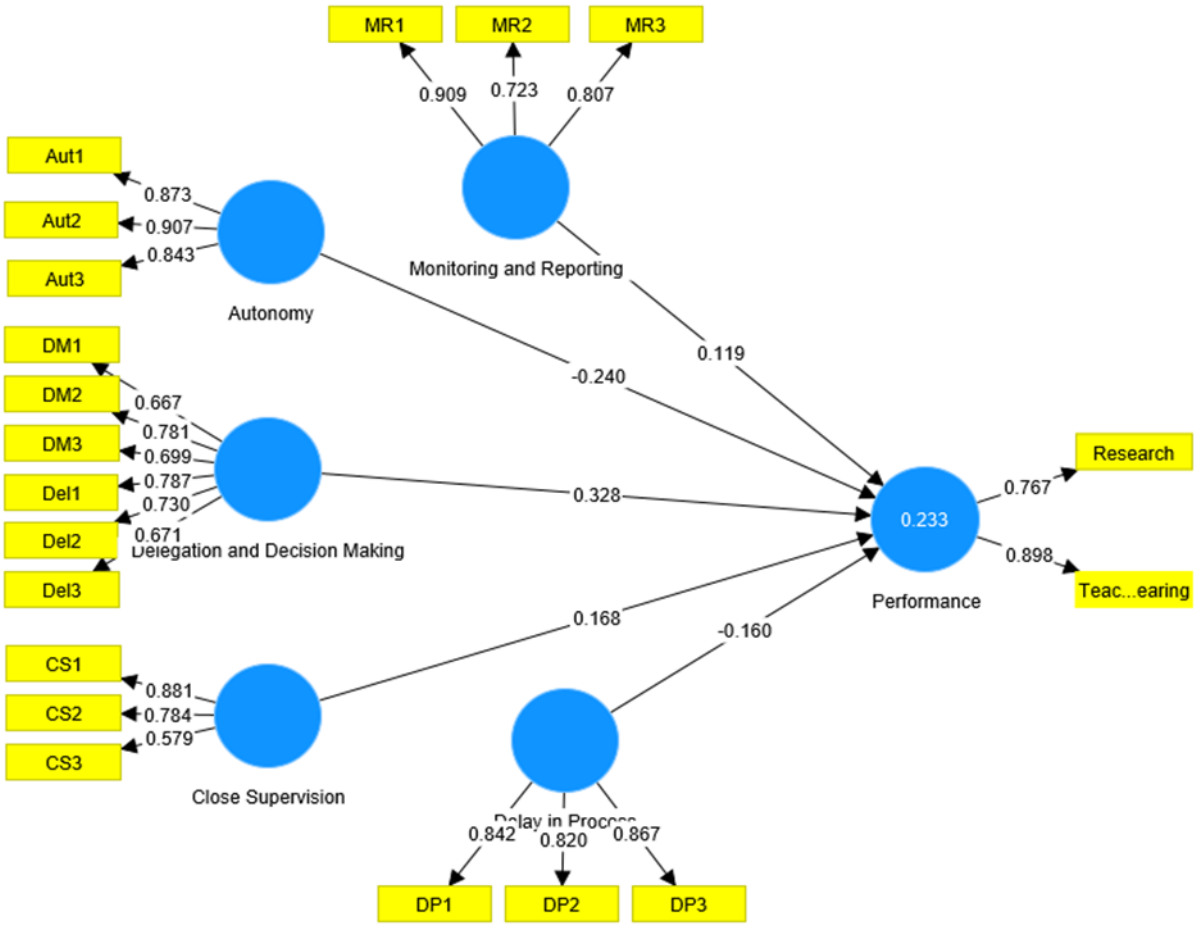


Table 4.23 Constructs and Item descriptions

First-order construct code	Item code	Item
DP(Delay in Process)	DP1	Focuses on procedural details
	DP2	Directs the subordinates to do repetitive work which is sometimes not required.
	DP3	Monitors the subordinates' progress at different levels of work.
CS (Closed supervision)	CS1	Closely supervises the work of an individual
	CS2	Get involved in the work of their subordinates
	CS3	Keeps a close track of everyone's work
DEL_DM (Delegation & Decision making)	DM1	Seldom discusses ideas with the sub-ordinates
	DM2	Likes to take decisions himself/herself.

	DM3	Emphasizes on approval at every stage of the work.
	DEL1	Sub-ordinates are not involved in thedecision-making process
	DEL2	Likes to do the work assigned to subordinates by himself/herself
	DEL3	Instructs the subordinates by emphasizing more on the process than on the objectives of the task
AUT(Autonomy)	AUT1	Subordinates are not allowed to take decisions
	AUT2	Lesser scope for subordinates to demonstrate their potential in their job.
	AUT3	Subordinates are not given much opportunities to take initiative and be creative
MR (Meeting & Reporting)	MR1	Expects detailed reports on the sub-ordinates' work progress
	MR2	Holds meetings before the actual meetings to make sure everything happens in a structured way
	MR3	Feels a need to keep a check on the status of tasks assigned

Measurement Model:

PLS, or Partial Least Squares, was used to statistically evaluate the data. PLS is a more suitable statistical technique when compared to multiple linear regressions because it may eliminate structural mistakes, prevent specification errors, and enhance the dependability of the results. PLS may also assess many associations simultaneously and provide a measurement of overall model fit (Fronell& Larcker, 1982; Schumacker & Lomax, 2016). PLS-SEM, or Structural Equation Modelling, was employed in this investigation to evaluate the model using partial least squares. PLS-SEM is a suitable tool that can handle multidimensional models and limited sample sizes(Hair et al., 2017). The model measurement was performed using Smart PLS 3.0 software (Hair et al., 2017). In this approach, first-order variables, which are indices of constructs, are quantified using a reflecting model. All variables' outer loadings were examined. The standard loading value must be larger than or equal to.70. According to Sarstedt et al. (2017), indicators with outer loadings of less than.60 were taken out of the model. As long as other items in the same

construct have higher loadings, loadings between.50 and.70 are generally seen as acceptable and judged fine, according to Chin and Newsted (1999). The results showed that the majority of the indicator loading values on their associated latent variables were greater than.70 according to the findings.

The internal consistency reliability was assessed using Cronbach's alpha and the Composite Reliability indices (CR) and rho_A value. Internal consistency reliability can be assessed using Cronbach's alpha, with composite reliability serving as the lower bound. Higher composite reliability criterionvalues indicate a greater degree of reliability (Hair et al., 2017).Nunnally (1978)advised that an acceptable alpha value of 0.70 be utilized. Gefen et al. (2000) suggested a composite reliability of 0.70 or above for establishing internal consistency.

Table 4.24 Internal consistency of Measurement Model

Constructs	**Items**	**Loadings**	**Outer VIF**	**Inner VIF**	**Cronbach's Alpha**	**rho_A**	**Composite Reliability**	**Average Variance Extracted (AVE)**
Autonomy	AT1	0.86	2.4	1.33	0.85	0.948	0.9	0.75
	AT2	0.93	1.85					
	AT3	0.81	2.31					
Closed Supervision	CS1	0.87	1.31	1.37	0.68	0.742	0.8	0.58
	CS2	0.79	1.34					
	CS3	0.6	1.33					
Delay in Process	DP1	0.84	1.88	1.19	0.8	0.801	0.88	0.71
	DP2	0.81	1.5					
	DP3	0.87	1.89					
Delegation &Decision Making	DM1	0.69	1.64	1.44	0.82	0.833	0.87	0.53
	DM2	0.78	1.77					
	DM3	0.68	1.46					
	DEL1	0.8	2					
	DEL2	0.71	1.52					
	DEL3	0.68	1.49					
Meeting & Reporting	MR1	0.9	1.66	1.42	0.77	0.903	0.86	0.68
	MR2	0.76	1.63					
	MR3	0.8	1.5					
Research	RES 1	0.75	1.34		0.7	0.73	0.81	0.52
	RES 2	0.7	1.39					
	RES 3	0.82	1.54					
	RES 4	0.6	1.3					
Teaching Learning	TL1	0.76	1.95		0.85	0.85	0.89	0.58
	TL2	0.77	2					
	TL 3	0.79	2.1					
	TL 4	0.75	1.8					

	TL 5 TL 6	0.78 0.68	1.92 1.49					
Performance (Second-Order)					**0.678**	**0.731**	**0.821**	**0.697**

Internal consistency: Table 4.23 shows that the Cronbach alpha (α) values achieve reasonable the threshold between 0.68 and 0.85. As suggested by Bhatnagar et al. (2014), the minimum Cronbach's alpha value was 0.68, which falls within an acceptable reliability range. Composite reliability is also considered necessary for internal consistency. The composite reliability values range from 0.8 to 0.9 which is above the cut-off value of 0.7(Gefen et.al., 2000). Both outcomes are active and have reached the desired value. rho_A values should be more than 0.7 and all the values are above 0.7 which shows that internal consistency is there (Henseler et al., 2015).

Convergent validity: Convergent validity refers to the degree to which the indicators of a particular construct share or converge in terms of variance. It evaluates how well the construct captures the same concept (Hair et al., 2017). The mean of the squared loadings of each indicator associated to the construct is used to calculate Average Variance Extracted (AVE). The average variance extracted (AVE) should be more than .50 to indicate good convergent validity (Fronell& Larcker, 1981). Based on the results of AVE, it can be concluded that constructs do not have convergent validity issues. The VIF evaluation determined from the above table gives the range from 1.3 to 2.4 which is an acceptable result. The greater the collinearity, the greater the value of VIF. To avoid the problem of collinearity, it is suggested that VIF values be less than 5 (Hair et al., 2017). According to the results of this study, the VIF value of each underlying construct does not exceed 5, indicating that there is no multicollinearity issue.

Discriminant Validity: In this study, the discriminant validity of the model is checked using Fronell Larcker Test, Cross Loading, and Heterotrait-Monotratit (HTMT) ratio.

Table: 4.25. Fronell Larcker Test

Fronell Larcker						
	Autonomy	**Close Supervision**	**Delay in Process**	**Delegation and Decision Making**	**Monitoring and Reporting**	**Performance**
Autonomy	**0.875**					
Closed Supervision	0.089	**0.758**				

Delay in Process	0.333	-0.052	**0.843**			
Delegation &Decision Making	0.374	0.362	0.269	**0.724**		
Meeting & Reporting	0.324	0.447	0.036	0.36	**0.817**	
Performance	**-0.117**	**0.327**	**-0.156**	**0.299**	**0.229**	**0.835**

To demonstrate discriminant validity according to the Fronell& Larcker (1981) criterion, the AVE for each variable must be greater than the squared correlations between the construct and the other variables (Chin &Newsted, 1999; Fronell& Larcker, 1981). The square roots of the AVEs for the components are larger than the correlations between the constructs, indicating that the model has discriminant validity). The manually calculated values of the square root of AVE are represented diagonally and highlighted for clarity. It is evident from the table that the diagonally represented square root of AVE has a greater value than the corresponding latent variables in each row and column. Based on the findings, it can be concluded that there were no discriminant validity issues.

Table: 4.26 Cross Loadings

Cross Loadings						
	Autonomy	**Closed Supervision**	**Delay in Process**	**Delegation & Decision Making**	**Meeting &Reporting**	**Performance**
Aut1	0.872	0.108	0.354	0.36	0.323	-0.087
Aut2	0.908	0.067	0.249	0.284	0.229	-0.132
Aut3	0.843	0.064	0.301	0.378	0.344	-0.069
CS1	0.022	0.881	-0.082	0.283	0.43	0.324
CS2	0.1	0.784	-0.034	0.309	0.319	0.239
CS3	0.244	0.58	0.142	0.303	0.185	0.058
DM1	0.295	0.328	0.079	0.667	0.33	0.174
DM2	0.299	0.364	0.224	0.781	0.399	0.247
DM3	0.312	0.109	0.294	0.699	0.176	0.208
DP1	0.406	-0.088	0.842	0.284	0.052	-0.116
DP2	0.156	-0.001	0.82	0.096	-0.047	-0.137
DP3	0.297	-0.05	0.867	0.307	0.089	-0.138
Del1	0.261	0.347	0.078	0.787	0.401	0.2

Del2	0.151	0.164	0.251	0.73	0.112	0.274
Del3	0.377	0.306	0.203	0.672	0.172	0.159
MR1	0.231	0.37	0.057	0.362	0.909	0.246
MR2	0.401	0.285	0.032	0.331	0.723	0.071
MR3	0.283	0.43	-0.008	0.209	0.807	0.169
Research	0.07	0.232	0.055	0.382	0.139	0.768
Teaching &Students Learning	-0.215	0.306	-0.259	0.164	0.23	0.897

To check discriminant validity cross-loadings of factors are also examined. By examining the factor loading and the cross-loading of items, it is possible to conclude that each item was loaded into its respective latent variable with loading values ranging from 0.6 to 0.93.It has been inferred that none of the items were cross-loaded, confirming the absence of a discriminant validity issue.

Table: 4.27 HTMT Ratio

HTMT						
	Autonomy	**Closed Supervision**	**Delay in Process**	**Delegation& Decision Making**	**Meeting &Reporting**	**Performance**
Autonomy						
Closed Supervision	0.205					
Delay in Process	0.423	0.149				
Delegation & Decision Making	0.481	0.527	0.332			
Meeting & Reporting	0.476	0.535	0.131	0.465		
Performance	**0.252**	**0.447**	**0.295**	**0.46**	**0.282**	**0**

The above table examined the discriminant validity of the model using the Heterotrait-Monotrait (HTMT) ratio. To demonstrate discriminant validity, the HTMT criterion recommended a value of less than 0.85 (Kline, 2015) or 0.90 (Hair et al., 2017). for all constructs. The results indicate that none of the constructs have a value greater than.85, indicating that discriminant validity is appropriate.

Based on the above results from CFA using SEM Punctuality factor was removed as it was not meeting the reliability and validity conditions.

Correlation analysis was done to find the relationship between the sub-constructs of Micromanagement leadership and Performance and its sub-constructs Teaching & Students Learning and Research.

Table 4.28 Relationship between Sub-constructs of Micromanagement Leadership and Performance and its sub-constructs Teaching &Students Learning and Research

Correlations			
Pearson Correlation			
	Teaching &Students' Learning	**Research**	**Performance**
Delay in Process	-.270**	.091	-.109*
Delegation &Decision Making	.152**	.368**	.315**
Closed Supervision	.221**	.237**	.278**
Meeting & Reporting	.201**	.109*	.188**
Autonomy	-.215**	.128**	-.053
Micromanagement	-.004	.273**	.163**

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis: H3 There exists a significant positive relationship between sub-constructs of Micromanagement leadership and Employees performance

Interpretation: Pearson product-momentum Correlation results between sub-constructs of Micromanagement and Teaching &Students Learning showed that all the sub-constructs except Delay in process and Autonomy had a significant positive relationship with Teaching &Students Learning. The highest positive correlation was observed with Closed supervision $r(430)= 0.221$, $p<0.01$, followed by Meeting & Reporting $r(430)=0.201$, $p<0.01$ and Delegation & Decision making $r(430)=0.152$, $p<0.01$. The negative significant correlation was observed with Delay in process $r(430)=-0.270$, $p<0.01$ and Autonomy $r(430)=-0.215$, $p<0.01$.

The result of the correlation between sub-constructs of Micromanagement and Research showed that except for Delay in process, all the sub-constructs and Micromanagement

leadership itself had a positive significant correlation with Research. The highest positive significant correlation was with Delegation & Decision making $r(430)=0.368$, $p<0.01$, followed by Micromanagement $r(430)= 0.273$, $p<0.01$, Closed supervision $r(430)=0.237$, $p<0.01$, Autonomy $r(430)=0.128$, $p<0.01$ and Meeting & Reporting $r(430)=0.109$, $p<0.05$.

The result of the correlation between sub-constructs of Micromanagement and Performance indicated that Autonomy had no correlation with Performance. Delay in process had a negative significant correlation with Performance $r(430)=-0.109$, $p<0.05$. The highest positive significant correlation was observed with Delegation & Decision making $r(430)=0.315$, $p<0.01$ followed by Closed supervision $r(430)=0.278$, $p<0.01$, Meeting & Reporting $r(430)=0.188$, $p<0.01$ and Micromanagement $r(430)=0.163$, $p<0.01$.

Table 4.29 Difference of opinion on the Employees' Performance and its sub-constructs based on Gender

Variables	**Male**		**Female**		**t-value**
	Mean	**S.D**	**Mean**	**S.D**	
Teaching & StudentsLearning	3.10	0.752	2.9530	.71002	2.118^{ns}
Research	3.44	.748	3.3364	.71148	1.428^{ns}
Performance	3.27	.585	3.1843	.52593	1.573^{ns}

Hypothesis: H2.1 There exists a significant difference of opinion on the overall Employee performance and its sub-constructs based on the Gender of the respondents.

Interpretation: The above table concludes that there is no difference in opinion due to gender on the construct "Teaching &Students Learning", $t(430) =2.118$, $p>0.05$, "Research", $t(430)=1.428$, $p>0.05$ and "Performance", $t(430)=1.573$, $p>0.05$. Hence, we reject the alternative hypothesis stating that there is no difference in opinion on the Performance and its sub-constructs due to gender.

Table 4.30 Difference of opinion on the overall Employees' performance and its sub-construct based on the age of respondents.

	Response category	**N**	**Mean**	**Std. Deviation**	**Test of homogeneity**
Teaching &Students Learning	25 to 30 Years	113	3.07	.740	0.360^{ns}
	31-40 Years	185	3.02	.745	
	41- 50 Years	107	3.04	.694	
	>50 Years	25	2.77	.777	
	Total	430	3.03	.734	
Research	25 to 30 Years	113	3.44	.821	1.748^{ns}

	31-40 Years	185	3.40	.677	
	41- 50 Years	107	3.27	.686	
	>50 Years	25	3.51	.843	
	Total	430	3.39	.730	
Performance	25 to 30 Years	3.31	.520	.520	1.693^{ns}
	31-40 Years	3.26	.549	.549	
	41- 50 Years	3.15	.540	.540	
	>50 Years	2.95	.733	.733	
	Total	3.23	.556	.556	

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Teaching &Learning	Between Groups	1.963	3	.654	1.217	.303
	Within Groups	229.053	426	.538		
	Total	231.016	429			
Research	Between Groups	2.223	3	.741	1.393	.244
	Within Groups	226.698	426	.532		
	Total	228.922	429			
Performance	Between Groups	3.400	3	1.133	3.730	.011
	Within Groups	129.438	426	.304		
	Total	132.839	429			

Robust Tests of Equality of Means

		Statistic[a]	**df1**	**df2**	**Sig.**
Teaching & Students Learning	Welch	1.086	3	101.606	.359
Research	Welch	1.385	3	99.273	.252
Performance	Welch	2.897	3	98.835	.039

Post Hoc Tests

Multiple Comparisons

Dependent Variable				**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**95% Confidence Interval**	
							Lower Bound	**Upper Bound**
Performance	Tukey HSD	25 to 30 Years	31-40 Years	.04939	.06581	.876	-.1204	.2191
			41- 50 Years	.15650	.07435	.153	-.0353	.3483
			>50 Years	.35407*	.12183	.020	.0398	.6683

		31-40 Years	25 to 30 Years	-.04939	.06581	.876	-.2191	.1204
			41- 50 Years	.10711	.06695	.380	-.0656	.2798
			>50 Years	.30468*	.11746	.048	.0017	.6076
		41- 50 Years	25 to 30 Years	-.15650	.07435	.153	-.3483	.0353
			31-40 Years	-.10711	.06695	.380	-.2798	.0656
			>50 Years	.19757	.12245	.372	-.1182	.5134
		>50 Years	25 to 30 Years	-.35407*	.12183	.020	-.6683	-.0398
			31-40 Years	-.30468*	.11746	.048	-.6076	-.0017
			41- 50 Years	-.19757	.12245	.372	-.5134	.1182
	Games-Howell	25 to 30 Years	31-40 Years	.04939	.06340	.864	-.1146	.2134
			41- 50 Years	.15650	.07152	.130	-.0287	.3417
			>50 Years	.35407	.15451	.123	-.0664	.7745
		31-40 Years	25 to 30 Years	-.04939	.06340	.864	-.2134	.1146
			41- 50 Years	.10711	.06595	.367	-.0636	.2778
			>50 Years	.30468	.15201	.211	-.1106	.7200
		41- 50 Years	25 to 30 Years	-.15650	.07152	.130	-.3417	.0287
			31-40 Years	-.10711	.06595	.367	-.2778	.0636
			>50 Years	.19757	.15557	.588	-.2252	.6203
		>50 Years	25 to 30 Years	-.35407	.15451	.123	-.7745	.0664
			31-40 Years	-.30468	.15201	.211	-.7200	.1106
			41- 50 Years	-.19757	.15557	.588	-.6203	.2252

Hypothesis: H2.2 There exists a significant difference of opinion on the overall Employee performance and its sub-construct based on the age of the respondents.

Interpretation:

Teaching &Students Learning: Test of homogeneity result from Levene's test, $F(3, 426)= 0.360$, $p>0.05$ showed that the data assumed equal variance. ANOVA results also portray that there is no difference of opinion among the respondents of different age groups, $F(3, 426)= 1.217$, $p>0.05$. Hence it is concluded that the alternative hypothesis is rejected stating that no difference of opinion existed among the respondents of different age groups towards the construct Teaching &Students Learning.

Research: Test of homogeneity result from Levene's test, $F(3, 426)=1.748$, $p>0.05$ showed that the data assumed equal variance. ANOVA results illustrate that there is no difference of opinion existed among the respondents of different age groups, $F(3, 426)=1.393$,$p>0.05$. Hence it is concluded that the alternative hypothesis is rejected inferring that no difference of opinion is existing among the respondents of different age groups towards the construct Research.

Performance: Test of homogeneity result from Levene's test, $F(3, 426)=1.693$, $p>0.05$ showed that the data assumed equal variance. ANOVA results interpret that there is a difference of opinion existed among the respondents of different age groups, $F(3, 426)=3.730$, $p<0.05$. Post hoc test using the Turkey HSD method was used which inferred that the respondents of age group 25-30 years ($M=3.31$, $S.D=0.520$), 31-40 years ($M=3.26$, $S.D=0.549$) and above 50 years ($M=2.95$, $S.D=0.733$) have a statistically significant difference of opinion with the respondents belonging to the other age groups towards the construct Performance.Hence, it is concluded that alternative hypothesis is accepted.

Table 4.31 Difference of opinion based on the overall Employees' performance and its sub-construct based on the academic qualification of respondents.

	Response category	**N**	**Mean**	**Std. Deviation**	**Test of homogeneity**
Teaching& Students Learning	Post-Graduation	197	2.99	.772	1.751^{ns}
	Ph.D.	220	3.07	.711	
	MS	7	3.02	.531	
	Post Doctorate	6	2.72	.328	
	Total	430	3.03	.734	
Research	Post-Graduation	197	3.35	.765	1.137^{ns}

	Ph.D.	220	3.41	.696	
	MS	7	3.54	.906	
	Post Doctorate	6	3.63	.720	
	Total	430	3.39	.730	
Performance	Post-Graduation	197	3.20	.577	1.085^{ns}
	Ph.D.	220	3.25	.544	
	MS	7	3.31	.560	
	Post Doctorate	6	3.03	.234	
	Total	430	3.23	.556	

		Sum of Squares	**df**	**Mean Square**	**F**
Teaching &Students Learning	Between Groups	1.310	3	.437	.810ns
	Within Groups	229.706	426	.539	
	Total	231.016	429		
Research	Between Groups	.836	3	.279	.521ns
	Within Groups	228.085	426	.535	
	Total	228.922	429		
Performance	Between Groups	.509	3	.170	.546ns
	Within Groups	132.330	426	.311	
	Total	132.839	429		

Robust Tests of Equality of Means					
		Statistic[a]	**df1**	**df2**	**Sig.**
Teaching & Students Learning	Welch	1.962	3	14.949	.163
Research	Welch	.443	3	13.883	.726
Performance	Welch	1.478	3	14.891	.261

Hypothesis: H2.3 There exists a significant difference of opinion on the overall Employee performance and its sub-construct based on the qualification of respondents.

Interpretation:

Teaching &Students Learning: Test of homogeneity results through Levene's test, $F(3,426)=1.751$, $p>0.05$ showed that the data assumed equal variance. ANOVA results indicated that there is no difference of opinion among respondents of different qualifications, $F(3, 426)=0.810$, $p>0.05$. Therefore, the alternative hypothesis is rejected stating that the respondents of different qualifications have no difference of opinion among them towards the construct Teaching & Students Learning.

Research: Test of homogeneity results through Levene's test, $F(3, 426)=1.137$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA suggested that there is no difference of opinion among respondents of different qualifications, $F(3, 426)=0.521$, $p>0.05$. It is therefore concluded that the alternative hypothesis is rejected stating that the respondents of different qualifications have no difference of opinion among them towards the construct Research.

Performance: Test of homogeneity results through Levene's test, $F(3, 426)=1.085$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA suggested that there is no difference of opinion among respondents of different qualifications,$F(3, 426)=0.546$, $p>0.05$. It is therefore suggested that the alternative hypothesis is rejected stating that no difference of opinion exists among the respondents with different qualifications towards the construct Performance.

Table 4.32Difference of opinion based on the overall Employees' performance and its sub-construct based on the designation of respondents.

	Response category	**N**	**Mean**	**Std. Deviation**	**Test of homogeneity**
Teaching &Learning	Assistant Professor	287	3.00	.774	2.325^{ns}
	Associate Professor	86	3.05	.609	
	Professor	57	3.13	.700	
	Total	430	3.03	.734	
Research	Assistant Professor	287	3.37	.753	0.740^{ns}
	Associate Professor	86	3.38	.685	
	Professor	57	3.46	.688	
	Total	430	3.39	.730	
Performance	Assistant Professor	287	3.21	.566	1.341^{ns}
	Associate Professor	86	3.29	.507	
	Professor	57	3.21	.582	
	Total	430	3.23	.556	

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Teaching	Between	.830	2	.415	.770	.464

&Learning	Groups					
	Within Groups	230.186	427	.539		
	Total	231.016	429			
Research	Between Groups	.372	2	.186	.347	.707
	Within Groups	228.550	427	.535		
	Total	228.922	429			
Performance	Between Groups	.396	2	.198	.638	.529
	Within Groups	132.443	427	.310		
	Total	132.839	429			

Robust Tests of Equality of Means					
		Statistic[a]	**df1**	**df2**	**Sig.**
Teaching &StudentsLearning	Welch	.810	2	134.014	.447
Research	Welch	.382	2	130.285	.683
Performance	Welch	.728	2	126.539	.485

Hypothesis:H2.4: There exists a significant difference of opinion on the overall Employee performance and its sub-constructs based on the designation of respondents.

Interpretation:

Teaching &Students Learning: Test of homogeneity result from Levene's test, $F(3,426)=2.325$, $p>0.05$ showed that the data assumed equal variance. ANOVA resultsconfirm that there is no difference in opinion among respondents of different designations, $F(3,426)=0.770$, $p>0.05$. Hence, we reject the alternative hypothesis which infers that the respondents with different designations have no difference in opinion towards the construct Teaching &Students Learning.

Research: Test of homogeneity result from Levene's test, $F(3, 426)=0.740$, $p>0.05$ showed that the data assumed equal variance. The test of ANOVA interprets that there is no difference in opinion with respondents of various designations, $F(3,426)=0.347$, $p>0.05$. It is therefore decided to reject the alternative hypothesis which states that no difference in opinion exists with respondents of different designations towards the construct Research.

Performance: Test of homogeneity result from Levene's test, $F(3,426)=1.341$, $p>0.05$ showed that the data assumed equal variance. The test of ANOVA recommends that there is no difference of opinion among respondents with different designations, $F(3,426)=0.638$, $p>0.05$. Henceforth, the alternative hypothesis is rejected which states that no difference in opinion exists among respondents with different designations towards the construct Performance.

Table 4.33Difference of opinion based on the overall Employees' performance and its sub-constructs based on the total experience of respondents.

	Response category	**N**	**Mean**	**Std. Deviation**	**Test of homogeneity**
Teaching &Students Learning	<5 years	72	2.98	.783	1.404^{ns}
	5-10 Years	117	3.04	.727	
	10-15 Years	108	3.06	.817	
	15-20 Years	84	3.04	.680	
	>20 years	49	2.97	.577	
	Total	430	3.03	.734	
Research	<5 years	72	3.27	.827	0.696^{ns}
	5-10 Years	117	3.37	.718	
	10-15 Years	108	3.45	.718	
	15-20 Years	84	3.35	.667	
	>20 years	49	3.52	.736	
	Total	430	3.39	.730	
Performance	<5 years	72	3.18	.609	0.596^{ns}
	5-10 Years	117	3.23	.500	
	10-15 Years	108	3.32	.609	
	15-20 Years	84	3.17	.509	
	>20 years	49	3.17	.556	
	Total	430	3.23	.556	

ANOVA

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Teaching & Students Learning	Between Groups	.451	4	.113	.208	.934
	Within Groups	230.564	425	.543		
	Total	231.016	429			
Research	Between Groups	2.430	4	.607	1.140	.337
	Within Groups	226.492	425	.533		
	Total	228.922	429			
Performance	Between Groups	1.496	4	.374	1.210	.306
	Within Groups	131.342	425	.309		
	Total	132.839	429			

Robust Tests of Equality of Means

		Statistic[a]	df1	df2	Sig.
Teaching &Students Learning	Welch	.238	4	188.168	.917
Research	Welch	1.040	4	181.660	.388
Performance	Welch	1.080	4	181.398	.368

Hypothesis: H2.5 There exists a significant difference of opinion on the overall Employees' performance and its sub-constructs based on the total experience of the respondents.

Interpretation:

Teaching & Students Learning: Test of homogeneity result from Levene's test, $F(3, 426)=1.404$, $p>0.05$ showed that the data assumed equal variance. ANOVA test result inferred that no difference of opinion exists among respondents of different experiences, $F(3,426)=0.208$, $p>0.05$. It is therefore concluded that the alternative hypothesis is rejected.

Research: Test of homogeneity result from Levene's test, $F(3, 426)=0.696$, $p>0.05$ showed that the data assumed equal variance. ANOVA test result declared that no difference of opinion exists among the respondents of different categories of experiences, $F(3, 426)=1.140$, $p>0.05$. Henceforth the alternative hypothesis is rejectedconfirming that no difference of opinion is there among the respondents of different experiences categories towards the construct Research.

Performance: Test of homogeneity result from Levene's test, $F(3,426)=0.596$, $p>0.05$ showed that the data assumed equal variance. ANOVA test result suggested that no difference of opinion exists among the respondents of different categories of experiences, $F(3, 426)=1.210$, $p>0.05$. Therefore, the alternative hypothesis is rejected stating that no difference of opinion is there among respondents of different experience categories towards the construct Performance.

Table 4.34Difference of opinion based on the overall Employees' performance and its sub-constructs based on the academic experience of respondents.

	Response category	N	Mean	Std. Deviation	Test of homogeneity
Teaching & Students Learning	2-5 years	162	3.03	.777	1.818^{ns}
	5-7 Years	75	2.85	.735	
	7- 10 years	54	3.10	.538	
	>10 Years	139	3.09	.738	
	Total	430	3.03	.734	
Research	2-5 years	162	3.34	.770	0.942^{ns}
	5-7 Years	75	3.34	.642	
	7- 10 years	54	3.48	.668	

	>10 Years	139	3.43	.752	
	Total	430	3.39	.730	
Performance	2-5 years	162	3.19	.561	1.897[ns]
	5-7 Years	75	3.21	.532	
	7- 10 years	54	3.30	.490	
	>10 Years	139	3.25	.590	
	Total	430	3.23	.556	

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Teaching &Students Learning	Between Groups	3.128	3	1.043	1.949	.121
	Within Groups	227.887	426	.535		
	Total	231.016	429			
Research	Between Groups	1.292	3	.431	.806	.491
	Within Groups	227.629	426	.534		
	Total	228.922	429			
Performance	Between Groups	.498	3	.166	.534	.659
	Within Groups	132.341	426	.311		
	Total	132.839	429			

Hypothesis: H2.6: There exists a significant difference of opinion on the overall Employee performance and its sub-constructs based on the academic experience of respondents.

Teaching &Students Learning: Test of homogeneity result from Levene's test, $F(3, 426)=1.818$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA interpreted that no difference of opinion exists in respondents belongingto different academic experiences, $F(3, 426)=1.949$, $p>0.05$. It is therefore decided to reject the alternative hypothesis stating that no difference of opinion is there in the respondents of different academic experiences towards the construct Teaching &Students Learning.

Research: Test of homogeneity result from Levene's test, $F(3, 426)=0.942$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA inferred that the respondents belonging to different categories of academic experience have no difference of opinion among them, $F(3, 426)=0.491$, $p>0.05$. Therefore, the alternative hypothesis is rejected which states that no difference of opinion exists among the respondents of different academic experiences towards the construct Research.

Performance: Test of homogeneity result from Levene's test, $F(3, 426)=1.897$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA interpreted that no difference of opinion exists in respondents belonging to difference academic experiences, $F(3, 426)=0.534$, $p>0.05$. It is therefore decided to reject the alternative hypothesis stating that no difference of opinion is there in the respondents of different academic experiences towards the construct Performance.

Table 4.35Difference of opinion based on the overall Employees' performance and its sub-constructs based on the current experience of respondents.

	Response category	**N**	**Mean**	**Std. Deviation**	**Test of homogeneity**
Teaching &Learning	< 2years	107	3.02	.814	2.069^{ns}
	2-5 years	188	3.00	.759	
	5-7 Years	86	3.05	.613	
	7- 10 years	32	3.11	.633	
	>10 Years	17	3.04	.728	
	Total	430	3.03	.734	
Research	< 2years	107	3.36	.791	0.974^{ns}
	2-5 years	188	3.33	.710	
	5-7 Years	86	3.45	.659	
	7- 10 years	32	3.56	.835	
	>10 Years	17	3.50	.696	
	Total	430	3.39	.730	
Performance	< 2years	107	3.19	.618	0.912^{ns}
	2-5 years	188	3.20	.560	
	5-7 Years	86	3.34	.452	
	7- 10 years	32	3.22	.565	
	>10 Years	17	3.17	.565	
	Total	430	3.23	.556	

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Teaching & Students Learning	Between Groups	.430	4	.107	.198	.939
	Within Groups	230.586	425	.543		
	Total	231.016	429			
Research	Between Groups	2.184	4	.546	1.024	.395
	Within Groups	226.737	425	.533		
	Total	228.922	429			
Performance	Between Groups	1.467	4	.367	1.186	.316

	Within Groups	131.372	425	.309		
	Total	132.839	429			

Hypothesis: H2.7: There exists a significant difference of opinion on the overall Employee performance and its sub-constructs based on the current experience of the respondents.

Teaching &Students Learning: Test of homogeneity result from Levene's test, $F(3, 426)=2.069$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA interpreted that no difference of opinion exists in respondents belonging to different academic experiences, $F(3, 426)=0.198$, $p>0.05$**.** It is therefore decided to reject alternative hypothesis stating that no difference of opinion is there in the respondents of different current experiences towards the construct Teaching &Students Learning**.**

Research: Test of homogeneity result from Levene's test, $F(3, 426)=0.974$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA inferred that the respondents belonging to a different category of academic experience have no difference of opinion among them, $F(3, 426)=1.024$, $p>0.05$. Therefore, the alternative hypothesis is rejected which states that no difference of opinion exists among the respondents of different current experiences towards the construct Research.

Performance: Test of homogeneity result from Levene's test, $F(3, 426)=0.912$, $p>0.05$ showed that the data assumed equal variance. The result of ANOVA interpreted that no difference of opinion exists in respondents belong to difference academic experiences, $F(3, 426)=1.186$, $p>0.05$. It is therefore decided to reject the alternative hypothesis stating that no difference of opinion is there in the respondents of different current experiences towards the construct Performance.

Table 4.36. Summary of Hypothesis and the analysis of T-Test and ANOVA on the impact of Demographic variables on Employees' performance and its sub-constructs**.**

Sl.No	**Hypothesis**	**Type of Test**	**Alternative hypothesis accepted or rejected**
1	There exists a significant difference of opinion on the Employees performance and its sub-construct based on gender	T-Test	Rejected
2	There exists a significant difference of opinion on the Employees performance and its sub-construct based on the Age of	ANOVA	

	the respondents. a) Teaching &Students Learning b) Research c) Performance		a) Rejected b) Rejected c) Accepted
3	There exists a significant difference of opinion on the Employees performance and its sub-construct based on educational qualification. a) Teaching &StudentsLearning b) Research c) Performance	ANOVA	a) Rejected b) Rejected c) Rejected
4	There exists a significant difference of opinion on the Employees performance and its sub-construct based on Designation. a) Teaching &Students Learning b) Research c) Performance	ANOVA	a) Rejected b) Rejected c) Rejected
5	There exists a significant difference of opinion on the Employees performance and its sub-construct based on Total experience. a) Teaching & StudentsLearning b) Research c) Performance	ANOVA	a) Rejected b) Rejected c) Rejected
6	There exists a significant difference of opinion on the Employees performance and its sub-construct based on Academic experience. a) Teaching &Students Learning b) Research c) Performance	ANOVA	a) Rejected b) Rejected c) Rejected
7	There exists a significant difference of opinion on the Employees performance and its sub-construct based on current organizational experience. a) Teaching &Students Learning b) Research c) Performance	ANOVA	a) Rejected b) Rejected c) Rejected

4.5 Structural Method

Structural model or path analysis is aimed at establishing the causal relationships among variables by creating a path diagram (Wright 1918, 1920). It is a model of relationships between latent variables. Through this model, various steps are achieved. The first stage is to specify a model, and the second step is to ensure that the provided model is identifiable, that is, that each of the model's parameters has a unique solution. The model can then be estimated, and the model's adequacy is determined by evaluating the model's fit to the data. This process is done until a good fitting model is obtained. The model's parameters might thus be viewed as tests of certain causal hypotheses inside the model

First, the model predicts whether Micromanagement has any influence on Employees Performance. Second, the model finds out the influence of the sub-constructs of Micromanagement leadership on sub-constructs of Employees performance.

The structural model has been used to test the hypothesis for finding the predictability of sub-constructs of Micromanagement leadership on Employees Performance. Path coefficient, Coefficient of Determination, and Predictive relevance are employed to determine the extent to which the data match the model.

Fig 4.2 Structural model of Micromanagement leadership on Employees' performance:

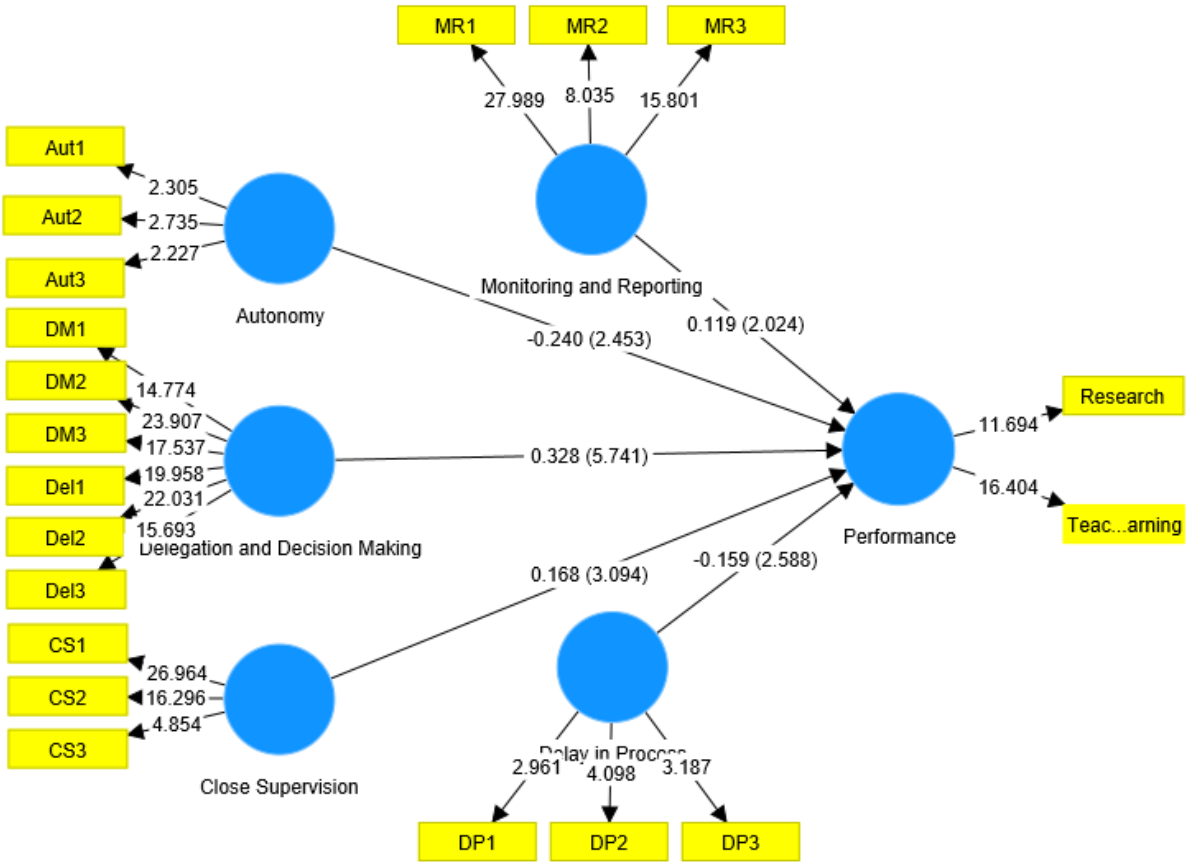


Table:4.37 Result of Path Model

	Original sample (O) (B)	**Sample mean (M)**	**Standard deviation (STDEV)**	**T statistics (|O/STDEV|)**	**P values**	**Significant**
Autonomy -> Performance	-0.24	-0.218	0.098	2.453	0.014	*
Closed Supervision -> Performance	0.168	0.17	0.054	3.094	0.002	*
Delay in Process -> Performance	-0.159	-0.158	0.062	2.588	0.01	*
Delegation & Decision Making -> Performance	0.328	0.329	0.057	5.741	0	*
Meeting & Reporting -> Performance	0.119	0.115	0.059	2.024	0.043	*

(***=If p-value1.96, Ho rejected, HA accepted at the significance of 0.001level) (*=If p-value1.96, Ho rejected, HA accepted at the significance of 0.05 level)

Hypothesis: H3: There is an influence of sub-constructs of Micromanagement leadership on Employees performance

Results: The bootstrapping results of the 5 paths of the structural model are shown in the table above. As shown in the tableall five paths are significant. The path coefficients of each of the constructs in the model were studied and conclusions are presented below:

1. The results of the data analysis indicated that the influence of Autonomy and Performance was significant, negative, and strong at a significance level of 0.05 and showed a B-value of -0.24.
2. The influence of Closed supervision on Performance was significant, positive, and moderate with a B-value of 0.168.
3. Delay in process – Performance construct was significant, negative, and moderate with a B-value of -0.159
4. The influence of Delegation & Decision making on Performance was strong, positive, and significant with a B-value of 0.328
5. Meeting &Reporting relationship with Performance was significant, positive, and weak with a B-value of 0.119.

Interpretation: Henceforth we may conclude that the alternative hypothesis is accepted and null hypothesis is rejected stating that there is an influence of sub-constructs of Micromanagement leadership on Employee performance.

Table 4.38 Path coefficient R^2 and Q^2 value

R^2	Adjusted R^2	Q^2
0.233	0.224	0.197

R^2(Coefficient of Determination)

The structural model was evaluated by determining the model's predictive abilities, as indicated by the coefficient of determination R-square (R^2), the cross-validated redundancy (Q^2), and the path coefficient. R^2 represents the variance described in each of the endogenous constructs. The values from 0 to 1 demonstrate greater predictive accuracy. The values of 0.75, 0.5, and 0.25 are considered substantial, moderate, and weak, respectively (Cohen, 1998). According to Chin (1998), values of R^2 above 0.19 are considered good while those less than 0.19 are considered as weak. The R^2 value was 0.233 and therefore the above model of Micromanagement leadership was considered to be a good predictor of Employee performance.

Q2 (Cross-validated redundancy):

Then a predictive sample Stone-Geyser's (Q2) technique was adopted to calculate predictive relevance. Since the author used the blindfolding technique, this model must have a Q2 value of more than 0 (Henseler& Chin, 2010). As for the predictive relevance, the Q2 of Micromanagement on Performance is 0.197, suggesting that this model shows a good predictive relevance

4.6 SEM on Sub-constructs of Micromanagement leadership on Teaching &Students Learning and Research

Further to this, analysis was done to find out how the sub-construct of Micromanagement leadership was having an impact on the sub-construct of Employees' performance.

Fig 4.3 Measurement Model

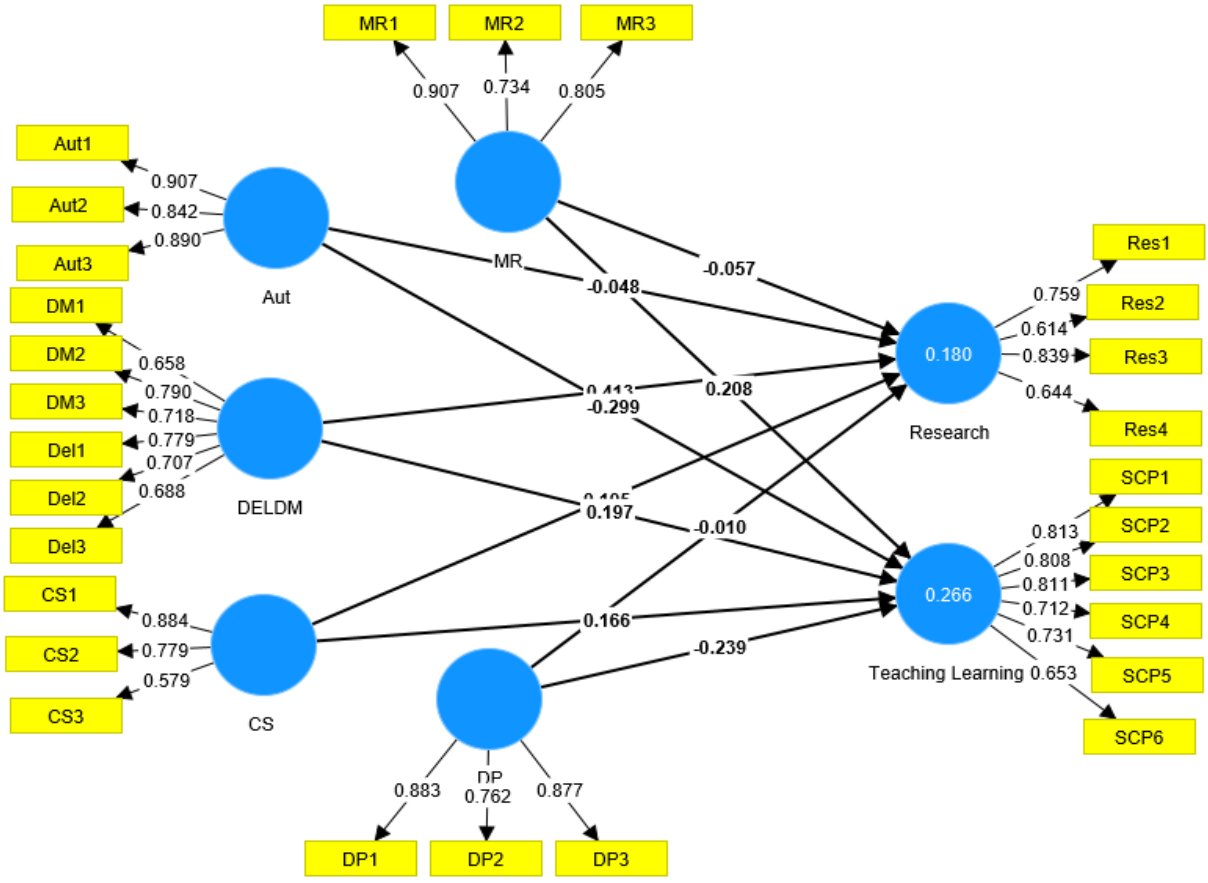


Fig 4.4 Structural Model

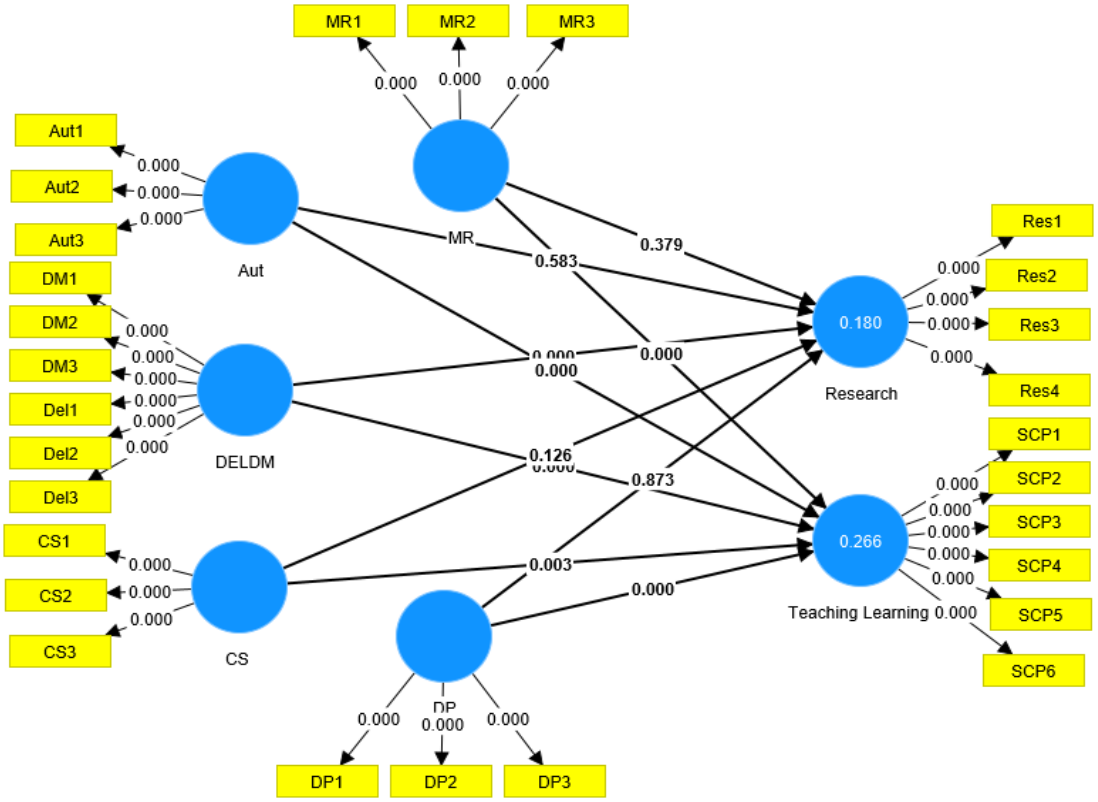


Table: 4.39Result of Path Model-II

	Original sample (O)	**Sample mean (M)**	**Standard deviation (STDEV)**	**T statistics (|O/STDEV|)**	**P values**
Autonomy -> Research	-0.048	-0.051	0.088	0.55	0.583
Autonomy -> Teaching& Students Learning	-0.299	-0.3	0.052	5.731	0.000
Closed Supervision -> Research	0.105	0.105	0.069	1.528	0.126
Closed Supervision -> Teaching & Students Learning	0.166	0.169	0.057	2.926	0.003
Delay in Process -> Research	-0.01	-0.009	0.063	0.159	0.873
Delay in Process -> Teaching&Students Learning	-0.239	-0.238	0.054	4.425	0.000
Delegation & Decision Making -> Research	0.413	0.415	0.059	7.034	0.000
Delegation & Decision Making -> Teaching& Students Learning	0.197	0.199	0.054	3.64	0.000
Meeting & Reporting -> Research	-0.057	-0.05	0.065	0.879	0.379

Meeting & Reporting -> Teaching&Students Learning	0.208	0.21	0.056	3.748	0.000

Hypothesis:H4: There is an influence of sub-constructs of Micromanagement leadership on sub-constructs of Employees performance

Result: 1. The results of data analysis indicated that the influence of Autonomy on Research was not significant.

2. The result of data analysis indicated that the influence of Autonomy on Teaching & Students learning was significant, negative, and strong at a significance level of 0.05 and showed a B-value of -0.299

3. The influence of closed supervision on Research was not significant

4. The influence of closed supervision on Teaching &Students Learning was significant, positive, and moderate at a significance level of 0.05 and showed a B-value of 0.166

5. The influence of Delay in process on Research was not significant

6. The influence of Delay in process on Teaching &Students Learning was significant, negative, and strong at a significance level of 0.05 and a B-value of -0.239

7. The influence of Delegation & Decision-making on Research was significant, strong and positive at a significance level of 0.05 and B-value of 0.413

8. The influence of Delegation & decision-making on Teaching &Students Learning was significant, positive and strong at a significance level of 0.05 and B-value of 0.197

9. The influence of Meeting & Reporting on Research was not significant

10. The influence of Meeting & Reporting on Teaching &Students Learning was significant, strong, and positive at a significance level of 0.05 and B-value of 0.208

Interpretation: There exists an influence of sub-constructs of Micromanagement leadership on Teaching &StudentsLearning and there is no influence of sub-constructs of Micromanagement leadership on Research.

Table 4.40Path coefficient R^2 and Q^2

	R^2	**Adjusted R^2**	**Q^2**
Research	0.18	0.17	0.144
Teaching & StudentsLearning	0.266	0.258	0.234

R^2(Coefficient of Determination):

The structural model was evaluated by determining the model's predictive abilities, as indicated by the coefficient of determination R-square (R^2), the cross-validated redundancy (Q^2), and the path coefficient. R^2 represents the variance described in each of the endogenous constructs. The values from 0 to 1 demonstrate greater predictive accuracy. The values of 0.75, 0.5, and 0.25 are considered substantial, moderate, and weak, respectively (Cohen, 1988). According to Chin (1998), value of R^2 above 0.19 are considered good while those less than 0.19 are considered as weak. R^2 values for Research were 0.18 and therefore was weak and for Teaching &Students Learning was 0.266 which was a good score. Therefore, we can conclude that the above model is a weak predictor for Research and a good predictor for Teaching & Students Learning.

Q^2 (Cross-validated redundancy):

Then a predictive sample Stone-Geyser's (Q2) technique was adopted to calculate predictive relevance. Since the author used the blindfolding technique, this model must have Q2 value more than 0 (Henseler& Chin, 2010).Since the result of Q^2 on Research and Teaching &StudentsLearning was 0.144 and 0.234 respectively it suggested that this model has a good predictive relevance.

4.7 Qualitative Analysis

In this study, Qualitative data was captured by interviewing the HODs/Deans/Directors to explore their perspectives on Micromanagement leadership. Thematic Analysis was made using QDA Miner Lite software. The interview was conducted to get the answers to the following questions:

1) Do you feel Micromanagement leadership is essential under any condition?
2) Under what conditions can Micromanagement leadership become useful?
3) What is your opinion that wherever Micromanagement is happening can it result in better performance in terms of teaching or research?

The accepted process of the Thematic Analysis was done provided by Barun& Clarke (2006) who proposed a six-step process outlined by Flick (2018, p.59).

1. Immersion in the data through repeated readings of the transcripts
2. Systematic coding of the data

3. Development of preliminary themes.
4. Revision of those themes
5. Selection of the final set of Themes
6. Organization of final written report around those themes.

Results:

The analysis of the supervisors/HODs/Deans/Directors interviews yielded five themes of micromanagement leadership. These themes are summarized in the table and the respective interpretation is mentioned thereof

Table 4.41 Result of Thematic Analysis

Revised Codes	Themes	% Code
Micromanagement is not essential	Micromanagement is essential or not and how to avoid	12.5%
MM not required in Academics		4.2%
When MM is essential		26.4%
Things to be done to avoid MM		2.1%
MM for new joinees and Junior levels	Scenarios under which MM can be helpful	10.4%
How long can MM help a leader		9.0%
Senior employees		3.5%
MM on Research and teaching	MM on the performance of teachers	7.6%
Negative Implications	Implications of MM	9.7%
MM is beneficial to employees		4.9%
What makes Supervisors to micromanage	What makes Supervisors	9.7%

Each theme and its sub-theme and its alignment with the Influence of Micromanagement leadership on Employees performance are mentioned in detail below:

Micromanagement is essential or not and how to avoid:This theme was asked in the context to know whether micromanagement is essential under any condition or not and how it can be avoided**.** There were several sub-themes noted.

- Most of them mentioned that micromanagement is not essential however, the majority of the participants mentioned that Micromanagement is essential. They gave the reasons when there is a lack of trust on Employees. The lack of trust can be when supervisors/HODs/Heads know that their employees don't take the work seriously, and the job cannot be left to them without micromanaging them. Sometimes trust

issues are there because leaders have a habit of not trusting their employees and this might be the culture and organizational practice. Lack of trust can also happen when the subordinates might have taken advantage of the flexibility of the organization and then higher-ups must have thought to micromanage. The other reason to micromanage was quoted as targets and deadlines of the work. Micromanagement becomes essential when the work has to be completed before the deadline. When the work has to be completed on priority and employees are not self-motivated and lack taking initiative then leaders might have to take the step of micromanagement as they cannot sit and relax. Micromanagement becomes essential when the situation and need of the hour demand constant monitoring and observation. They suggested that it is done nowadays where the universities are going for more of accreditations and affiliations and there for the need of the hour the working pattern might change.

- Some of them said that Micromanagement is not essential under any condition as controlling and dictating of work is not required. If the process is well placed and employees know their work and are experienced then there is no requirement for micromanagement. Generally, in well-established universities, Micromanagement is not practiced as employees are themselves doing the work and it should not be encouraged.
- Few of the participants stated that Micromanagement is not required in Academics because they consider Academician to be expert and knowledgeable and they should be given the autonomy to do the work
- Least response came in the view of what things to be done to avoid Micromanagement wherein they mentioned that they should trust their employees and should delegate the work to their employees.

Scenarios under which Micromanagement will be helpful:

- This theme came from the analysis about the scenarios under which Micromanagement can be helpful if it is existing. Research showed that Micromanagement can be done for new joinees and junior-level employees. The respondents mentioned that micromanagement can help in such cases as most new employees who are new to the organization might not be aware of the system of working and research and publication, etc. It is also helpful when employees have just finished their graduation and joined the academics immediately. Micromanagement is also helpful in the case of employees who are not confident in their work and lacks experience. It also becomes helpful when the institution is new and employees are also new and young.

- The second sub-theme was reflected on how long can Micromanagement help a leader. The responses which came in support of this was that micromanagement should be done at an initial level when they need guidance and then they can be left to do it on their own. Micromanagement should be done till the time employees become familiar with the system and working pattern of the organization. Micromanagement can also be done till the time the lenient and casual employees become serious and committed to their work. They also suggested that micromanagement can have a better performance at an initial stage or in short term howeverif is done for a longer duration it may not have a positive impact.
- The third sub-theme was MM on Senior employees. The respondents suggested that if micromanagement is done for employees who are well-versed in Teaching &StudentsLearning and Research then it may lead to poor performance. They also mentioned that micromanagement can be done at a lower level and not at a senior level as senior employees might feel offended by the micromanagement leadership.

Micromanagement on the Performance of teachers: The third theme which came from the analysis was in context to know how can Micromanagement influences the performance of teachers. The sub-theme which came was Micromanagement on Research and Teaching. The response came that it can lead to better performance depending on the employees or when the employees are proactive and serious towards their work. It can also lead to better performance as it can help the leaders to pass their experience and knowledge to their employees. It can also help employees to perform better if the employees are new and inexperienced. Few of the respondents stated that MM may not lead to better performance as employees want autonomy.

Implications of Micromanagement: The fourth theme was on the Implications of Micromanagement leadership. Implications were reported in both positive and negative aspects.

- The codes which came under Negative implications were that they can have a detrimental effect on their employees and can lead to resentment and dissatisfaction among employees. They also recommended that if employees are micromanaged at every step of the work, then it will decrease their productivity level. It may also cause demotivation and employees may feel offended. It may not be good and can affect the culture of an organization and make the environment a toxic one. If the micromanagement happens too much for new and young employees also then they may also start feeling discomfort which may lead to dissatisfaction.

- The second sub-theme was the benefit of Micromanagement to employees. Respondents mentioned that it can have some benefits as supervisors/HODs/Heads get to know their employees better by micromanaging and it can help them to guide properly. They also said that sometimes the experience of leaders passes on to their subordinates and it can help them to do more research. They also suggested that micromanagement can benefit those employees who don't do work by themselves but it can only benefit in short term and not in the long run.

What Makes Supervisors: The fifth theme which came from the analysis was what makes supervisors to micromanage. The sub-theme was What makes Supervisors to micromanage. The response came that the attitude of subordinates could be a deciding factor as to whether to micromanage or not. Micromanagement also depends on the knowledge level, skills, and intelligence level of their subordinates. Some said that when Universities are striving hard to achieve accreditation or affiliations then Micromanagement happens and HODs/Team leaders have to take efforts to get the work done by their subordinates. It was also said that Micromanagement is a situational based concept and needs to be done when the situation and need of the hour demand it. They also mentioned that in some situations like when the organization is new, employees are new, they lack creativity and they don't do the work by themselves then they can do micromanagement. Sometimes the organizational culture and policies are also a factor in Micromanagement.

CHAPTER-V

RESULTS, DISCUSSIONS& CONCLUSIONS

CHAPTER -V

RESULTS, DISCUSSIONS & CONCLUSIONS

The overall intention of the study was to find the influence of Micromanagement Leadership on the Employees Performance of teaching staff in Higher educational institutions of Delhi NCT. Along with the above-mentioned objectives, there are also other associated objectives for which statistical tests were used and the results of the same have been discussed. Apart from the results and discussions, directions for future research and the conclusion of the study have been mentioned in this chapter.

5.1 Results & Discussion

5.1.1 Gender

While looking into the results, it was identified that the proportion of male and female respondents in the sample was almost close to each other. Due to this, it can be said that this study is free of Gender biasedness.

5.1.2 Age

The results showed that 43 percent of the respondents belonged to the age group 31-40 years followed by 26.3 percent of the respondents between 25-30 years and 30.7 percent for more than 40 years. This showed that the majority of the respondents were much experienced and the responses have come from the teaching staff who might have worked with multiple bosses and would have been able to understand the micromanagement concept. Also, there were adequate responses from different age groups which make the study free from age-related biasedness.

5.1.3 Educational qualifications:

Among the participants of the study, the majority of the respondents have completed their Ph.D. (51.2%) followed by Post-Graduation (45.8%). This shows that the majority of the respondents were in the highest qualification which is required in higher educational institutions. Apart from this the respondents also included MS (1.6%) and Post Doc (1.4%) qualifications which are found rare were also not ignored thereby making the survey free from bias based on educational qualifications.

5.1.4 Designation: The highest percentage in the designation was Assistant Professor (66.7%) followed by Associate Professor (20%) and Professor (13.3%). The results showed that the respondents were mostly Assistant professors which was good enough since the study is trying to find out the impact of micromanagement on employees' performance. It, therefore, makes sense as the lower hierarchy in academic institutions is Assistant professors and they can give a better response as to what was the impact of micromanagement on their

performance. Secondly, Associate Professors and Professors also come under the category of employees so they are also being included which makes the survey fair enough.

5.1.5. Total Experience: Of all the respondents, 27.2 percent of them were having 5-10 years of total experience (25.10 percent between 10-15 years of experience and 19.5 percent between 15-20 years of experience). The result is justified since the maximum percentage of respondents were of the category Assistant and Associate Professors whose experience generally comes under these experience groups. Meanwhile, the responses from the employees with less than 5 years and more than 20 years were also present.

5.1.6 Academic Experience: It was found from the result that 37.7 percent of the respondents were having 2-5 years of academic experience, 17.4 percent were in 5-7 years and 12.6 percent were in 7-10 years of experience. More than 50 percent of this category falls under 10 years of experience which is generally there for Assistant Professors. Since a maximum of the respondents were in the Assistant Professor category therefore this survey of the academic experience is fulfilling the requirement. Secondly, the next highest percentage of the result was 32.30 percent in the experience category of more than 10 years which is the requirement of Associate Professors and Professors. In our survey we had the second highest number of respondents as Associate Professors followed by Professors. Therefore, this result is fair and justified.

5.1.7 Current organizational experience*:* Among the overall participants 43.7 percent had current experience between 2-5 years. This showed that the respondents possessed the requisite experience with the current organization to provide their response on their supervisor and performance. The next highest category was 24.9 percent with less than 2 years of experience. This output is also proper as in the literature it is mentioned that micromanagement generally happens at the initial stage or when the employees are new to the organization which is tested in the study.

5.1.8 Worked under more than 2 Bosses: Results revealed that 93 percent of the respondent had worked under more than 2 bosses. Hence the response from teaching staff working under multiple bosses could have a better understanding of the impact a micromanager does on his/her performance.

5.1.9 Overall opinion on Micromanagement Leadership: Results revealed that the teaching staff in higher educational institutions agreed that micromanagement was happening in their workplace (M=3.56, *S.D*=0.539). For investigating the factors of micromanagement exploratory factor analysis was conducted and the results stated that 67.660 percent of the total variance was explained by all five factors of Micromanagement. Delegation & Decision making had the highest contribution (29.534 percent of variance) followed by Autonomy (14.180 percent of variance).

Descriptive statistic result on the sub-construct of micromanagement highlighted the mean score of Closed Supervision was highest (*M*=3.71, *S.D*=0.708) followed by Delegation & Decision making (*M*=3.61, *S.D*=0.735).

5.1.10. Sub-constructs of Micromanagement Leadership:

Closed Supervision: Results showed that the construct of Closed supervision had the highest contribution towards Micromanagement leadership. Under this construct, the item "Get involved in the work of their subordinates" had the highest mean. This involvement in the work of their sub-ordinates happens because micromanager lacks trust in their sub-ordinates (Bacon, 2006; White, 2010). Qualitative analysis also showed that the involvement in the work of their subordinates happens because sometimes the employees are casual and lenient in their work. The second-highest mean was contributed by the item "Keeps a close track of everyone's work". This might happen because leaders fear of being left out (Chambers, 2004). Qualitative analysis also supported that the possible cause of close monitoring of everyone's work can happen because of the quantum of work and deadline of the project.

Delegation & Decision-making: The second-highest contribution towards Micromanagement leadership was from the construct Delegation & Decision-making. Under this construct, the item "Likes to take decisions himself/herself "had the highest mean. Leaders can have this tendency to take decisions on their own because they might consider themselves more competent as compared to their subordinates (Chambers, 2004); lack of trust in their employees (White, 2010). The second highest mean was contributed by the item "Emphasizes on approval at every stage of the work". This emphasis on approval may happen because leaders might be very particular and perfect at their work and doesn't want any error or mistakes to happen (Wright, 2000).

Meeting & Reporting: Under this construct, the item "Holds meetings before the actual meetings to make sure everything happens in a structured way" has the highest mean. It is also found from the literature that leaders conduct these many meetings as they are perfect in their work and are preparing their employees to handle everything in a better manner in the future (Wright, 2000; Barishansky, 2015). The second highest mean was contributed from the item "Feels a need to keep a check on the status of tasks assigned". The possible cause for keeping a check on the status of employees' tasks can be a lack of patience and increased pressure from higher management (Chambers, 2004).

Delay in Process: The highest mean contributing towards the construct Delay in process is the item "Focuses on procedural details". This characteristic of focusing on procedural details happens because leaders have a perception that they can have a better outcome if the execution of the task happens in the right manner at the right time (Goldsmith & Goldsmith, 2012). The second highest mean score was from the item "Monitors the subordinates'

progress at a different level of work". This monitoring at different stages of work can happen because leaders might have a lack of trust in their subordinates' capability (Badger et al., 2009) or because of the attributes of their employees (Li & Khalid, 2015).

Autonomy: Under the construct Autonomy the item "Lesser scope for subordinates to demonstrate their potential in their job" had the highest mean. This can happen maybe because leaders consider themselves more competent and capable (Chambers, 2004); or sometimes it can happen because of organizational culture where employees are not given much opportunity to explore their potential (Badger et al., 2009). The second-highest mean was contributed by the item "Subordinates are not allowed to take decisions". This may happen because of attributes of the employees (Li & Khalid, 2015) or because leaders don't trust their employees (Badger et al., 2009). Qualitative analysis also interpreted that micromanagement may happen when leaders don't consider their employees competent enough to take decisions and for that reason, autonomy lies with the leaders.

5.1.11. Relationship between Micromanagement Leadership and demographic variables

While looking into the difference of opinion among the respondents based on their demographic variables, t-test results confirmed that no difference of opinion exists due to gender. This shows that the response for Micromanagement leadership has come unanimously from both genders. From the ANOVA results it was concluded that Delegation & Decision making and Closed supervision were among the two sub-constructs of Micromanagement where the difference of opinion existed among the respondents based on their "Age". Similarly, for the demographic variable "Designation" the difference of opinion existed on the sub-construct Delegation & Decision making, Closed supervision, Meeting & Reporting, and the construct Micromanagement itself. On Delay in Process and Delegation & Decision-making, respondents had a difference of opinion based on their "Total years of Experience ". With respect to Closed supervision and Autonomy,a difference of opinion was found among the respondents based on their "Academic Experience". Finally for the demographic variable "Current organizational experience", difference of opinion was found among the respondents on Delay in process, Closed supervision, Autonomy, and the construct Micromanagement. It can be deduced from here that demographic variables had an influence on Micromanagement to a smaller extent and on its sub-constructs to a moderate extent. Further detailed findings of the sub-construct gave the clear idea that the response for the sub-constructs Delegation & Decision making and Closed supervision had higher differences of opinion from the respondents based on the demographic variables such as Age, Designation, Experience, Academic, and Current experience. It was also found that Micromanagement and its sub-constructs do not have any difference in opinion based on Qualification.

5.1.11.1 Age

Analysis of Variance results between age and sub-construct of micromanagement confirmed the existence of a difference between age and two sub-constructs namely Delegation & Decision making and Closed supervision. Further analysis was conducted through Post hoc test to identify the age group that differs significantly from the other age groups in relation to the different sub-constructs ofMicromanagement. It was identified that on average 25-30 years differed significantly with 41-50 years in the case of Delegation & Decision making and with other age groups in the case of Closed supervision. There was no difference in opinion on other sub-constructs and on Micromanagement itself. The mean score was comparatively the highest for the teaching staff in the age group of 25-30 years when compared to other groups and they expressed that there was more micromanagement happening for them in the workplace. The reasons may be that they might be experiencing more micromanagement as they are at the lower level of the hierarchy, they might be new to the organization and might be less experienced and also they could have been perceived as less responsible. They had differences of opinion only on these two constructs since they might have felt that "likes to take decision himself/herself", "emphasizes on approval at every stage of work", "get involved in the work of their subordinates" and "keeps a close track of everyone's work" might be happening more hence only Delegation & Decision making and Closed supervision sub-construct had an influence on age.

5.1.11.2 Qualification:

The results of the ANOVA test confirmed that no difference of opinion exists on the sub-construct of Micromanagement and itself due to qualification. It might be the reason that whatever the qualification of employees, might not be playing much of a role with micromanagement. The leadership style and its consequences doesn't depend on the qualification of employees. Whether the respondents are PG or Ph.D. or Post Doc or MS they have no difference in opinion on Micromanagement.

5.1.11.3 Designation: From the findings, it was figured that statistically, no significant difference of opinion existed among the respondents of different designations towards the sub-construct of Micromanagement except for the Meeting & Reporting. It was analyzed from the results that Associate professors had differences in their opinion when compared to Assistant Professors and Professors.

5.1.11.4 Total experience: The results from various tests confirmed that there was a statistically significant difference of opinion among respondents with varied experiences towards the sub-construct Delay in Process and Delegation & Decision making. Further analysis was done to find out the category of experience group which differed in opinion from the other categories towards the above-mentioned sub-construct. It was found that

respondents having more than 20 years of experience had the highest mean score towards the sub-construct Delay in process when compared to another group of respondents. The reasons might be that the employees with over 20 years of experience will not be required to monitor at a different level of work, will not be needing direction and will not be required to focus on procedural details due to which delay in process might not be happening for them. Further, it was interpreted that the respondents with experience of 5-10 years, 10-15 years, and 15-20 years had a statistically significant difference of opinion with another category mainly less than 5 years and above 20 years of experience towards the construct Delegation & Decision making. This result could also be justified in the sense that employees above 20 years are not required delegation and are generally not asked for decision-making since they fall under the higher level of management and may not be involved in operational and day to day functioning of organization. Rather their involvement is more into strategic and policy making decision. Similarly for employees less than 5 years of experience are not considered competent enough to take decision and to do the work individually. They themselves might be needing delegation and guidance.

5.1.11.5. Academic experience: While looking into the results it was analysed that difference of opinion existed for the sub-construct Autonomy and Closed supervision among the respondents. Further analysis showed that the employees with 2-5 years and 5-7 years of academic experience had differences in opinion with more experienced employees. Since they would be monitored more closely and less autonomy will be with them as compared to higher experiences in academic, they would have different perceptions towards their leaders. There was no difference in opinion towards other sub-construct and overall Micromanagement due to different experiences of respondents in academic. It is because everyone considers leadership as the important phenomenon for their growth and wants them to be same for everyone.

5.1.11.6 Current experience: The results from the ANOVA test indicated that there is difference in opinion towards the sub-construct Delay in Process, Autonomy and the construct Micromanagement itself due to current experiences of employees. After doing further analysis it was reported that respondents having 5-7 years of current experience had highest mean score which means that they were expecting autonomy and not much delay in the process. It was also observed that employees having less than 2 years and more then 10 years were having different perception towards the sub-construct Delay in Process with other respondents which means that they were not concerned on the delaying and closed supervision.

5.1.12: Demographic variables and Employees Performance: Findings from T-test and ANOVA it is stated that there is no statistical difference of opinion towards the sub-construct: Teaching &StudentsLearning and Research and overall construct Employees performance. Only Age has the difference in opinion towards the overall performance.

5.1.12.1 Age: From the results it can be concluded that there exists difference of opinion towards overall Performance based on the age of the respondents. Further analysis revealed that the age group 25-30 years had the highest mean score exhibiting higher performance followed by 31-40 years and above 50 years. Performance had the highest contribution from the construct Research. Under the Research the item "Participation in conferences/seminars every semester" had the highest mean followed by the item "Better guidance of projects at undergraduate/Post graduate/Ph.D. level/Post-Doctoral level". This interpreted that the age group 25-30 years felt that they were able to participate more in conferences and were able to guide better for projects under any program.

5.1.13Influence of Micromanagement leadership on Employees performance: To test the influence of the sub-construct of Micromanagement leadership on employee's performance Structural Equation Modelling (SEM) was employed. Internal consistency was tested using Cronbach alpha, Composite reliability, rho,A and the validity of the model was tested using AVE, Fronell Larcker and HTMT. All the confirmatory check were made and the path between sub-constructs of Micromanagement leadership on Employees performance was tested.

5.1.13.1 Delegation & Decision Making and Performance: It is interpreted from the SEM using smart PLS that Delegation & Decision making had the highest positive influence on Performance. It showed that this characteristic of Micromanager wherein they do not involve sub-ordinates in decision-making process, does the work by himself/herself, emphasizes on approval at every stage, seldom discusses ideas with employees and emphasizes more on the process influenced the performance of the employees. The results shows that this characteristic doesn't have a negative influence rather it is taken as a positive factor and this follow up and delegation helps the employees to perform better in some way or other.

5.1.13.2 Autonomy and Performance: The next highest relationship was observed between the sub-construct Autonomy and Performance. However, the relationship was not positive but negative in value. The result revealed that the Autonomy characteristic of Micromanager where they make it a lesser scope for their sub-ordinates to demonstrate their potential, where subordinates are not allowed to take decision and take initiative and be creative can have a negative impact on performance. It showed that if Autonomy characteristic is at higher level, then the performance of employees goes down. Might also happen that when the employees are not given much opportunity to enhance their knowledge and potential, they feel

demotivated and frustrated and will not be performing well. There are also studies that have shown the result that when autonomy is given to employees their performance improves and vice versa (Çekmecelioglu & Günsel, 2011a; Mierlo et al., 2006).

5.1.13.3 Closed supervision and Performance: The third highest order was observed between Closed supervision and Performance. This relationship mentioned that if the closed supervision is there it would help to enhance the performance. It is observed that if micromanagers keep a close track of everyone's work, get involved in their work and closely supervises the work of an individual it might not have a negative impact rather it might help sometimes to increase the performance to a smaller extent. There are studies which have also mentioned that in some context closed supervision can have a positive influence on performance of employees (Budiyono et al., 2020).

5.1.13.4 Delay in Process and Performance: The fourth highest order was observed between Delay in Process and Performance. The result indicated that there was a negative relationship between them. It mentioned that the performance of employees decreases if the leader exhibits these characteristics: directing the subordinate to do repetitive task, monitoring at different level of work and focussing on procedural detail. This has also been found in earlier studies that the performance of employees goes down if leaders unnecessarily delay the work in meaningless works and just hovers their employees to follow the schedule and process (Pixton et al., 2014).

5.1.13.5 Meeting & Reporting and Performance: The fifth highest order was seen between sub-construct meeting & reporting and performance. The result revealed that if a leader has these characteristics like expecting detailed report of the work, holding meeting before actual meeting and keeping a check on the status of the task it can increase the performance to a smaller extent. Sometimes the employees are made to do so much follow-ups that they land up in doing their work and finishing it on time. It may be supported by the literature wherein it is mentioned that meetings can build commitment and promote employee engagement which may be considered in this case that sometimes meeting & reporting can have a positive influence on performance (Allen & Rogelberg, 2013).

5.1.13.6: Relationship between Overall Micromanagement and Employees performance: Based on the result it can be concluded that there is a presence of moderate level of micromanagement leadership in higher educational institutions and it doesn't have a very much negative impact on performance. Rather few factors of micromanagement help to increase the performance from a smaller extent to a moderate extent.

5.2. Implications of the Study:

5.2.1. Institutional Implications

The Indian higher education system, which is the third largest in the world, has seen an increase in the number of colleges and universities(Nath, 2015). Attracting, developing, and maintaining well-qualified resource persons/teachers, as well as quality instruction, are important issues among all major challenges. The research findings will provide an opportunity to rethink approaches at the institutional level in order to build and strengthen the teaching & studentslearning environment by adopting suitable leadership styles and focusing on the performance of teaching staff. The performance of the teaching staff will contribute in more research and quality teaching and thereby making the higher educational institutions meet the changes of a paradigm shift in education.

5.2.2 Theoretical Implications

This study has major implications both toward theory and practical. About the theory, the study explored the Questionnaire on Micromanagement through various literature and a few of the factors were adapted from the paper titled "Construction and Validation of Micromanagement Questionnaire" (Sulphey & Upadhyay, 2019). The factors were tested further using exploratory factor analysis and confirmatory factor analysis and they were all found to be valid and reliable.(Sulphey& Upadhyay, 2019) stopped the study upto EFA however, this study validated the constructs further in the higher educational institutions. Also, the influence of Micromanagement leadership on Performance was tested through this study in higher educational institutions. This study, therefore, contributed to the existing theory by validating theexisting scale for micromanagement leadership which can be used for future research. There is also one recent study titled "Micromanaging Behaviour and Employee Productivity in SMEs in Rivers State" (Ndidi et al., 2022). This study also was a conceptual based and lacks empirical finding. Henceforth this study is contributing to the theory by doing an empirical investigation of micromanagement leadership on performance of teachingstaff. Similarly, this research has provided additional evidence for the validity of the Employee performance scale adopted from UGC PBAC.

There was no difference in opinion based on gender towards Micromanagement leadership unlike the case for other leadership styles especially transformational leadership (Baba et al., 2021). However, there was the difference in opinion based on age similar to the study found in case of transformational leadership (Antonopoulou et al., 2021;Baba et al., 2021); transactional leadership and laissez faire leadership (Thanh & Quang, 2022). This study showed that there is a difference in opinion based on experience of teaching staff similar to the study found for transformational leadership (Antonopoulou et al., 2021).

There was no difference of opinion found on the performance of teaching staff based on gender and similar results were observed by Rajesh Shah & Udgaonkar (2018),Wanakacha et al., (2018), Sarani & Rezaee (2017). Demographic variables like age impacted the

performance, similar results were obtained by Kinney & Smith (1992) however, other factors like experience, qualification and designation did not had any influence on performance similar to the results Chaithra & Hiremath (2018).

The overall results confirmed that Micromanagement leadership can influence performance of teaching staff in a moderate manner and the similar results were also obtained by (Raknes, 2016).

The scale of the Micromanagement can be used to associate micromanagement with variables such as school/college/higher educational institutions culture, organizational effectiveness, organizational commitment, job satisfaction, motivation and employee turnover in Indian context. The results can be used to identify the level at which micromanagement can be beneficial and how its predominant usage can influence the performance of employees.The results of the study indicates that micromanagement can be beneficial to employees at an initial phaseof the career however the senior employees may get offended.

5.2.3. Practical Implications

From the results, many practical implications were drawn, with few recommendations based on study, which would give a clear understanding, and the ways by which one can find out the existence of Micromanagement leadership and its impact on performance of teaching staff in Higher Educational Institutions (HEI). Various components of micromanagement leadership were explored through this study like delay in process, delegation & decision making, closed supervision, autonomy and meeting & reporting. The teaching staffs can identify these components and find out the existence of micromanagement in HEI and its influence on their performance with regard to Research and Teaching & Students Learning. It was found out that there is no difference in opinion towards the micromanagement and its sub-construct with respect to qualification. The result revealed that whether the teaching staff is Post graduate, Ph.D., MS or even Post Doc they all have same perception towards micromanagement. It is also deduced from the result that Assistant professors, Associate Professors and Professors have a difference of opinion in relation to meeting & reporting sub-construct. Assistant Professor have not much issues in reporting for day-to-day matter, attending frequent meetings as compared to Associate Professors and Professors. Hence the teaching staff with designation of Associate Professors and Professors may be less micromanaged based on their seniority and experience. It is also understood that teaching staff with over 20 years of experience requires lesser monitoring as compared to other category of respondents. It is quite obvious that teaching staffs with more experience may not be liking more of supervision and guidance at every stage of work henceforth, their opinion differs with others in context to the factor delay in process and delegation. The relationship between Employees performance and various demographic variables had no difference in

opinion towards any construct showing that practically everyone feels the impact of micromanagement on performance in the same manner. The result of influence of Micromanagement leadership on performance of teaching staff suggests that if there is lesser delegation & decision making from supervisors side it may still be influencing performance in a moderate manner. However, if less autonomy and more delay in process happens then the teaching staffs of HEIs may not be performing well. So, it is recommended for the consideration of Supervisors/Head of the department to provide their subordinates autonomy in their task and also to reduce the delay in process for executing their work. Another implication which can be taken from this research is that presence of micromanagement may improve Teaching & Studentslearning of teaching staff whereas it does not provide better results towards Research.

5.3. Limitations of the Research:

Some of the important limitations of the research are mentioned below:

1. This study does not include the administrative staff in higher educational institutions.
2. This study was conducted using a self-administered questionnaire. Also, the job performance of the teaching staff was self-evaluation which might have certain bias. This can be overcome by the future researcher by collecting the performance related data from the other stakeholder like students, supervisors, and peer members etc.
3. The study is cross-sectional in understanding the influence of micromanagement leadership on performance.
4. Validation of the semi-structured interview was not done.
5. The study was confined to academic institutions in Delhi NCT not to other tier-2, tier-3 cities, hence theresults may vary.

5.4. Directions for future Research:

The present study is about assessing the influence of micromanagement leadership on performance of teaching staff in higher educational institutions. The objectives of this study were well met however there is a scope for future research. Some of the related fields in which research can be conducted are mentioned below:

1. Since this study did a qualitative analysis through interview to know the perspective of leaders as to what conditions they feel it necessary to micromanage. This analysis can be done on a questionnaire basis and on a larger sample size to know the actual causes of micromanagement from the supervisor perspective and how does it influence the overall performance of supervisor and employees.

2. This study did not take into consideration any mediating or moderating variable and in future some of the factor like personality, organizational structure, type of organization, HR policies, age of the organization etc can be taken as a mediating or moderating variable.
3. This research could be extended to non- teaching fraternity as well and with defined performance measures members and also the comparison analysis can be also done on some of the categories like government/private, non-teaching/teaching, new/old institutions etc.
4. The study can be extended and can be empirically tested in other sectors as well.
5. This study can be further taken in other geographical regions
6. This study did not cover any comparison of public, private, government institutions

5.5 Conclusions:

The findings of the research concluded that Micromanagement leadership and its sub-construct influences the performance of teaching staff in a moderate way having both positive and negative impact. The study also revealed that among the five components of Micromanagement the highest contribution was from "Closed supervision" and "Delegation & decision making". Further, this research also found out that the demographic variables like age, designation and experience had a difference of opinion towards Micromanagement leadership. There was an empirical test done to examine the influence of Micromanagement leadership on sub-constructs of Employees performance. The result concluded that Micromanagement leadership has no influence on "Research" factor of Teaching staff however, there was a positive influence on "Teaching &StudentsLearning". Henceforth, this study adds value to the growing literature on Micromanagement leadership which is still not explored much and empirically tested. This study is definitely going to help the HEIs to understand the term micromanagement in a much better way and the factors associated with it.

The findings of the interview from the Supervisors/Head/Deans/HOIs to understand their perspective towards Micromanagement and its influence on performance of teaching staff concluded that micromanagement is not required in HEIs however sometimes it can become essential in some situations. Micromanagement leadership style can become helpful when the teaching staff are new to the profession, less experience, and new to the current organization. It can also benefit when the deadline of the work is important or the institution is in nascent stage. Sometimes, the trust issues, organizational culture, personality of employees also forces the supervisors/head/HOD to adopt micromanagement leadership style. The result also

concluded that it can have both negative and positive implications and the micromanagement can be done at an initial stage if required and thereafter it should be left to employees to do their work. This finding will certainly help higher educational institutions to understand the role of leaders in enhancing the performance of their employees.

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APPENDICES

QUESTIONNAIRE USED FOR DATA COLLECTION

Part-A

Name (optional): …….
Gender: [ ] Male [ ] Female

Age: [ ] 25-30 [ ] 31-40 [ ] 41-50 [ ] more than 50 yrs.

Qualifications: ……[ ] PG…..[ ] M.Phil [ ]MS [ ] [Ph.D]… [ ] Post Doctorate

Designation:

Overall Experience:…….[ ]>5years, …… [ ]5-10years……[ ]10 to 15 years……[ ]15-20 years……[ ]<20years..

Academic Experience:…… [ ].>2years, …… [ ]2-5years ……[ ]5 to 7 years…… [ ]7-10 years……[ ]<10years..

Current Organization Experience: :. [ ]> 2years, ……[ ]2-5years……[ ]5 to 7 years……[ ]7-10 years… [ ]<10years..

Worked under more than 2 bosses…….Yes [ ] No[ ]

PART -B

Micromanagement leaders are the ones who likes to direct and control their subordinates for every slightest matters. They try to interfere in every work and likes to take every decision without consulting their team-members. They call for frequent meetings and would like to know every minute details.

Have you been micromanaged anytime by your immediate boss or any other higher levels bosses Yes [] No[]

Please fill the questionnaires based on your experience with the micromanager that you have worked/working with**.**

	Item	***1 To very small extent***	**2- To a small extent**	***3- To a moderate extent***	**4- To a large extent**	**5 To a very large**
✓1.	Focuses on procedural details	[ ]	[ ]	[ ]	[ ]	[ ]
2) ✓	Directs the subordinates to do repetitive work which is sometimes not required.	[ ]	[ ]	[ ]	[ ]	[ ]
3) ✓	Monitors the subordinates progress at different levels of work.	[ ]	[ ]	[ ]	[ ]	[ ]

4) ✓	Sub-ordinates are not involved in decision making process	[ ]	[ ]	[ ]	[ ]	[ ]
5) ✓	Likes to do the work assigned to subordinates by himself/herself	[ ]	[ ]	[ ]	[ ]	[ ]
6) ✓	Instructs the subordinates by emphasizing more on the process than on the objectives of the task.	[ ]	[ ]	[ ]	[ ]	[ ]
7) ✓	Seldom discusses ideas with the sub-ordinates.	[ ]	[ ]	[ ]	[ ]	[ ]
8) ✓	Likes to take decision himself/herself.	[ ]	[ ]	[ ]	[ ]	[ ]
9) ✓	Emphasizes on approval at every stage of the work	[ ]	[ ]	[ ]	[ ]	[ ]
10)✓	Expects detailed reports on the sub-ordinates work progress	[ ]	[ ]	[ ]	[ ]	[ ]
11) ✓	Holds meetings before the actual meetings to make sure everything happens in a structured way	[ ]	[ ]	[ ]	[ ]	[ ]
12) ✓	Feels a need to keep a check on the status of tasks assigned	[ ]	[ ]	[ ]	[ ]	[ ]
13) ✓	Closely supervises the work of an individual	[ ]	[ ]	[ ]	[ ]	[ ]
14) ✓	Get involved in the work of their subordinates	[ ]	[ ]	[ ]	[ ]	[ ]
15) ✓	Keeps a close track of everyone's work	[ ]	[ ]	[ ]	[ ]	[ ]
16) ✓	Subordinates are not involved in decision making power.	[ ]	[ ]	[ ]	[ ]	[ ]
17) ✓	Lesser scope for subordinates to demonstrate their potential in their job.	[ ]	[ ]	[ ]	[ ]	[ ]
18) ✓	Subordinates are not given much opportunities to take initiative and to be creative.	[ ]	[ ]	[ ]	[ ]	[ ]

Part-C

<u>Employee Performance factors</u>:

When you were working under a micromanaging boss to what extent was the performance of the subordinates

	Statements	**1-** **To a very small extent**	2- To a small extent	3- To a moderate extent	4-To a large extent	**5** **To a very large extent**
1	Performance of students were/are good	[ ]	[ ]	[ ]	[ ]	[ ]
2	Improvement in the evaluation pattern of the students					
3	More counselling with parents and students happened	[ ]	[ ]	[ ]	[ ]	[ ]
4	Session were/are made interesting as it was/is inspected.	[ ]	[ ]	[ ]	[ ]	[ ]
5	More involvement in the career development of the students	[ ]	[ ]	[ ]	[ ]	[ ]
6	Better guidance of projects at undergraduate/ Post graduate levels/ Ph.D. Level/ Post-Doctoral level	[ ]	[ ]	[ ]	[ ]	[ ]
7	More reading happened/happening on books/ research papers to get updated with the latest in the field	[ ]	[ ]	[ ]	[ ]	[ ]
8	Participation in conferences/ seminars every semester.	[ ]	[ ]	[ ]	[ ]	[ ]
9	More Involvement in academic administrative activities other than teaching.	[ ]	[ ]	[ ]	[ ]	[ ]
10	Participation/assisting in conduction of National/ International Seminars/ Conferences/ Workshops	[ ]	[ ]	[ ]	[ ]	[ ]
11	Attended short term training and refresher courses regularly to ensure professional development.	[ ]	[ ]	[ ]	[ ]	[ ]
12	Remedial classes for students for their betterment	[ ]	[ ]	[ ]	[ ]	[ ]
13	Reaching Institution/ college/University on time	[ ]	[ ]	[ ]	[ ]	[ ]
14	Fulfilment of assigned duties and activities on time	[ ]	[ ]	[ ]	[ ]	[ ]
15	What extent was the performance or you/your colleague under micromanaging boss	[ ]	[ ]	[ ]	[ ]	[ ]

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PUBLICATIONS AND PRESENTATIONS BY THE SCHOLAR IN THE RESEARCH AREA

1. Published a paper titled "Micromanagement: An Employers' Perspective", International Journal of Scientific & Technology Research, Volume 8, Issue 10, October 2019.

2. Published a paper titled "Emotional Intelligence as a Moderator between Micromanagement Leadership and Employee performance", Prabandhan: Indian Journal of Management, Volume 15, Issue 10, October 2022.

3. Presented a paper titled "Emotional Intelligence as a moderator between Micromanagement Leadership and Employee performance" , 2nd International Conference on Resilience for Sustainability: Revisiting Management Practices and Strategizing for the Future, organized by The NorthCap University, Gurugram on March 26th, 2021.

4. Presented a paper titled "Impact of Leadership styles on the Performance of faculty members of Higher Educational Institutions, 6th International Education and Innovative sciences congressheld on November 24-25, 2022 / Burdur Mehmet Akif Ersoy University, Türkiye