LEADERSHIP STYLES AND PERFORMANCE OF PUBLIC UNIVERSITIES IN UGANDA: A CASE STUDY OF KYAMBOGO UNIVERSITY

BY

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DECLARATION

I, ALLEX TUMUHIMBISE, do declare that the work herein is presented in its original form and has not been presented to any other university or institution for any academic award whatsoever.

Sign…………………………………

Date…………………………………

APPROVAL

This is to certify that this work has been done under my supervision and submitted for examination with my approval.

Signature……………………………….…….

Professor Benon C. Basheka (PhD, FCIPS)

Date ……………………………….

DEDICATION

I dedicate this work to God the Almighty and to my family members -- Provia Kenyonyozi, Lovina Tumwebaze, Sandra Tumusiime, Bruce Tusimire, Edson Musiime, Emily Kitabire -- and my precious aunt, Mrs Goretti Macharia. May God bless them and reward them abundantly.

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TABLE OF CONTENTS

vii

LIST OF ABBREVIATIONS

NCHE   :   National Council for Higher Education

ICT   :   Information and Communication Techinology

IGG   :   Inspector General of Government

UTAMU   :   Uganda Techinology and Management University

IUIU   :   Islamic University in Uganda

KYU   :   Kyambogo University

ABSTRACT

The study examined the relationship between leadership styles and performance of Kyambogo University. The objectives of the study were: to establish how Autocratic leadership style influences the performance of Kyambogo University; to examine how Democratic leadership style influences the performance of Kyambogo University; and, to find out how Bureaucratic leadership style influences the performance of Kyambogo University. A cross-sectional design was adopted using both quantitative and qualitative methods. The study targeted 164 respondents but 134 returned the survey questions, indicating a response rate of 82%. Simple random and stratified sampling techniques were used to select the respondents to respond to questionnaires and interviews. Data analysis involved frequencies, percentages and relational statistics such as correlations and the coefficient of determination. Findings revealed a significant positive relationship (r=0.417, p=0.05) between Autocratic leadership and the performance of Kyambogo University; a significant positive relationship (r=0.493, p=0.05) between Democratic leadership and the performance of Kyambogo University; and no significant relationship (r=0.056, p=0.05) between Bureaucratic leadership style and the performance of Kyambogo University. It was therefore concluded that the Autocratic, Democratic and Bureaucratic leadership styles had a likely positive effect on the performance of Kyambogo University. The study recommends that management should always consult employees during policy formulation and decision-making processes. employees so that they get all the information they need in order to follow effectively the directions required of them.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study examined the relationship between leadership styles and performance of Kyambogo University. Leadership styles in this study were conceived as the independent variables while performance was the dependent variable. Leadership styles were measured in form of autocratic, democratic and bureaucratic leadership styles (Hackman & Johnson, 2009: 26-65; Cherry, 2010: 39), which were assumed to be applied by leaders in public universities. Performance was measured in form of efficiency, quality work, improved productivity and timeliness of services as suggested by Nabukeera, Ali and Raja (2014: 76) and Malinga (2004:63), as explained in the conceptual framework.

In addition to the introduction, this chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, hypotheses, scope of the study, significance of the study, justification and definition of operational terms and concepts.

1.2 Background to the study

1.2.1 Historical background

Globally, there seems to be a performance crisis in the public service, as there is need to produce more for less. This economic problem that strikes through poor, developing and developed countries alike has raised the appetite for efficiency, hence the need for evaluation mechanisms to help assess the performance of government institutions or programmes that are quite inadequate (Nabukeera, Ali & Raja, 2014: 76). In the recent past, leadership has emerged in

strong terms as a new effective approach for managing employees and the organization at large. Since the publication of Gerber's (1996: 125), seminal work on transforming leadership, the number of leadership programs at various higher education institutions has grown to over 900 (Mangan, 2002:45). This traces the historical evolution of leadership theory from its initial focus on Great Man and trait theory to the contemporary study of transformational leadership theory offered by Bass. This has necessitated the strategic integration of new leadership styles into the effective management of human capital.

Waterman and Peters (2008:98) assert that, "the effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operate". The amount of direction and social backup a leader gives to subordinates is dependent on their styles to fit the context. Today, leaders are the essential drivers of good and quality performance especially in public institutions; and for them to be able to achieve that; they must be equipped with appropriate skills and knowledge. Mangan (2002: 34) points out that the role of a leader cannot be overlooked if their effectiveness is to be improved to promote performance change; adding that policy structures should be accompanied by a supportive process intended to strengthen the role of leaders.

The history of higher education in Uganda dates back to 1922 when the British colonial administration established Makerere Technical College to train civil servants, after revelations by the Phelps-Stokes Commission that educational policies of missionaries and the colonial government were inadequate (Nakanyike & Nansozi, 2003). However, in 1937, the colonial administration expanded the school into a Higher College for East Africa to award diplomas and certificates and in 1949; the college became a University College of the University of London (Nakanyike & Nansozi, 2003). In 1970, Makerere became the first national university and

remained the sole university in Uganda until 1988 when the Islamic University in Uganda (IUIU) was established. Currently, the system is made up of 27 universities (NCHE Website) and in 2006; there were 113 other tertiary institutions (NCHE, 2006 : 9)Initially, university education in Uganda, like in most other post-independentwas considered a public good -- freely provided by public universities. However, since the late 1980s and early 1990s, increasing demand for higher education amidst declining budget allocations to public institutions, among other reasons, created ideal conditions for the establishmen of private universities. For example, a study by Liang (2004: 92) shows that the share of the education budget devoted to public universities declined from 24% in the early 1990s to about 11% in 2000/2001, notwithstanding the increasing demand for higher education.

The performance of public institutions, including Kyambogo University, has been declining drastically and continues to decline, especially in developing countries. In Nigeria, Kenya and Ghana, public universities have been criticized for poor and declining performance; and according toKaranja (2014: 132), 67% of university students in Tanzania were below average. For example, the University Webometrics rankings (January 2016), ranked Kyambogo University as number 6 in Uganda and number 9700 in terms of performance in the whole world. This is far below average and a lot of effort is still needed if the performance is to improve significantly.

Worldwide, in today's dynamic business environment, organizations have an even bigger challenge in helping less-performing workers to increase their performance in an increasingly casual world, and helping all employees to become more effectively in the workplace. Public universities (for this case) face many problems associated with employee performance as well as the nature of the work (Malinga, 2004:63). Employees have varying literacy and skill levels,

3

which may impact on their performance. Drucker, as early as 1954, observed that; "leadership is of utmost importance. Indeed there is no substitute for it. But leadership cannot be created or promoted and cannot be taught orlearned." Leadership is vitally important at all levels within the company from main board to the shop floor. Leadership is the more moral intellectual ability to visualize and work for what is best for the company and its employees. The most vital thing the leader does is to create team spirit around him and near him, not in a schoolboy sense, but in realistic terms of mature adults.

To be effective, leadership has to be seen, and it is best seen in action. Choudwury (2000:79) was of the view that the twenty-first century leaders must create an atmosphere in which people believe in management decisions and such an atmosphere makes an organization prosper because leaders create this sort of environment both inside and outside the organization. The performance of public universities has lately declined due to various reasons like poor management, inappropriate leadership styles and poor student attitude (Nabukeera, Ali & Raja, 2014: 76; Malinga, 2004:63).

In South Africa, for example, recent developments in the way employees are managed have brought about the need to seriously consider employees as major stakeholders in organizations (Tchapchet et al, 2014: 45). At a time when employees in other parts of the world are regarded as the main source of competitive advantage, South Africa is still enmeshed in a labour crisis typified by industrial actions. In Kenya, most companies have started adopting the use of the BSC (Balanced Score Card) as a way of improving employee performance (Malinga, 2004:53). This has improved the overall performance of such companies as employees are given feedback about their levels of performance and they improve on their areas of weaknesses. In Ethiopia, there is growing interest in the use of the BSC in more firms with support from government as

4

such practice motivates employees to work hard and improve their performance of tasks (Tessema, 2005:18).

In Uganda, public universities and other tertiary institutions have faced significant employee performance challenges during recent years (Kagaari & George, 2013:56). These institutions have found themselves in an increasingly competitive environment where there are fewer traditional students available to attend them (Thornton, 2013: 45) as cited in Kagaari, et al. (2013: 49). Therefore, this poses the need for effective leadership styles if these institutions are to deliver services in an effective manner.

1.2.2 Theoretical background

The study was underpinned by Frederick W. Taylor's (1856-1915) scientific management theory which was developed in the early 20th century. The theory seeks to improve an organization's efficiency by systematically improving the efficiency of task completion by utilizing scientific, engineering, and mathematical analysis. The goal is to reduce waste, increase the process and methods of production, and create just distribution of goods. This goal serves the common interests of employers, employees and society. The theory maintains that leaders/managers should gather information, analyze it, and reduce it to rules, laws, or mathematical formulas; and that managers should select workers scientifically and train them(Blanchard, 2009: 35). Leaders should also ensure that the techniques developed by science are used by the workers and that managers apply the work equally between workers and themselves; where leaders apply scientific management theories to planning and the workers perform the tasks pursuant to the plans.

The idea here is that workers should be given as much autonomy as practically possible so that they can use the most appropriate approaches in order to effectively perform their tasks. In addition, frontline workers need to show flexibility in a rapidly-changing environment since rigid, rules-driven organizations really struggle to adapt in such situations.

If employees receive special attention and are encouraged to participate, they perceive their work to be significant, and they are motivated to be more productive, resulting in high quality work. The theory is based on pricinciples of individual attention and recognition and aligns with the human relations theory which proved that the factor most influencing productivity is relationships. Productivity increases due to relationships and being part of a supportive group where each employee's work has a significant effect on the team output. Thus, the increased attention the workers receive from their leaders increases their motivation and productivity (Burke, 2001: 42).

According to the heory, workers feel special when they are selected to participate in the study and are being paid so much attention by the researchers. Workers develop strong interpersonal relationships with one another and their supervisor as they determine how to manage their work together under the new structure and they all value the contributions of their co-workers and such strong interpersonal relationships creates a pleasant and enjoyable work environment.

According to the NCHE report (2005: 25), leadership styles especially in public institutions of higher learning have not been taken seriously in terms of which ones to adopt and apply in order to create better working environments (ICT implementation and usage) which has continued to cause decline in their academic performance. The theory describes leadership in terms of the degree of authority exerted by leaders on their surbodinates. It identifies the styles as i))

6

Autocratic leadership where there is total authority and control, independent decision-making and little or no input from subordinates; ii) Democratic leadership where the surbodinates participate in decision making, there are staff meetings and also delegation of duties to the surbodinates; and iii) Bureaucratic leadership where there is total respect of rules and regulations, routine and repetitive task and following of established directions as shown in the conceptual framework (Figure 1.1).

1.2.3 Conceptual background

Leek and Turnball (2002: 78) defined leadership as the ability to employ managerial competences to organized performance processes by inspiring, igniting and motivating teams to meet set organizational goals. Bacal (2004: 56) defines leadership styles as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organization. Leadership style is the way in which a leader supports, encourages subordinates in decision-making and directs them in pursuing organizational goals. Leadership is the ability to guide and motivate a group of people to a common purpose. Northouse (2001: 145) observes that thleader's ability to lead is contingent upon various situational factors, including the leaders'"preferred style, the capabilities and behaviours of workers that depend heavily on the situational factors.

According to Arvanitis and Loukis (2009: 261) employees can develop a sense of obligation, according to the norm of reciprocity, an employee might engage in organizational citizenship behaviours or counter-productive work behaviours as a mutual action rewarding past leadership practices, especially those directed at employee improvement and organizational status. In addition, the study focused on Autocratic, Democratic and Bureaucratic leadership styles as classified by Hackman and Johnson (2009: 26-65) and Cherry (2010: 39).

7

According to Cherry (2010: 23), the autocratic leader determines policy alone and assigns tasks to individuals without any consultation with them. Subordinates are expected to carry out the leader's directives without question. The leader rules by decree. This type of leadership is also known as coercive, dictatorial, directive, dominating or authoritarian. These observations also appear in the work of Thornton (2013:45), Arthor (2009: 48) and Quang and Vuong (2009:86) who opined that autocratic leadership style is paternalistic or dictatorial style, and that it can be effective when the decisions made to reach organizational goals take into account the best interest of the employees.

The democratic leader seeks to persuade and consider the feelings of persons and encourages their participation in decision-making. Bacal (2004:37) observes that leadership in schools and colleges is not confined to the head teacher alone, but may be assumed by or dispersed to others including the deputy head teacher, team leaders, curriculum leaders and class teachers. Leaders influence followers' organizational commitment by encouraging them to think critically, involving followers in decision-making processes and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential. This view was supported by prior research that showed that organizational commitment was higher for employees whose leaders encouraged participation in decision-making, emphasized consideration, were supportive and considerate and were concerned for their followers' development (Adair, 2005:63).

 Performance is defined as the ability of organizations to meet their tasks, requirements and objectives through strategic investment into organizing, executing and accomplishing roles and duties in the minimum time possible (Adair, 2005: 73). Organizational performance is therefore about executing defined duties, meeting deadlines, team input, and achieving departmental goals.

According to MacDonald (2003: 59) effective leadership leads to efficiency, specialization, effective feedback and good organizational relations. The cohesion of both leadership and performance should be evident through style and approach by managers in the attempt to cause efficiency which requires specific leadership approaches to unique performance challenges. It is argued that effective leadership has a positive sway on the performance of an institution /organization. Performance was conceptualized by attributes of efficiency, quality work, improved productivity as well as timeliness in task completion.

Bacal (2004: 72) confirmed the link between high performance and leadership by developing a model of charismatic/transformational leadership where the leaders' behaviour is said to give rise to inspiration, awe and empowerment among his/her subordinates, resulting in exceptionally high effort, exceptionally high commitment and willingness to take risks. There is limited research on how the performance of employees in institutions is affected by leadership styles. Hence, this study established the relationship between leadership styles and the performance of public universities using a case study of Kyambogo University.

1.2.4 Contextua1 perspective

Performance at all levels and standards were below average in Kyambogo University, as the Staff Evaluation Report (2012: 04) shows drastic failure of staff to complete their tasks in time. For example, the institution's staff almost failed to set exams in time and there were delayed lectures due to poor scheduling of the time table. This level of performance is below average and discouraging. This made the researcher to query, "Could it be because the leaders and other stakeholders who are not applying proper leadership styles so as to effectively improve the performance of the institution or because of other factors?" This gives significance to the concept of leadership in achieving institutional performance targets and goals. In this case, are

recognized worldwide that the success of public institutions depends heavily on the motivation of their leaders on the workforce, which in turn determines their effectiveness.

This study was particularly interested in examining the relationship between leadership styles conceptualized in the study as bureaucratic, autocratic and democratic styles and performance in terms of effective preparation and setting of exams, provision of reliable lectures to students, effectively scheduling and time-tabling of student lectures and efficient, timely marking and release of exam results in Kyambogo University. The Government Assessment Report (2009:40) ranked Kyambogo University as one of the averagely performing universities, though a lot is still desired as there are rampant strikes in the institution by both lecturers and students blaming management of failure to perform their duties which has always had a negative impact on the University's academic performance. Furthermore, for the past 7 years, the institution has been in top leadership wrangles over who should take the Vice Chancellor's position and, as a result, the performance of the institution has drastically declined. Since its inception, Kyambogo University has experienced turbulence due to strikes by students and members of staff which has caused the decline in performance (IGG Report, 2015: 07).

1.3 Statement of the problem

Effective leadership is critical to the achievement of performance targets/goals and objectives in any institution (IGG Report, 2015: 09). Public universities are expected to perform effectively in academics if the management of such universities is very good. This performance depends on the quality of management of such leaders as their qualities affect the morale of staff negatively such that they end up getting discouraged and not performing their duties effectively.

The performance at Kyambogo University has, however, reportedly declined over the past years despite having leaders.The Staff Evaluation Report (2012: 21) revealed that over 60% of the employees failed to meet their performance targets as observed in late startig of semesters and lectures and delayed publishing of exam results. The University Webometrics rankings (January 2016) ranked Kyambogo University as number 6 in Uganda and number 9,700 in the whole world in terms of performance. Yet, considering the financial allocations to the University and the staff capacity at the university, the performane could have been better. The IGG Report (2015: 11) observed that the decline in the University's performance was as a result of poor leadership of the former vice chancellor who especially flouted and interfered with procurement rules.

Maybe it is because of poor approaches in leadership that there was poor performance among employees in Kyambogo University. Hence, this study was conducted to investigate the relationship between leadership styles and the academic performance of public universities using a case study of Kyambogo University.

1.4 Purpose of the study

The purpose of the study was to examine the relationship between leadership styles and performance of public universities in Uganda using Kyambogo University as a case study.

1.5 Objectives of the study

i. To establish how Autocratic leadership style influences the performance of Kyambogo University;

ii. To examine how Democratic leadership style influences the performance of Kyambogo University;

11

iii.   To find out how Bureaucratic leadership style influences the performance of Kyambogo University.

1.6 Research Questions

i.   How does Autocratic leadership style influence the performance of Kyambogo University?

ii.   How does Democratic leadership style influence the performance of Kyambogo University?

iii.   How does Bureaucratic leadership style influence the performance of Kyambogo University?

1.7 Hypotheses of the study

The study was guided by the following hypotheses;

i. H_1: Autocratic leadership style influences the performance of Kyambogo University.

ii. H_2: Democratic leadership style influences the performance of Kyambogo University.

iii. H_3: Bureaucratic leadership style influences the performance ofKyambogo University.

1.8. Conceptual framework

The conceptual framework is a diagrammatic model or representation of the relationship between variables and how they are operationalized for the purpose of research. In this case, it summarizes the relationship between the leadership styles and performance. Leadership refers to the ability to guide and motivate a group of people to a common purpose and is defined by a series of people behaviours.

The theoretical review which provided the theory of this study was based on how the leadership styles affect or influence performance in public universities. Thus, the conceptual framewodrawn

12

basing on the theory used in the theoretical review. The conceptual framework is the detailed explanation of the leadership styles (independent variable) and performance of public universities (dependent variable). It identifies the leadership styles in an institutional setting as well as the other factors which affect performance of such institution as is further detailed in the diagram below (Figure1.1. The intervening variables are the other variables which, in addition to leadership styles, affect the level of performance in public universities. It is assumed that if effective leadership styles are adopted, then effectiveness in relation to performance is expected to improve. The styles a leader adopts determine, to a larger extent, the level of performance of public universities in relation to employee commitment. In addition, it is known that not only the leadership styles determine the level of performance in a public university. Other factors like the level of supervision, organizational culture, ICT and staff qualifications are also believed to affect an organization's level of performance.

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Figure 1.1: The conceptual framework showing the relationship between leadership styles and performance:
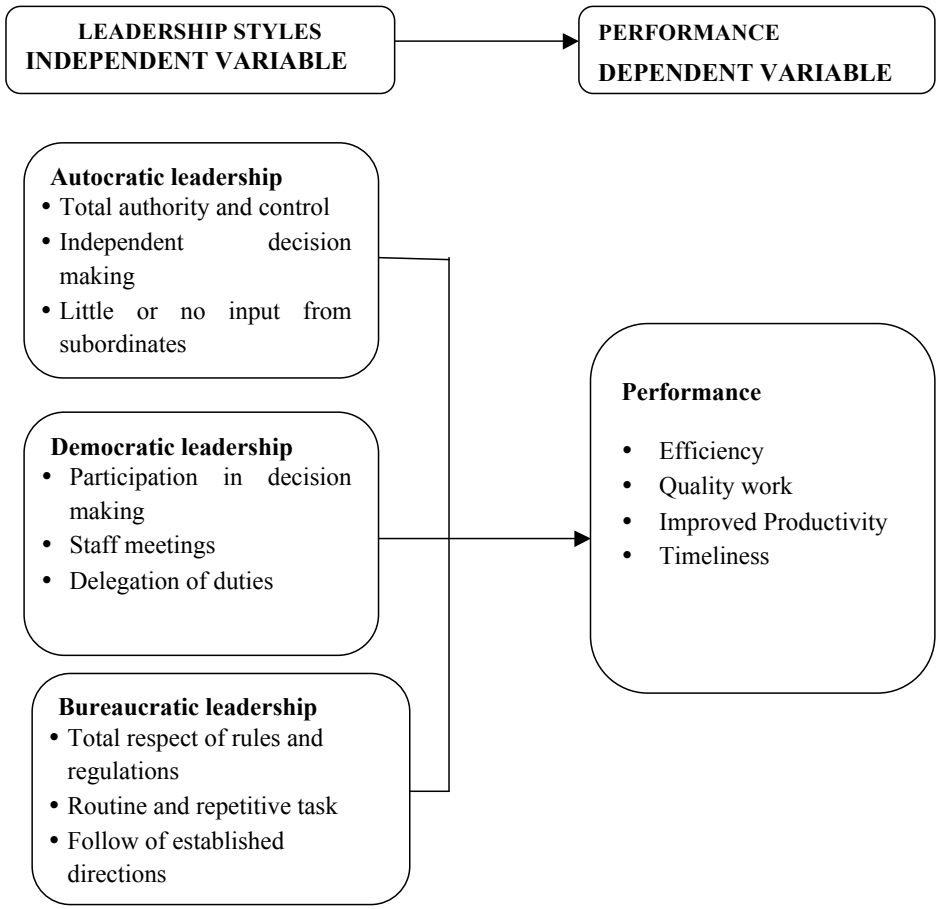
Source: (Adapted from Cherry (2010), Karanja (2014), Kasenene (2005) and modified by the researcher, 2016).

In the conceptual framework depicted in Figure 1.1 above, leadership styles, the independent variable (IV), is hypothesized to influence staff performance. The framework portrays that Autocratic, Democratic and Bureaucratic leadership styles directly affect staff performance. On

14

the other hand, staff performance, the dependent variable (DV) as depicted in Figure 1.1 above, is measured in terms of efficiency, quality, productivity and timeliness. Where efficiency is the ability to produce the desired outcomes by using as minimal resources as possible, effectiveness is the ability of employees to meet the desired objectives or targets (Stoner, 1996: 28). Productivity is expressed as a ratio of output to that of input (Stoner, et al, 1996: 35) and quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002: 39). Therefore, the conceptual framework portrays the relationship between leadership styles (IV) and performance (DV) in figure 1.1 above. Employee performance is measured in terms of results that organizations 'achieve in relation to its objectives'. In principle, it can be measured at the output, outcome or impact level. Performance should therefore be measured by the results (output/outcomes) that an organization produces as recommended by Kusek, Rist et al (2005: 53). The three leadership styles were chosen because they were seen to be the most practiced in Kyambogo University. It is believed that these styles have a significant impact on employees' performance at work. The other types of leadership, that is, transformational, and laissez faire leadership styles were minimally applied.

1.9. Significance of the study

The findings of this study are expected to be of great importance to the Government, Management and Administration of Kyambogo University (Human Resource Department), the Researcher and various other stakeholders in the following ways:

i. The study might provide more knowledge to the management of Kyambogo University about which leadership styles suit which category of employees and which ones to adopt for the best performance results of the whole institution at large.

15

ii. Departmental heads at Kyambogo University who downplay the importance of various leadership styles can use the findings to adopt a systemwide approach and accordingly review their styles, and thus adopt the most appropriate ones.

iii. The study might provide valuable information to Kyambogo administration and other stakeholders in various institutions on how to handle employees so as to achieve the set goals and improve performance. In addition, the management of private universities can use the results of this study for self-appraisal regarding the contribution of leadership styles.

1.10. Justification of the study

The study has been proposed because of the critical role played by leadership styles as far as the performance of public universities is concerned. Despite this role, some universities do not emphasize its contribution. The appropriateness of the leadership styles adopted by a leader influences the level of employee motivation and commitment which eventually determines the level of performance of a public university. It guides and links all other departments within the university and even to the outside world. Its contribution notwithstanding, some universities operate with ineffective leaders who apply inappropriate leadership styles where as others operate without a complete human resource department as well as others which underfund the function. Now that Kyambogo University is planning to expand from their original site in Banda to a number of branches countrywide, this calls for a study on the contribution of leadership styles to the performance of public universities.

1.11 Scope of the study

1.11.1 Geographical scope

The study was carried out in Kyambogo University located at Banda, Nakawa division, approximately 6 kilometres by road on the Kampala-Jinja Highway, east of Uganda's capital city, Kampala.

1.11.2 Time Scope

The study period was limited to operations of Kyambogo University during the 2011-2015 period.

1.11.3 Content Scope

The study basically focuses on different types of leadership styles being used in Kyambogo University, the other factors that affect the performance of public universities, and suggests strategies to overcome such challenges to performance at Kyambogo University

1.12 Operational Definitions

Leadership

Leadership refers to the ability to employ managerial competences to organized performance processes by inspiring and motivating teams to meet set organizational goals.

Performance

Adair (2005: 67) defines performance as the ability of employees to meet organizational tasks, requirements and objectives through strategic investment into organizing, executing and accomplishing roles and duties in the minimum time possible.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is a review of scholarly views relating to the impact of the leadership styles on organizational performance. The chapter is presented under three sub-headings: how autocratic leadership style influences performance; how democratic leadership style influences performance; and, how bureaucratic leadership style influences performance of Kyambogo University.

2.2. Theoretical Review

Different theories have been developed to explain how leadership style affects the performance of public institutions. One of these theories is the contingency theory of leadership. The theoretical underpinning of how school leadership styles affect teacher commitment draws from the general leadership theories, particularly the contingency theory of leadership, as discussed by Karanja (2014:24), Nabayego (2011:54) and Craig (2009:48). The contingency theory was developed based on the premise that there is no one best way to manage an organization (Karanja, 2014:56).

The theory is based on the argument that effective leadership depends on the prevailing situation (Nabayego, 2011:34; Craig, 2009: 41). The theory maintains that it is difficult to attain the desired results when the applied leadership style is inappropriate to the task environment, the task itself and the characteristics of subordinates (Karanja, 2014: 71; Nabayengo, 2011: 21). This implies that the leadership style that leads to the desired result varies according to a number of situational factors, including; the characteristics of employees, nature of work and culture of the organization.

The leader had to be prepared to address effectively a host of situational variables in order to make intelligent decisions regarding his actions. House's (1971:215) Path-Goal Model was predicated on the idea that both worker performance and satisfaction were influenced by the behaviour of the leader. The leader's task was to ensure workers understand the goals, reduce or eliminate any impediments to goal accomplishment, and work to increase the employee's satisfaction while achieving the goals. The Decision Making Model of Vroom and Yetton (1973:56) noted that it was important for the leader to determine how much participation subordinates would have in the decision-making process. The model was predicated on the idea that there was a direct link between subordinates and their leaders.

Contingency theory is a leader match theory that explains the match of leaders to appropriate situations. The contingency approach suggests that no single leadership style, specific leadership functions or particular leadership qualities are recommended as the best under all circumstances (Gerber, 1996). The contingency approach represents a shift in leadership research from focusing on the leader to looking at the leader in conjunction with the situation in which the leader works (Fiedler, 1978). It suggests that a leader's effectiveness depends on how well the leader's style fits with the context. To understand the performance of leaders, it is essential to understand situations in which they lead.

Effective leadership occurs when the leader accurately diagnoses the development level of the subordinates in a task situation and then uses a leadership style that matches the situation (Blanchard, Zigarmi & Nelson, 1993:324). Leadership effectiveness depends on the fit between a leaders behaviour and the characteristics of subordinates' and task (Karanja, 2014: 32). Fiedler's (1997:43) contingency theory posited that effective group performance was dependent

19

upon the appropriate match of the leader's personality and the situation. Personality orientation of the leaders is centred on a task or interpersonal style. Using the same theory, Karanja (2014:12) and Nabayengo (2011:16) concluded that it is always difficult to get the desired results when the leadership style applied on employees was inappropriate depending on situational factors, including the characteristics of employees, nature of work and culture of organization.

2.3. Conceptual Review

According to Brown and Caylor (2009:09), leadership refers to the ability to guide and motivate a group of people to a common purpose. Waterman, Peters and Phillips (2008:21) further defined organizational performance as the ability of public universities to execute their duties as expected and produce the desired results in accordance with certain set standards (academic results for the case of Kyambogo University). The theoretical review which provided the theory of this study was based on how the leadership styles affect or influence the performance of public universities. Thus, the conceptual framework was drawn basing on the theory used in the theoretical review. The conceptual framework is the detailed explanation of the leadership styles (independent variable) and performance of public universities (dependent variable).

For the effectiveness of the organization, this was further conceptualized from the sub-aspects of effective preparation and setting of exams, provision of reliable lectures to students, effectively scheduling and time-tabling of student lectures, efficient and timely marking and release of exam results, among others. Thus, the extent of the effect of leadership styles on the performance of public universities will be established by considering the above-mentioned conceptualized aspects of styles adopted other factors that affect performance and strategies to solve such challenges like as was equally noted by different authors like Pinar et al (2008), Lebans and Euske (2006: 18) and Kates, (2007: 38).

Fielder's contingency theory posits that leader effectiveness is determined not by the leader's ability to adapt to the situation, but by the ability to choose the right leader for the situation (though this theory does not identify who would be responsible for making this choice). Some leaders are simply better for specific situations than others and the situation determines the identified leaders' success, though leaders would need to be capable of understanding when they were not right for the situation and remove themselves a task of humility (Waterman et al, 2008: 21).

2.4 How Autocratic leadership style influences the performance of Kyambogo University

Autocratic Leadership refers to an extreme form of transactional leadership, where a leader exerts high levels of power over his or her employees or team members (Kates, (2007: 68). People within the team are given few opportunities to make suggestions, even if these would be in the team's or organization's interest. Most people tend to resent being treated like this. Because of this, autocratic leadership usually leads to high levels of absenteeism and staff turnover. Also, the team's output does not benefit from the creativity and experience of all team members, so many of the benefits of teamwork are lost. For some routine and unskilled jobs, however, this style can remain effective where the advantages of control outweigh the disadvantages (Abdel et al, 2008: 1-16). However, in institutions that do not encourage such forms of dictatorship, this style of leadership may not apply hence the dilemma is how to know which style to adopt for different organizational setups.

The Authoritarianism concept was developed by the psychologist Adorno during World War II to measure susceptibility to autocratic, fascistic or anti-democratic appeals. After that, the concept was extended to the human personality. According to Adorno, "This concept refers to a

belief that there should be status and power differences among people in organizations." Authoritarians tend to place high moral value on their beliefs and are strongly oriented towards conformity of rules and regulations (Nkonge, 2008:83). They naturally prefer stable and structured work environments which are governed by clean rules and procedures. Further, they believe obedience and respect for authority and blind acceptance of authority. These people are generally conservatives concerned with toughness and power, are close-minded and generally less educated. But because of their belief in acceptance of authority they make good followers, work better under directive supervision and are more productive within authoritarian organizational structure (Nabayego, 2011: 54). However, it is not known to which kind of organizations such style is applicable, though Karanja (2014: 28) asserts that autocratic style of leadership is suitable for firms like manufacturing, military institutions, among others.

This style is used when leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers. Some of the appropriate conditions to use it are when you have all the information to solve the problem; you are short on time; and your employees are well motivated. Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style, rather it is an abusive, unprofessional style called bossing people around. It has no place in a leader's repertoire (Adair, 2005: 43). The authoritarian style should normally only be used on rare occasions. Though the dilemma is in determining which rare occasions to apply it or when not to apply it as it may not be applicable for most occasions. Although good leaders use all three styles of Autocratic, Democratic and Beuareaucratic leadership, with one of them normally dominant, bad leaders tend to stick to one style. On the other hand, this style of

leadership demands total control of subordinates but in actual sense some employees need not to be controlled.

According to Cherry (2010: 31), the autocratic leader alone determines policy and assigns tasks to individuals without any consultation with them. Subordinates are expected to carry out the leader's directives without question and the leader rules by decree. This type of leadership is also known as coercive, dictatorial, directive, dominating or authoritarian. In an incidence where employees are sidelined in decision-making processes, they feel demoralized and demotivated since they develop an attitude that they are not part of the organization. However, this may bring about resentment and résistance by employees if decisions are made secretly and just imposed on to them as this discourages them and they feel they are not part of the organization, thus affecting the performance of the institution.

Tisdale (2012:45) also subdivided the autocratic leadership style into two sub-styles one of which is the directive autocratic style, which involves overly task-minded unilateral decision making and close supervision of group members to ensure that assigned tasks are accomplished as desired. The other sub-style is the permissive autocratic style which involves making decisions unilaterally and giving group members some latitude in carrying out their their work. What should be noted, however, is that Tisdale (2012:45) discussed these leadership styles while correlating leadership styles and organizational performance in Ugandan public universities. The style bases itself on employee direction, however, too much strict direction of employees also demotivates them and reduces their morale at work, which eventually leads to performance decline.

This leadership style is preferred because decisions are quick since the staff are not consulted and work is usually completed on time. However, this type of leadership style denies employees of any input into their work situation as work is always structured and done using specific procedures (Michael, 2013: 18). This eventually makes employees feel they are not being valued by the institution which leads to low effort and or even increased staff turnover.

Autocratic leadership style can also decrease motivation and increase staff turnover. The needs of workers are ignored and this leads to low morale and frustration and subsequently affects commitment. The leader is overly concerned about the task execution and ensures that working facilities are in place and that group members complete assigned work regardless of their welfare condition (Flickety & RajDahal, 2014: 23-25). Referring to the autocratic leadership style as paternalistic or dictatorial style, Joseph (2014: 17) noted that it can be effective when the decisions made to reach organizational goals take into account the best interest of the employees. This type of leader can cause lack of employee commitment and loyalty to the leader. Both authors agree that such type of leadership is dictatorial and most of the times leads to staff turnover. They all look at authoritarian leadership style as characterized by a rigid rules system and an expectation of obedience to authority. However, schools with this style of leadership have much higher employee turnover and teacher absenteeism because it limits employee participation in decision-making.

2.5 How democratic leadership style influences the performance of public universities

Although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what is going on, but it also helps to develop people's skills (Kouzes et al, 2003: 32). Employees and team members feel in control of their own

destiny, and so are motivated to work hard by more than just a financial reward. In addition, it can be most suitable where team-working is essential and quality is more important than speeto market or productivity. However, as employee participation takes time, this style can lead to things happening more slowly than an autocratic approach and ends up affecting the performance of an institution, though often the end result is better. In fact, recent studies (e.g. Kasenene, 2005: 36) have observed that this style of leadership gives much freedom to employees and they end up not performing their duties, thus leading to poor performance of their institutions.

This style involves the leader including one or more employees in the decision-making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your employees will respect you (Arvantis, 2009: 39). This is normally used when you have part of the information, and your employees have other parts. Note that a leader is not expected to know everything; this is why you employ knowledgeable and skillful employees. Using this style is of mutual benefit; it allows them to become part of the team and allows you to make better decisions. One of the participative leadership styles at the University the researcher noticed was the contribution given by the supervisor to the subordinates at the landscaping unit (Bacal, 200419). The author goes ahead to assert that it is healthy for subordinates to be involved in decisionmaking, though he does not specify at which stage of decision-making they should stop. In addition, involving employees in top-level institutional decisions may affect the company as they may pass confidential company information to competitors.

Cherry (2010: 49) asserts that a participative leadership style has a greater influence on the positive commitment of subordinates than an authoritarian (task-oriented) leadership style. He further asserts that leadership styles of leaders play an important role in increasing employees'

25

positive attitudes. This is in line with what Deshpande et al (2007: 48) noted that followers (employees) feel trust and respect towards the leader whose leadership style meets their needs, wants and aspirations and they are motivated to do more than they are expected to do. However, the authors do not clearly show what effects it could have on the organization if all employees are allowed to participate in top-level company issues; and, further still, what could happen to such an organization if employees were total eliminated from decision-making affairs of the organization.

According to Grimsley (2014: 61), employee commitment reflects the quality of leadership in the organization. Therefore, it is logical to assume that leadership behaviour would have significant relationship with organizational commitment. Previous research suggests a positive direct relationship between leadership behaviour and organizational behaviour (Boldman et al, 2003: 36). However, it is not only leadership that determines employee commitment to the organization, both authors agree that leadership influences employee commitment but other factors such salary, work environment, among others, influence employee commitment. Thus, supportive leaders are always paid back in form of commitment from staff since this improves overall work environment and eventually leads to improved organizational performance.

The participative leader seeks to persuade and consider the feelings of persons and encourages their participation in decision-making. Grimsley (2014: 53) observes that leadership in schools and colleges is not confined to the head teacher alone, but may be assumed by or dispersed to others including deputy head teacher, team leaders, curriculum leaders and class teachers. Leaders influence followers' organizational commitment by encouraging them to think critically, involving followers in decision-making processes and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Cherry,

26

2010: 42). By encouraging followers to seek new ways to approach problems and challenges and identifying with followers' needs, transformational leaders are able to motivate their followers to get more involved in their work, resulting in higher levels of commitment (Waterman, 2008: 68).

This view was supported by Brown et al's (2009: 87) prior research that organizational commitment was higher for employees whose leaders encouraged participation in decision-making, emphasized consideration and were supportive and considerate and were concerned for their followers' development. However, it is almost impossible to feel considerate for employees at the expense of a company's objectives; thus such consideration must be in line with the ethical and procedural policies of that organization which is at times difficult to determine.

In his discussion of leadership style, Tisdale (2012:43) noted that the democratic leadership style can be sub--divided into two styles one of which is the directive democratic style which involves making decisions in the participative manner and close supervision of group members. The other is the permissive democratic leadership style which involves making decisions in the participative manner and giving group members latitude in carrying out their work. Flickety and RajDahal (2014 :54) further observe that democratic leadership style involves motivating organizational members to do assigned work by ensuring that their welfare is well catered for. It also ensures that members participate in the planning of an organization through consulting them and giving them freedom to share ideas on how the organization should be managed. However, the dilemma is that different people have different motivational facets. At times, what fits a particular group of employees might not fit the other group, thus creating conflicts in organizations especially if one group is satisfied at the expense of another. In addition, it is difficult to tell what kind of motivation to give which group of employees.

Democratic leadership style also involves holding staff meetings for the purpose of making collective decisions, building consensus with group members before undertaking any administrative course of action, giving members an opportunity to participate in work scheduling and its execution according to their suggested ideas (Fuxi, 2013: 28). Participatory leadership is interactive and allows followers some influence over some of the leaders' decisions (Bescos, 2004: 185). Recent studies by Brown and Caylor (2009) revealed the importance of holding staff meetings within organizations as it avails employees a chance to air out their views and grievances. However, the challenge is whether such employee grievances are attended to by management after being raised and that work scheduling must be strictly done by top management since if left to be done by employees themselves, it will lead to a total mess up of the organization.

Participative leadership means involving followers in making decisions (Drobtz et al, 2004: 256). This benefits the followers in that it can increase the quality of decisions, especially when followers have the knowledge the leader lacks. Besides, commitment is regularly increased with increase in influence. However, the followers in schools in most cases are to implement what the head teacher has decided upon, the followers' views are not considered, though they would benefit the school. A participative leader delegates responsibilities. This leadership style produces high-quality work. Employees are trusted and in return they cooperate, have high morale, team spirit, and go above and beyond the call of duty (Georgopolilos, 2007: 43). Therefore, it is of paramount importance that the head teacher should involve staff members in discussing and implementing school policies. He should not make decisions governing the school alone. Nevertheless, few government policies are discussed and implemented by the head teachers and staff, the head teachers as school managers spend little time in the schools and the

28

teachers are not well supported to implement some of these policies, yet people/staff are important in getting things done (Fuxi, 2013: 23). Recent studies by Nkonge (2008) have revealed the benefits of delegation as it improves employee morale and commitment to the organization. However, too much delegation often leads to total failure of task completion as the employees become their own supervisors which affects the performance of the organization.

2.6 How Bureaucratic leadership style influences the performance of public universities

Bureaucratic leaders "work by the book", ensuring that their staff follow procedures exactly. This is a very appropriate style for work involving serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-handling). In other situations, the inflexibility and high levels of control exerted can demoralize staff, and can diminish the organization's ability to react to changing external circumstances leading to high staff turnover and low performance of such bureaucratic institutions (Kates, 2007: 41). In addition, employee control is seen as the best measure to impart procedures on employees and routine work also bores employees, which reduces their commitment to work.

The traditional power, derived from a leader's position in a bureaucratic, hierarchical structure, becomes obsolete and effective leaders who work from the "inside out" to transform their organization and workers end up failing (Pinar et al, 2008: 72). The job of the transformational leader is not to make every decision within the organization, but to ensure that collaborative decision-making occurs (Yutchman, 2007: 377). This type of leadership motivates individuals to work together to change organizations to create sustainable productivity. However, with bureaucratic leadership, decisions are made on behalf of employees and then imparted to follow.

This followup of routine creates boredom among employees and discourages them from doing their duties which reduces their productivity and the overall company performance

Hosmer (2001: 160) and Burke (2001: 31) posited that as a formal concept of transformational leadership, transactional leadership is based on bureaucratic authority, focuses on task completion, and relies on rewards and punishments. Transformational leadership diffesubstantially from transactional leadership. It is concerned more about progress development Furthermore, transformational leadership enhances the effects of transactiona leadership on followers (Kouzes et al, 2003: 27).

Transactional Leadership theory focuses on the specific interactions between leaders and followers (Lebans et al, 2006: 93). These transactions are a method by which an individual gains influence and sustains it over time. The process is based on reciprocity. Leaders not only influence followers but are under their influence as well. A leader earns influence by adjusting to the expectations of followers. However, what the authors did not point out is the danger and risk that prevails when followers overshadow their leaders as this could lead to poor decisions being taken and hence total collapse of the organization.

MacDonald et al (2002: 33) contend that bureaucratic style of leadership starts with the premise that team members agree to obey their leader totally when they take a job on: the transaction is (usually) that the organization pays the team members, in return for their effort and compliance (Brown et al, 2009: 134). As such, the leader has the right to punish team members if their work does not meet the pre-determined standard. Team members can do little to improve their job satisfaction under transactional leadership. The leader could give team members some control of their income/reward by using incentives that encourage even higher standards or greater

productivity. Alternatively a transactional leader could practice "management by exception", whereby, rather than rewarding better work, he or she would take corrective action if the required standards were not met. The dilemma is that after some time, employees tend to be disobedient towards their leaders and this eventually affects their performance at work which also impacts the overall performance of the institution.

According to Drobtz et al (2004: 21), the transactional leaders (or managers) ensure that routine work is done reliably, while the transformational leaders look after initiatives that add value. The transformational leadership style is the dominant leadership style taught in the "How to Lead: Discover the Leader within You" leadership programme, although we do recommend that other styles are brought as the situation demands. Transactional leadership is really just a way of managing rather a true leadership style, as the focus is on short-term tasks. It has serious limitations for knowledge-based or creative work, but remains a common style in many organizations. However, this style may not be applicable at times as management instead of leadership demotivates employees and they end up failing to perform their duties which affects performance levels of institutions.

2.7. Empirical studies

A study by Bacal (2004: 49), involving 211 managers and 319 subordinates in multinational firms in United States, found that affective leader styles and performance were positively correlated. This study assumed that leadership styles applied by leaders in organizations should be positively related to their employees' and eventually the overall performance of the organization. Meanwhile, Waterman and Peters (2008: 98), as cited in Pinar et al 2008: 13) who studied the relationship of work-related management and input on staff job performance, found that career management through effective leaders was positively related to job performance; but

they did not find a relationship between organizational commitment and job performance. Leadership can be of different forms mainly autocratic and democratic styles. Leek and Naude (2002: 61) studied the behaviour of organizational leaders among the engineers in New York and concluded that effective leadership offered considerable potential in determining employees' positive behaviours and eventually their performance.

Nkonge (2008: 36) who studied the relationship between staff motivation and organizational performance found that there was a positive relationship between motivation and organizational performance. The study suggested that leaders must motivate their subordinates in order to strengthen their organizational commitment and thus lead to increased job performance. Another study by Nabayego (2011: 16) studied the leader role in employee communication and performance in health care units and found that leaders played a significant role specifically in employee communication. The researcher found that, statistically, leaders had significant impact on employee performance and that the two were positively correlated.

2.8. Synthesis and gap analysis

This chapter has presented the theoretical and conceptual review of how leadership style affects performance of public institutions. It has further specified how autocratic leadership style influences the performance; how democratic leadership style influences the performance; and, how bureaucratic leadership style influences the performance of Kyambogo University.

The human resource department is not independent of other departments in an organization; has functions which have to be performed in conjunction with other departments and in the end, organization benefits from this department due to the inputs it contributes to the other departments. The department is closely interdependent with the other departments within the

32

organization since it interfaces with departments like Finance, Stores and Administration. Hence, leaders must ensure the best practices are applied on employees if the best performance results are to be achieved.
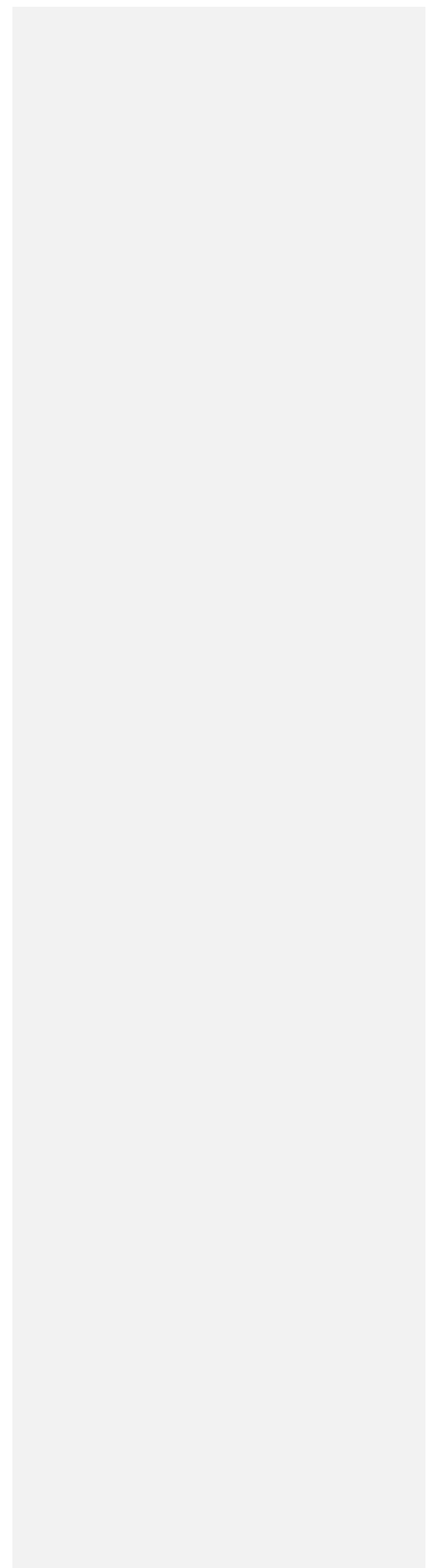
CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter explains the research methodology that was used to conduct this study. These include the research design, study area, study population, sampling and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure for conducting the study, data analysis techniques, ethical considerations and limitations of the study.

3.2. Research design

This study was conducted using cross-sectional designs. Orodho (2000) defines a research desigas the scheme, outline or plan that is used to generate answers to the research problems. A crosssectional design refers to the type of research design where data can be collected from different respondents at a single point in time (Kothari, 2003). This research design was preferred because it is cheap in terms of time and resources as the data is collected simultaneously from respondents at single point in time. It also enables the researcher to triangulate information from study questionnaires and interviews. Under the descriptive design, both qualitative and quantitative approaches were used to adequately establish the contribution of the procurement department to organizational effectiveness (Amin, 2005). Amin (2005) recommends the use of both qualitative and quantitative techniques as an important form of triangulation especially in studies that involve large numbers of people and this subsequently made it easy to have a clear and scientific view on the opinions by having them on questionnaires.

3.3. Study Population

The study was carried out at Kyambogo University located in Banda trading centre approximately 6 kilometres from Kampala city along Jinja road. The population included total of 564 academic and administrativestaff, and casual labourers from different departments of Kyambogo University. These were as follows; 5 members of the Council, 6 top management members, 6 deans and directors, 10 heads of department, 87 lecturers as well as 45 support staff all totalling to 564. The respondents were chosen because they were believed to be representative of the entire target population of the study and were directly influenced by the practiced leadership styles; thus they would provide relevant information for the study.

3.4 Determination of Sample size

The sample size consisted of 164 respondents who were stratified and randomly selected from the University. Out of the 164, five members of the Council were systematically sampled, 6 top management members were purposively selected, another 6 deans and directors were also purposively chosen, while 10 heads of department, 87 lecturers as well as 45 support staff were randomly selected from the institution's list of staff. This method was ideal because it involved respondents with relevant experience and professional training. It was also believed that these purposively selected respondents would be competent enough to raise data on the study variables of procurement and its impact on organizational effectiveness.

The Krejcie and Morgan (1970) formula was used for sample size determination;

Sample (n)　　=X^2 NP (1-P) +D^2 (N-1) +X^2P (1-P)

n = Required Sample size

X2=the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N =Population size

P = the population proportion

d = the degree of accuracy expressed as a proportion (0.05)

Table 3.1: The sample size

Category	Target Population (N)	Sample size (n)	Sampling techniques
Members of Council	19	5	Systematic sampling
Top management	10	6	Purposive sampling
Deans and directors	10	6	Purposive sampling
Heads of department	35	10	Simple random sampling
Lecturers	250	87	Simple random sampling
Support staff	230	45	Simple random sampling
Total	**564**	**164**	

3.5 Sampling techniques and procedure

Simple random sampling was used to select respondents for interviews and questionnaire filling. These were selected randomly to avoid biased results. Simple random sampling was chosen because it ensures high degree of representativeness by subjects and it can easily be used when the population members are similar to one another on important variables. They were divided into strata which were purposively sampled for questionnaires because they were many and were divided into groups according to their characteristics like gender.

3.6 Data collection methods

The researcher used four methods of data collection to get information: Questionnaires, Interviews, Focus group discussions and observation.

3.6.1. Questionnaires

Furthermore, the use of the questionnaire method was due to the fact that it is easy to gather information. It gives the respondents enough time to answer the questions since questionnaires will be distributed to the respondents and then collected after a week and it is one of the important methods for the study of social problems and the respondents have to answer the questions on their own.

3.6.2. Interviews

The researcher interviewed high-ranking officers like the senior staff to solicit information on the research variables because they were believed to have no time to fill in the questionnaires. Senior staff are knowledgeable and are thus capable of providing in-depth information regarding the university's situation. This tool was preferred because it enabled the researcher to get information from various sources and was also be the most flexible tool, as it could even be applied to less educated respondents.

In the interviews, information was obtained through inquiry and recorded by data entrants. This method of collecting data involved presentation or oral-verbal stimuli and reply in terms of oral-verbal responses. There were also structured interviews and group interviews which deliberately aimed at eliciting unconscious as well as other types of material relating especially to personality dynamics and motivations. The method gives detailed first-hand information within as short period of time.

3.6.3. Focus Group Discussion

Focus group discussion is a method in which all the participants come together and share ideas (Kothari, 2003: 49). Two sessions were conducted about the relationship between leadership styles and performance of public universities.

3.6.4. Observation

Observation checklist was used to collect data from the field. Observation is a fundamental and highly important method in all qualitative inquiry and can be used to collect both qualitative and quantitative data (Amin, 2005: 47). This involved the researcher going to the University to observe how the administrative activities were being handled and recording the findings and then drawing conclusions about the effectiveness of the institution. This method was applied to both senior staff, heads of department, lecturers, because it is easier for data collection and the researcher did not have to consult people since all the activities were observed. The method gives more reliable and accurate primary information. It gives first-hand impression that removes doubt. It enabled the researcher to clarify some questions on the spot.

3.7. Data collection instruments

The following instruments were used to collect data.

3.7.1. Interview Guide

An interview is a method in which the researcher and research participants discuss together through question-and-answer in a face-to-face interaction (Kombo & Tromp, 2006: 25)**.** Informal interviews with university senior management and a few support staff were conducted. The method was used because it helps the researcher to get respondents' views about the topic under

study. The participants were selected because of their unique experience and positions in the company.

3.7.2. Observation checklist

The checklist was used by the researcher to solicit information on leadership styles and performance of Kyambogo University.

3.7.3. Focus group discussion guide

The participants were identified according to their willingness and the ability to participate in the study. Focus group discussions are panels facilitated by a moderator that meet for a specified time period to exchange perspectives, knowledge, and/or opinions on a particular topic. Groups are rarely more than a dozen members (Mugenda & Mugenda, 1999: 39). Focus groups were used because: they can identify core issues of a topic quickly and cheaply; they observe reactions to a research question or product in an open forum; they can explore new or unexpected information or reactions in subsequent focus groups and enable subjects to respond in their own words; and, their emotional intensity can be measured.

3.7.4. Questionnaire

Structured and semi-structured questionnaires were designed properly in accordance with the study objectives for specific, concise and also detailed information from the respondents. A. written questionnaire with some objective numbers was used to solicit information from the suppliers, senior and support staff because they were many in number and because of the nature of the study which requires both quantitative and qualitative data.

3.8 Validity and Reliability

A comprehensive questionnaire and interview guide was self-written and revised. They were then presented for supervisor review and comments on content, appropriateness and logicality of content and format to ensure validity and reliability.

To ensure reliability of research instrument, the researcher piloted it using a similar category of respondents, that is, senior staff, heads of department, lecturers, support staff and casual staff of Nakawa Business Institute to determine the consistency of the instrument. The reliability was determined by computing the alpha as in the case of validity and an alpha of CVI of 0.7 was considered the instrument to ensure reliability of the data.

Table 3.2: The reliability of Statistics

Variable	No. of Items	Alpha
Autocratic leadership	21	0.76
Democratic leadership	14	0.90
Bureaucratic leadership	16	0.78
Performance	14	0.85
Overall	**65**	**0.89**

Table 3.2 above shows that the overall reliability coefficient of the questionnaire was 0.89. Demoocratic leadership had the most reliable items, though all items in the questionnaire were reliable which implies that the instrument was reliable for use in data collection.

The researcher ensured validity of research instruments by subjecting the instruments to the scrutiny of research experts, whose recommendation was used to refine the instruments developed in order to capture the expected data. The researcher further ensured validity of research instruments by subjecting the instruments to rating by two experts and the Content Validity Index (CVI) was then computed using the formulae:

$$CVI = \frac{\text{Agreed items by both judges as being suitable}}{\text{Total number of items being judged}}$$

If the CVI was greater than the recommended 0.7 validity for an instrument, it would mean the questionnaire was considered valid for the study. Thus since the CVI was 0.822 which is higher than the recommended 0.7, the researcher deemed the instruments valid for this study.

3.9. Procedure for data collection

The researcher sought for a letter of introduction from the Institute to the relevant authorities in Kyambogo University, the permission from the Human Resource Manager Kyambogo University and instruction to allow the researcher to use the institution for the research was also sought. The purpose of the research was also explained to all those who were participating in the research process and the participants were assured of the confidentiality of the information they would provide. The research data was collected by the researcher who then analyzed and produced a report.

3.10 Data Analysis

The researcher did both quantitative and qualitative data analysis. The data got through semi-structured and structured questionnaires, interviews, documentary review and observation was categorized, interpreted and analyzed under their respective themes, in order to corroborate

41

findings obtained through quantitative data analysis technique. It was organized according to themes identified from research questions and analyzed using content analysis. Data from focus group discussions was recorded, organized, interpreted, presented and discussed. Descriptive statistics and Pearson Correlation were used to analyze quantitative data.

3.10.1 Quantitative data analysis

Quantitative data analysis involved numerical values from which descriptions such as mean and standard deviations were made (Kombo & Tromp, 2006). Data which was collected was checked to ensure regularity and accuracy and this helped in ensuring that the objectives of the study were being addressed. Data generated through questionnaires was cleaned, edited and coded before analysis was done using the Statistical Package for Social Sciences (SPSS) programme and this was according to the objectives of the study. In addition, summary statistics in form of qualitative and quantitative measures, frequencies and percentages were run and interpretations were made and conclusions and recommendations derived as presented in Chapter 5. Triangulation of these methods was correlated in order to improve on the validity and richness of the information gathered.

3.10.2 Qualitative data analysis

Qualitative data was collected through open-ended questions and written comments from questionnaires, key informant interviews and focus group discussions. This was continuously edited in order to ensure its completeness. Data collected with the use of interview schedules was put into meaningful and exhaustive categories. Content analysis was the main method of analyzing the data collected because it was useful in determining the adequacy of the information, credibility, usefulness and consistency (Mugenda & Mugenda, 1999). Data collected was categorized according to emerging variables from each question in the interview guide and discussions. All data sources

42

were triangulated during the analysis as this would increase data validity; and finally a report was written.

3.11 Measurement of Variables

Leadership styles was the independent variable while performance of an organization was the dependent variable. Leadership styles (autocratic, democratic and bureaucratic) were measured by the extent of influence they have on organizational performance. Autocratic leadership style was measured using attributes like total authority and control, independent decision-making and little or no input from subordinates. Democratic leadership was based on attributes like: participation in decision-making, staff meetings and delegation of duties; while bureaucratic leadership was measured by total respect of rules and regulations, routine and repetitive task and following of established directions. All attributes were measured using a 5-point Likert scale.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

The study examined the leadership styles and performance of public universities in Uganda taking a case study of Kyambogo University. This chapter presents and discusses the findings of the study. The chapter also presents the analysis and interpretation of results. The presentations are done according to the specific objectives and hypotheses. The first section presents the response rates. The second section presents the background information of the respondents. The third section presents descriptive and inferential statistical results along the three study objectives.

4.2 Response Rate

Response rate (also known as completion rate or return rate in survey research) refers to the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and /or outcome (AAPOR, 2000). In this study, the sample size was 164 respondents who included members of council, top management, deans and directors, heads of department, lecturers and support staff but the study managed to access 134 respondents as shown in the breakdown in Table4.1 below.

Table 4.1 : Presents the response rates to the study

Category of respondents	Sample size	Actual response	Percentage
Members of Council	05	03	60%
Top management	06	04	67%
Deans and Directors	06	03	50%

Heads of department	10	07	70%
Lecturers	87	78	90%
Support staff	45	39	86%

Source: Primary Data

According to Table 4.1 above, out of the 164 questionnaires administered, 134 were returned fully completed, giving a response rate of 82%. The finding means that such a high response rate could be relied on to generalize the over all findings of the stufy as more reiblae, as observed Sekaran (2003). 4.3 Background Information of the Respondents

Employees were asked about their level of education, work experience and age. This information was required to ensure that the sample that participated in the study has similar distribution of the respondents by characteristics to that of the population it was drawn from. This determines the accuracy and representatives of information drawn from the sample to the population. Findings regarding their level of education, work experience and age are presented in Table 4.2.

Table 4.2: Showing the background information of the respondents

Characteristics	Category	Frequency	Percentage
Sex	Male	89	66%
	Female	45	33%
Position	Members of Council	03	60%
	Top management	04	67%
	Deans and Directors	03	50%
	Heads of department	07	70%
	Lecturers	78	90%
	Support staff	39	86%
Educational qualification	Postgraduate	92	69%

45

	Bachelors degree	30	22%
	Diploma	12	9%
Working experience	Less than one years	10	7%
	1-5 years	37	28%
	6 years and above	87	65%

Source: Primary Data

According to the results in Table 4.2 the majority 92 (68.66%) of the respondents were educated up to postgraduate level, 30 (22.39%) were educated up to Bachelor's degree level and 12 (8.95%) had a diploma. Such findings imply that majority of respondents were adequately educated and had gone past diploma level which gave more credibility to the data they provided for this study. The practical implication of the findings is that educated employees are most likely to perform better at their jobs than the uneducated ones.

The results in Table 4.2 also show that the biggest proportion 87 (64.93%) of the study respondents had worked for a period of 6 years and above, followed by 37 (27.61%) who had worked for between one to five years The rest had worked for less than one year. The results overall show that public universities have experienced staff who are most likely to perform better at their jobs due to the job experience gained over time.

The results in the table also show that an overwhelming majority of 89 (66.42%) of the study respondents were males whereas 45 (33.58%) were females. The high percentage of male respondents reflects the general pattern in the public universities which are largely dominated by male employees compared to females.

46

Table 4.4 Respondents responses on staff performance by sex

Items	Sex of the Respondent				Total	
	Male		Female			
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Staff absenteeism	18	13.4	07	5.2	25	20.6
Decision making	17	12.7	09	6.7	26	19.4
Staff motivation	14	10.4	05	3.7	19	14.1
Employee Supervision	12	8.9	08	5.9	20	14.8
Rules and Regulations	10	7.5	06	4.4	26	11.9
Employee attitude	18	13.4	10	7.5	28	20.9
Total	**89**	**66.3**	**45**	**33.7**	**134**	**100.0**

results from Table 4.4 above indicate that   13.4% of males and 5.2% of females said staff abseentism was a determinant in the performance of employees; 12.7% of males and 6.7% of females mentioned that decision-making was key in determining performance; while staff motivation was observed by 10.4% of males and 3.7% of females. The study also found out that 8.9% of males and 5.9% of females mentioned employee supervision, 7.5% of males and 4.4% of females identified rules and regulations, whereas employee attitude as another determinant was mentioned by 13.4% of males and 7.5% of females. The highest number of responses indicated that staff absenteeism (20.6%) and employee attitude were key in determining staff performance in Kyambogo University, followed by decision-making (20.9%).

4.4 Influence of leadership styles on employee performance at Kyambogo University

In this section, descriptive statistics were presented before testing hypotheses. The descriptive statistics used were frequencies and percentages, while the inferential statistics used were Pearson correlation and coefficient of determination.

4.4.1 The Influence of leadership styles on the performance of Kyambogo University

The first objective of the study was to examine the influence of Autocratic Leadership Style on the performance of Kyambogo University. The employees were requested to respond to a number of statements regarding the Autocratic leadership in the university by indicating their agreement using a five-point Likert scale of SD=Strongly Disagreed, D=Disagreed, N – Not decided, A=Agreed and SA = Strongly Agreed as shown in Table 4. The responses are summarized in Table 4.5 below;

Table 4.5: How Autocratic leadership influences the Performance of Kyambogo University

Items	M	SD	D	NS	A	SA
We are given few opportunities to make suggestions	2.78	45 33.6%	55 41.0%	15 11.2%	11 8.2%	08 6.0%
There are high levels of staff absenteeism and turnover	2.87	18 13.4%	44 32.8%	20 14.9%	43 32.1%	09 6.7%
we are not consulted on policy determination	3.99	06 4.5%	57 42.5%	26 19.4%	01 0.7%	44 32.8%
There is no staff motivation	2.85	34 25.4%	48 35.8%	22 16.4%	20 14.9	10 7.5%
The leaders take full control and authority over subordinates	3.06	15 11.2%	54 40.3%	22 16.4%	34 25.4%	09 6.7%

The style promotes dictatorship within organizations	3.00	22 16.4%	22 16.4%	32 23.9%	50 37.3%	08 6.0%
There is quick decision making	3.51	15 15.7%	01 0.7%	30 22.4%	76 56.7%	12 9.0%
We are closely supervised	3.31	21 15.7	02 1.5%	40 29.9%	56 41.8%	15 11.2%
There is strong orientation towards conformity of rules and regulations	3.12	32 23.9%	01 0.7%	35 26.1%	51 38.1%	15 11.2%
Aggregate mean	**3.17**					

Source: Primary Data

To analyze the findings, employees who strongly disagreed and those who disagreed were combined into one category of who opposed the items. In addition, employees who strongly agreed and those who simply agreed were combined into another category of those who concurred with the items. Another category was that of those employees who neither agreed nor disagreed, the undecided with the items. Thus, the three categories of employees were compared. Interpretation was then drawn from the comparisons of the three categories as shown in the following paragraph. The study findings in Table 4 show that autocratic leadership is moderately positive (aggregate mean=3.17). A comparison on these items shows that the percentage of employees that opposed ranged from 5.2% to 41.8%, while the percentage of those that were not sure ranged from 11.2% to 29.2%, and the percentage of those who concurred ranged from 39.5% to 75.3%. From these comparisons, it can be seen that the range of percentages of those that opposed and those that were not sure are on average lower compared to those who concurred. Thus from this analysis, the following is the interpretation.

Staff consultation in policy formulation and quick decision-making were seen to have highest mean scores of 3.99 and 3.51 respectively. They noted that staff must be involved in policy formulation such that they feel they are part of the organization and this raises their motivation to work harder. Quick decision-making also reduces bureaucracy within the organization's systems which eventually improves the performance levels of such organization. From such findings, it can be interpreted that if staff are consulted and involved in policy formulation, they tend to feel to be part of the administration system and are thus motivated to improve their performance. A discussant said, "*We must be involved in University matters especially when formulating policies on behalf of the whole University because such policies also affect us in one way or another.*"

The study respondents noted that they were not given a few opportunities to make suggestions (mean=2.78), meaning that staff members were part of the leadership process of Kyambogo university. This was reinforced by a key informant who noted that, *"The university provides for innovative participation for staff to make suggestions on issues that concern their performance".* The above findings can be interpreted to show that the leadership style at the university allows for employee participation in decision-making and when employees feel that their suggestions/decisions are valued by management, they are more likely to work towards achieving organizational goals and objectives since they feel that their decisions are valued.

The respondents also moderately disagreed that there still exist high levels of staff absenteeism and turnover (mean= 2.87). The respondents to the study also moderately disagreed that they were not consulted on policy determination (mean= 3.99) and that there was no staff motivation (2.85), implying that motivation of staff is valued at the university. This finding was reinforced by one key informant interviewee who noted that, *"At the university we value employee motivation and motivated employees are less likely to indulge in counter-productive work*

50

behaviour which may have a negative effect on both institutional and individual employee performance."

Another key informant said, *"I must have a highly motivated team to get good work results and I cannot keep a team highly motivated without challenging work and good job performance. My primary task is to develop and maintain a high performances team through continuous team building efforts."* They also disagreed that the leadership style promotes dictatorship within the organizations (mean=3.00). Still the respondents noted that there were quick decision-making processes just to allow the university accomplish its set targets (mean=3.51). The above results show that the leadership style at Kyambogo University encourages employee commitment towards work. Committed employees are therefore more likely to perform better than their less committed counterparts. It was also noted that the workers were closely supervised (mean=3.31). Employees who know what is expected of them are likely to be more committed to their work. Respondents finally agreed that there is strong orientation towards conformity of rules and regulations (mean=3.12). However, one key informant argued that, *"Instead most of the employees at the university are aware of what is expected of them and thus doesnot call for strict supervision"* and this means that we at Kyambogo university are aware of what is expected of us as staff and how this expectation impacts on other people, functions and teams in the university A discussant observed, " *If we are motivated we raise our morale and eventually perform better at work thus improving the image of the University."*

4.4.1.1 Testing the influence of autocratic leadership on Performance

In order to determine the influence of autocratic leadership on performance at Kyambogo University, correlation and regression analysis were conducted. Pearson correlation coefficient (r) was used to determine the strength of the relationship between autocratic leadership factors on

performance at Kyambogo University. The coefficient of determination was used to determine the effect of autocratic leadership factors on performance. The significance of the coefficient (p) was used to test the objective by comparing p to the critical significance level at 0.05. This procedure was applied in testing the other objectives and thus, a lengthy introduction is not repeated in the subsequent sections of the testing.

Table 4.6:The results are summarized in Tables 5 and 6

		1	2
Autocratic leadership	Pearson Correlation	1	.417(*)
	Sig. (2-tailed)		.025
	N	134	134
Performance	Pearson Correlation	.417(*)	1
	Sig. (2-tailed)	.025	
	N	134	134

Source: Primary Data

Hypothesis:

Ho: Autocratic leadership does not influence the Performance (in terms of employees) of Kyambogo University

Ha: Autocratic leadership influences the Performance (in terms of employees) of Kyambogo university.

According to the results in Table 5, autocratic leadership on Performance were found to have a very positive relationship (r=0.417, p<0.05).Thus, the hypothesis that stated that autocratic leadership would have a significant influence on performance is partially accepted. This means that autocratic leadership has a positive effect on the performance of Kyambogo University. This

practically implies that the performance of Kyambogo University improves with a positive Autocratic leadership style. Thus an increase in the positive application of autocratic leadership style, leads to increase in performance of the university.

In order to determine the extent to which autocratic leadership style influences the performance of public universities, and specifically Kyambogo University, a regression analysis was conducted. The results are summarized in Table 6.

Table 4.7: Regression Analysis showing the influence of autocratic leadership on the performance of Kyambogo University

Model	Standardized Coefficients	T	Sig.
	Beta	B	Std. Error
1		6.741	.000
Autocratic leadership style (Total authority, independent decision making, and little in put from subordinates)	.241	2.420	.016
R Square=0.311			

Source: Primary Data

According to the results in the summarized Table 6, Autocratic leadership style significantly affects performance of Kyambogo University (r = .241). This means that Autocratic leadership style is a significant determinant of performance at Kyambogo University. Since the correlation does imply a causal-effect as stated in the first objective, the coefficient of determination, which is a square of the correlation coefficient (R square = .311), was computed and expressed as a percentage to determine the variance in performance at Kyambogo University due to Autocratic

leadership style.   Thus, findings show that Autocratic leadership style accounted for 31.1% variance in performance at Kyambogo University.

These findings were also subjected to a test of significance (p) and it is shown that the significance of the correlation (p = .016) is less than the recommended critical significance at 0.05. This means that Autocratic leadership style has a positive significant effect on performance. This practically implies that performance at Kyambogo University improves with a positive Autocratic leadership style. This indicates that autocratic style of leadership focuses on the development of value system of employees, their motivational level and morality together with the development of their skills and this in the end induces employees to perform as expected. A key informant was quoted as saying, "*Our leaders are very strict at times and this eventually discourages us from putting in much effort to our work which reduces our performance levels.*" Another one said, "*Working under tough and strict restrictions and directions makes us lose morale of working and as a result we are not committed to work thus less performance.*" Elements of Autocratic leadership (total authority and control, independent decision making and little input from surbodinates) were regressed against performance and it was found out that independent decision making and total authority and control were contributing more to the performance of the University.

4.4.2 The Influence of Democratic leadership style on Performance of Kyambogo University

The second objective of the study was to establish the relationship between Democratic leadership style on Performance of Kyambogo University. The respondents were asked to respond to a number of statements regarding Democratic leadership style. The findings are summarized in Table 4.8.

Table 4.8: How democratic leadership style influences the performances of Kyambogo University

Items	M	SD	D	N	A	SA
We are invited during decision making	2.78	45 33.6%	11 8.2%	22 16.4%	40 29.9%	16 11.9%
We are motivated to work hard	3.25	06 4.5%	35 26.1%	20 14.9%	65 48.5%	08 6.0%
There is commitment from subordinates	4.02	06 4.5%	01 0.7%	29 21.6%	46 34.3%	52 38.8%
We hold staff meetings regularly	2.89	34 25.4%	20 14.9%	25 18.7%	37 27.6%	18 13.4%
There is full trust and respect for leaders	3.06	15 11.2%	34 25.4%	22 16.4%	54 40.3%	09 6.7%
There is positive employee attitudes	3.01	22 16.4%	22 16.4%	39 29.1%	35 26.1%	16 11.9%
Leaders are expected to know everything	3.51	15 11.2%	01 0.7%	30 22.4%	76 56.7%	12 9.0%
I am part of decision making team	3.32	21 15.7%	02 1.5%	47 35.1%	41 30.6%	23 17.2%
Workers feel they control their own destiny	3.08	32 23.9%	01 0.7%	40 29.9%	46 34.3%	15 11.2%
There is delegation of duties and responsibilities to lower staff	3.06	15 11.2%	54 40.3%	22 16.4%	34 25.4%	09 6.7%
Aggregate mean	**3.198**					

Source: Primary Data

The study findings in Table 4.8 show that democratic leadership style of Kyambogo University is moderately positive (aggregate mean =3.198). A comparison of these items shows that the percentage of respondents that opposed ranged from 5.2% to 51.5%; the percentage of those that were not sure ranged from 14.9% to 35.1%; while the percentage of those who concurred ranged from 38% to 73.1%. From these comparisons, it can be seen that the range of percentages of those that concurred and those that were not sure are lower compared to those who opposed. Thus from this analysis, the following is the interpretation.

The results in Table 4.8 show that democratic leadership style of Kyambogo University is moderately good (aggregated mean=3.198). According to the results above, the respondents reported that they are invited during decision making of the university (mean=2.78). This means that decision making is participatory.

The study respondents agreed that they were motivated to work hard (mean=3.25). This motivation in the long run increases the university's capacity to expand. This perhaps means that the leaders at Kyambogo University consult their subordinates. This is likely to enhance a sense of feeling of importance among employees which is likely to enhance the university's performance.

The respondents agreed that staff meetings are held regularly (mean=2.89). This shows that the authorities at Kyambogo University give staff feedback. Providing feedback enhances performance in that if effective feedback is given to staff on their progress towards their goals, performance of the institution ultimately will improve. People need to know in a timely manner how they are doing, what is working, and what is not.

According to the study respondents, there is full trust and respect for leaders (mean= 3.06). Furthermore, the study respondents agreed that there is positive employee attitudes (mean= 3.01). A group of interviewees noted that positive employee attitude is beneficial to the organization in that employees can work in an efficient manner to accomplish work-related duties so there is both time for the staff, especially the lecturers, to devote to teaching and other activities. Secondly, positive employee attitude increases the university's capacity to expand, leaders are expected to know everything (mean=3.51); the staff themselves agree that they are a part of the decision making team (mean=3.32), a section of key informants concluded that when there is need creative decision making; conducting meetings for staff in the university is paramount; training people for leadership roles and performing the day to day organizational tasks. Training in leadership styles, provides confidence to employees which will help them meet deadlines and departmental goals; to provide efficient team inputs; workers/staff feel that they control their own destiny (mean=3.08); and that there is no delegation of duties and responsibilities to lower staff (mean=3.06).

Findings revealed that surbodinates were highly commited to work (higher mean score = 4.02). Such position indicates that the employees were commited to their work and this was raising their performance levels. When employees are committed to their work then they become more efficient while executing their tasks which eventually improves the performance levels of the orgnization. However, it was confirmed that the highly educated tended to be more committed than the less educated; likewise, it was affirmed that employees tend to get more committed to their work in older ages and they tend to settle in one job than the younger ones who are not so committed because maybe they are still trying to develop their careers and as a result they are always moving from one organization to another and thus cannot get committed to one job.

4.4.2.1 Testing the Influence of democratic leadership style on the Performance of Kyambogo University

In order to determine the influence of democratic leadership style on the performance of Kyambogo University, correlation and regression analyses were conducted. The results are summarized in Tables 9 and 10 below.

Table 4.9: Relationship between democratic leadership style on the Performance of Kyambogo University

		1	2
Democratic leadership style	Pearson Correlation	1	.493(**)
	Sig. (2-tailed)		.002
	N	134	134
Performance of Kyambogo university	Pearson Correlation	.493(**)	1
	Sig. (2-tailed)	.002	
	N	134	134

According to the results in Table 9 above, democratic leadership style on the performance of Kyambogo University was found to have a significant positive relationship (r=0.493, p<0.05). Thus, the hypothesis that stated that democratic leadership style would have a significant influence on performance of Kyambogo University is accepted. This means that democratic leadership style has a positive effect on the performance of Kyambogo University, implying that increase in democratic approaches improves the university's performance. They explained during interviews that democratic style of leadership induces employees in Kyambogo University to perform as expected. In order to determine the extent to which democratic

58

leadership style influences the Performance of Kyambogo University, the regression analysis was conducted as summarized in Table 10 below.

Table 10: Regression Analysis showing the influence of democratic leadership style on the Performance of Kyambogo University

Model	Standardized Coefficients	T	Sig.
	Beta	B	Std. Error
Democratic leadership style	.194	3.748	.000
R Square=0.087			

Source: Primary Data

According to the results in the summarized Table 10 above, findings show that democratic leadership style influences the performance of Kyambogo university (r = .194). This means that democratic leadership style is a significant determinant of the University's performance. Since the correlation does imply causal-effect as stated in the second objective, the coefficient of determination, which is a square of the correlation coefficient (r^2 = .087), was computed and expressed as a percentage to determine the variance in performance due to democratic leadership style. This means that 8.7% of the variation in performance is explained by democratic leadership style. Such a result could be interpreted to mean that with democratic leadership, staff or employees are given the freedom to work at their convenience. Such situation creates a conducive atmosphere for staff to work hard since they feel they are trusted by management and this improves their performance levels and this eventually indicates that democratic leadership a viable leadership style in Kyambogo University.

These findings were also subjected to a test of significance (p) and it is shown that the significance of the correlation (p = .000) is less than the recommended critical significance at 0.05. This means that democratic leadership style has a positive significant effect on performance. This practically implies that performance of Kyambogo University improves with better democratic leadership. Elements of democratic leadership (participation in decision making, staff meetings and delegation of duties) were regressed against performance and it was found out that participation in decision making was contributing more to the performance of the University.

4.3 The Influence of Bureaucratic leadership style on Performance of Kyambogo University

The third objective of this study was to find out how Bureaucratic leadership style influences Performance of Kyambogo University. The respondents were asked to respond to a number of statements regarding Bureaucratic leadership. The findings are summarized in Table 11 below.

Table 11: How Bueauctratic Leadership style influences the performance of Kyambogo University

Items	M	SD	D	N	A	SA
There is total respect for rules and regulations	3.07	30 22.4%	11 8.2%	28 20.9%	49 36.6%	16 11.9%
Employees must follow routine and repetitive task performance	3.18	13 9.7%	24 17.9%	31 23.1%	58 43.3%	08 6.0%
Employees are expected to follow established directions	4.02	06 4.5%	01 0.7%	29 21.6%	46 34.3%	52 38.8%

We are demoralized by the inflexibility and high control levels by our leaders	3.16	22 16.4%	46 34.3%	31 23.1%	17 12.7%	18 13.4%
There is high staff turnover and low performance	3.25	11 8.2%	63 47.0%	28 20.9%	24 17.9%	08 6.0%
Decision are made on our behalf	3.30	07 5.2%	22 16.4%	45 33.6%	44 32.8%	16 11.9%
We are expected to total obey our leaders	3.51	15 11.2%	01 0.7%	30 22.4%	76 56.7%	12 9.0%
Our leaders have the right to punish us	3.29	21 15.7%	01 0.7%	46 34.3%	50 37.3%	16 11.9%
We are influenced by our leaders	3.26	22 16.4%	01 0.7%	46 34.3%	50 37.3%	15 11.2%
Aggregate Mean	**3.34**					

Source: Primary Data

The study findings in Table 11 show that Bureaucratic leadership style as exercised at Kyambogo University is moderately positive (aggregate mean = 3.34). A comparison on these items shows that the percentage of respondents that opposed ranged from 5.2% to 55.2%, while the percentage of those that were not sure ranged from 20.9% to 34.3%, and the percentage of those who concurred ranged from 44.7% to 73.1%. From these comparisons, it can be seen that the range of percentages of those that opposed and those that were not sure are lower compared to those who concurred. Thus from this analysis, the following is the interpretation.

The results in Table 11 show that there is total respect for rules and regulations by the staff of Kyambogo University (mean= 3.07). Study respondents also noted that employees must follow

61

routine and respective task performance. (Mean= 3.18). Respondents also noted that employees are expected to follow established directions (mean= 4.02). The above findings show some level of employee commitment to the organization. This is likely to enhance the performance of the university. The study respondents also noted that the employees are not demoralized by the inflexibility and high control levels of the leaders (mean= 3.16); there is no high staff turnover and low performance (mean= 3.25); decisions are not made on the employees' behalf (mean=3.30). They observed that when employees feel they are part of the decision-making process, they become committed toward executing their duties associated with the decisions they were part of, thereby resulting in high employee performance; employees are expected to obey leaders (mean=3.51); leaders somehow have a right to punish employees when they misbehave (mean=3.29); and employees are in some way influenced by their leaders (mean=3.26).

Findings revealed employees being expected to obey their leaders (3.51) and being expected to follow established directions (4.02). Such results imply that when employees obey their leaders then there is likely to be smooth running and workplace relations which improves their performance. In addition, if employees obey their leaders, it means that most of the organization's activities are performed on time. This means there is achievement of orgnizational goals and objectives, which improves the organization's public image.

4.4.3.1 Testing the influence of Bureaucratic leadership style on performance of Kyambogo University

In order to determine the influence of Bureaucratic leadership style on performance of Kyambogo University, correlation and regression analysis were conducted. The results are summarized in Tables 12 and 13 below:

Table 12: Relationship between Bureaucratic leadership style on performance of Kyambogo University

		1	2
Bureaucratic leadership style	Pearson Correlation	1	.056
	Sig. (2-tailed)		.482
	N	134	134
Performance	Pearson Correlation	.056	1
	Sig. (2-tailed)	.482	
	N	134	134

Source: Primary data

According to the results in Table 12 above, Bureaucratic leadership style and performance have a relatively small relationship ($r = 0.056$, $p>0.05$). Thus, the hypothesis that stated that Bureaucratic leadership style would have a significant influence on employee performance is not accepted. This means that Bureaucratic leadership style has no effect on performance at Kyambogo University. Such results indicate that, at times, following all bureaucratic structures within an organization causes delayed decision-making, which leads too poor performance of such an organization. The bureaucratic style of leadership most times affects the performance of employees due to its delays in execution of duties since employees have to follow laid down procedures which at times are time-wasting and end up hindering efficiency and effectiveness of staff at Kyambogo University. This was supported by one key informant who observed that "irrespective of the staff ensuring that they follow laid procedures, most employees have worked with the university for many years but their performance has not improved". This practically implies that bureaucratic leadership style has not affected the performance of Kyambogo as a

63

university. In order to determine the magnitude of the influence of bureaucratic leadership style on the performance of Kyambogo University, regression analysis was conducted. The results are summarized in Table 13 below.

Table 13: Regression Analysis showing the influence of Bureaucratic leadership style on performance of Kyambogo university

Model	Standardized Coefficients	T	Sig.
	Beta	B	Std. Error
Bureaucratic leadership style	.007	1.748	.561
R Square=0.008			

Source: Primary Data

According to the results in the summarized Table 13 above, the coefficient of determination (R square) for Bureaucratic leadership is 0.008. This means that 0.8% of the variation in performance of Kyambogo University is explained by Bureaucratic leadership.

The standardized beta coefficient of 0.007 means that Bureaucratic leadership is insignificantly related with performance at Kyambogo University. This means that Bureaucratic leadership has no significant effect on performance. This practically implies that performance at Kyambogo University cannot be improved by Bureaucratic leadership. During interviews, a key informant reacted that, *"Bureaucratic style of leadership do not induce employees to perform as expected or the leadership style demoralize employees and this may lead to high turnover intension."*

Elements of Bureaucratic leadership (total respect of rules and regulations, routine and repeative task and follow of established directions) were regressed against performance and it was found out that following of established was contributing more to the performance of the University.

Table 14: Regression Analysis showing the influence of Autocratic, Democratic and Bureaucratic leadership styles on performance of Kyambogo university

Model	Standardized Coefficients	T	Sig.
	Beta	B	Std. Error
Autocratic leadership style	.241	2.420	.016
Democratic leadership style	.194	3.748	.000
Bureaucratic leadership style	.007	1.748	.561
R Square=0.008			

Source: Primary Data

According to the results in the summarized Table 14 above, the coefficient of determination (R square) for Autocratic leadership style is 0.241, Democratic leadership is 0.194 and Bureaucratic leadership is 0.008. This means that 24%, 19% and 0.8% of the variation in performance of Kyambogo University is explained by Autocratic leadership style, Democratic leadership and Bureaucratic leadership respectively. From such findings, it was concluded that autocratic leadership has more influence on the performance of Kyambogo University.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study examined the influence of leadership skills on the performance of Kyambogo University. The study specifically set out to: establish how Autocratic leadership style influences the performance of Kyambogo University; examine how Democratic leadership style influences the performance of Kyambogo University; and, find out how Bureaucratic leadership style influences the performance of Kyambogo University. This chapter presents the summary, discussion, conclusions and recommendations arising out of the study findings according to the objectives.

5.2 Discussion of Findings

5.2.1 Autocratic leadership style and Performance at Kyambogo University

The study tested the first hypothesis, "Autocratic leadership has a significant positive influence on the performance of Kyambogo University" and it was accepted. This is because there was a moderately positive relationship (r=0.417) between Autocratic leadership and performance whereby an improvement in the leadership style increases the performance of Kyambogo University. The study findings revealed that autocratic leadership is moderately positive (aggregate mean=3.17).

The study respondents noted that they were not consulted on policy determination (mean= 3.99) meaning that staff members were not taken as part of the leadership process of Kyambogo University. Such findings are in tandem with Adair (2005:43) who opined that under Autocratic type of leadership, leaders tell their employees what they want to be done and how they want it without getting advice from them. The respondents also moderately disagreed that there still

exist high levels of staff absenteeism and turnover (mean= 2.87). Such results are in line with Abdel et al (2008: 16) who observed that Autocratic leadership often leads to high levels of staff absenteeisim and turnover. Results further revealed that there was no staff motivation (mean=2.85), that the leadership style promotes dictatorship within the organizations (mean=3.00). These findings are supportive of Flickety & RajDahal's (2014: 23) observations that autocratic leadership also decreases motivation and increases staff turnover in an organization.

Respondents noted that there were quick decision-making processes just to allow the university accomplish its set targets (mean=3.51); that the leaders take full control and authority over subordinates (mean = 3.06). It was also noted that the workers were closely supervised (mean=3.31),;and that there is strong orientation towards conformity of rules and regulations (mean=3.12). The study therefore found out that Autocratic leadership style has a positive relationship with performance of Kyambogo University (74%). Such findings are in agreement with Joseph (2014: 17) who stresses that this style of leadership has much higher employee turnover and limits employee participation in decision making.

5.2.2 Democratic leadership and Performance of Kyambogo University

The study tested the second hypothesis: "There is a significant positive relationship between Democratic leadership and performance of Kyambogo university", and it was accepted. This is because there was a strong significant positive relationship (r=0.493) between democratic leadership and Performance of Kyambogo University (73%), whereby an improvement in Democratic leadership improves on its performance. The study findings further revealed that democratic leadership style of Kyambogo University is moderately positive (Aggregate mean =3.198). Democratic leadership style of Kyambogo University was found to be moderately good

(Aggregated mean=3.198). According to the findings, respondents reported that they are invited during decision making of the university (mean=2.78), which meant that decision making was participatory. Such findings are in line with Kouzes et al (2003: 45) who suggested that democratic leadership helps increase employees' skills and leaders invite members of the teams to contribute to decision-making processes.

The study respondents agreed that they were motivated to work hard (mean=3.25). They moderately agreed that there is commitment from subordinates averaged at (mean=4.02). Such findings are in agreement with Waterman (2008: 68) who asserted that democratic leaders are able to motivate their followers to get more involved in their work and increases their commitment to work. They agreed that staff meetings were held regularly (mean=2.89). The results agree with Fuxi (2013: 28) who observed that democratic leadership involves holding staff meetings for the purpose of making collective decisions in any administrative course of action.

They said that there is full trust and respect for leaders (mean= 3.06), which agrees with Georgopolilos (2007: 43) who argued that employees are trusted and in return they cooperate and have high morale and team spirit. Furthermore, the study respondents agreed that there are positive employee attitudes (mean= 3.01); leaders are expected to know everything (mean=3.51); the staff themselves agree that they are a part of the decision-making team (mean=3.32); workers/staff feel that they control their own destiny (mean=3.08); and that there is no delegation of duties and responsibilities to lower staff (mean=3.06). The results agree with Nkonge's (2008:31) observations that delegation improves employee morale and commitment though too much of it can lead to failure of task completion by employees.

5.2.3 Bureaucratic leadership style and Performance at Kyambogo University

The study tested the third hypothesis: "The Bureaucratic leadership has a significant positive influence on performance of Kyambogo university", and it was not accepted. This is because there was no significant relationship (r=0.048) (73%) between Bureaucratic leadership style and Performance at Kyambogo University whereby an improvement in Bureaucratic leadership does not improve on the performance of Kyambogo University.

According to the study respondents, Bureaucratic leadership accounted for 0.8% variance in the performance at Kyambogo University. This implies that Bureaucratic leadership has no effect on performance at Kyambogo University. The study respondents indicated that there is total respect for rules and regulations by the staff of Kyambogo University (mean= 3.07). Such results are in line with Kates (2007: 41) who opined that bureaucratic leaders work by the book and ensure that their staff follow procedures, rules and regulations. Study respondents also noted that employees must follow routine and respective task performance. (mean= 3.18), which is supportive of Yutchman (2007: 377) who observed that such following of routine creates boredom among employees and discourages them from doing their duties.

Respondents also noted that employees are expected to follow established directions (mean= 4.02). The study respondents also noted that the employees are not demoralized by the inflexibility and high control levels of the leaders (mean= 3.16); there is no high staff turnover and low performance (mean= 3.25). Such findings are in tandem with Pinar et al (2008: 68) who argued that inflexibility and high levels of control exerted on employees demoralize staff and lead to high staff turnover and low performance. Respondents further agreed that decisions are made on the employees' behalf (mean=3.30). Hosmer (2001;160) noted that with beauracratic leadership, decisions are made on behalf of employees and then imparted on them to follow.

69

Furthermore, the study found out that employees are expected to obey leaders (mean=3.51); that leaders somehow have a right to punish employees when they misbehave (mean=3.29); and that employees are in some way influenced by their leaders (mean=3.26). Such findings are in agreement with MacDonald et al (2002: 33) who observed that bureaucratic leadership style starts with the premise that team members must agree to obey their leader totally when they take on a job; and Brown et al (2009: 134) who argued that leaders have the right to punish team members if their work does not meet the pre-determined standards of the organization.

5.3 Summary

5.3.1 Autocratic leadership style and Performance at Kyambogo University

The study tested the first hypothesis, "Autocratic leadership has a significant positive influence on the performance of Kyambogo University" and it was accepted. This is because there was a moderately positive relationship (r=0.417) between Autocratic leadership and performance whereby an improvement in the leadership style increases the performance of Kyambogo University. The study findings revealed that autocratic leadership is moderately positive (aggregate mean=3.17). This was noticed in areas where respondents revealed that they were not consulted on policy determination (mean= 3.99), meaning that staff members were not taken as part of the leadership process of Kyambogo University; that there still exist high levels of staff absenteeism and turnover (mean= 2.87): that there was no staff motivation (mean=2.85): that the leadership style promotes dictatorship within the organizations (mean=3.00); that there were quick decision-making processes just to allow the university accomplish its set targets (mean=3.51); that the leaders take full control and authority over subordinates (mean = 3.06); that the workers were closely supervised (mean=3.31); and that there was strong orientation towards conformity of rules and regulations (mean=3.12). The study therefore found out that

70

Autocratic leadership style has a positive relationship with performance of Kyambogo University (74%).

5.3.2 Democratic leadership and Performance of Kyambogo University

The study tested the second hypothesis: "There is a significant positive relationship between Democratic leadership and performance of Kyambogo university", and it was accepted. This is because there was a strong significant positive relationship (r=0.493) between leadership stylesand Performance of Kyambogo University (73%), whereby an improvement in Democratic leadership improves on its performance. this was observed in situations where;

respondents reported that they were invited during decision making of the university (mean=2.78), which meant that decision making was participatory; that they were motivated to work hard (mean=3.25); that there is commitment from subordinates averaged at (mean=4.02); that staff meetings were held regularly (mean=2.89); that there is full trust and respect for leaders (mean= 3.06); that there are positive employee attitudes (mean= 3.01); leaders are expected to know everything (mean=3.51); the staff themselves agree that they are a part of the decision making team (mean=3.32); workers/staff feel that they control their own destiny (mean=3.08); and that there is no delegation of duties and responsibilities to lower staff (mean=3.06).

5.3.3 Bureaucratic leadership style and Performance at Kyambogo University

The study tested the third hypothesis: "The Bureaucratic leadership has a significant positive influence on performance of Kyambogo university", and it was not accepted. This is because there was no significant relationship (r=0.048) (73%) between Bureaucratic leadership style and Performance at Kyambogo University whereby an improvement in Bureaucratic leadership does not improve on the performance of Kyambogo University with 0.8% variance in performance at

Kyambogo University. This was noticed where respondents agreed that there is total respect for rules and regulations by the staff of Kyambogo university (mean= 3.07); that employees must follow routine and respective task performance. (mean= 3.18); that employees are expected to follow established directions (mean= 4.02); that the employees are not demoralized by the inflexibility and high control levels of the leaders (mean= 3.16); there is no high staff turnover and low performance (mean= 3.25); decisions are made on the employees' behalf (mean=3.30); employees are expected to obey leaders (mean=3.51); leaders somehow have a right to punish employees when they misbehave (mean=3.29); and employees are in some way influenced by their leaders (mean=3.26).

5.4 Conclusions

5.4.1 Autocratic leadership and Performance of Kyambogo University

The study concluded that Autocratic leadership has a positive relationship with the performance of Kyambogo University. This was seen in areas where employees are given opportunity to make suggestions; they are consulted on policy determination; there is staff motivation; they are closely supervised; and strong orientation towards conformity of rules and regulations, among others.

5.4.2 Democratic leadership and Performance at Kyambogo University

It was also concluded that there is a positive significant relationship between Democratic leadership and performance of Kyambogo University and it is realized that employees are invited during decision making; employees are motivated to work hard by way of providing allowances and other benefits; staff meetings are held regularly; there is trust and respect of

leaders; there is positive employee attitude towards work; and workers feel they control their own destiny.

5.4.3 Bureaucratic leadership style and Performance at Kyambogo University

It was also concluded that there is no significant relationship between Bureaucratic leadership style and performance at Kyambogo University; and it was realized that the employees of Kyambogo University follow established directions. It was also concluded that employees to some extent have respect for rules and regulations. Nevertheless, according to the study findings, it was concluded that Bureaucratic leadership style has a relationship with the performance of Kyambogo University but not significant.

5.5 Recommendations

5.5.1 Autocratic leadership and Performance of Kyambogo University

Since autocratic leadership style enhances performance, there is need to improve on this style in the following ways:

- The study recommends that management of the University implements structures to ensure that every employee is consulted during formulation of policies because everyone is eventually affected by the passed policies, therefore there is need to consider the views aired out by all the employees in the organization.

- Study findings revealed that autocratic leadership ensures quick decision making. However, such decision making should not come at the expense of the surbodinates. Thus, efficient and effective systems must be implemented to ensure that the decisions made are fair and are passed after consultations have been made with all the stakeholders including employees of the University.

73

- Management should establish opportunities for all members to make suggestions and not just the top officials and leaders in the organizational structure.

5.5.2 Democratic leadership and Performance at Kyambogo University

- Management should create opportunities for more informal time for employees to interact with managers. Employees are often hesitant to interrupt their busy bosses for small things such as information needs.

- Top officials who provide opportunities for casual conversation at work actually help employees feel they are needed and recognised. Management should appoint a Communications Committee which will manage communication in the university. Management should also hold regular meetings to foster communication between management and employees at all levels.

- There is need to communicate frequently. Most employees appreciate transparent management because it keeps them informed of executive decisions that may affect their jobs. Consistent corporate communication helps minimize negative rumors that would otherwise damage employee loyalty.

5.5.3 Bureaucratic leadership style and Performance at Kyambogo University

- There is need to encourage total respect for rules and regulations by all the staff. Many employees end up under-performing because they do not adhere to set rules and regulations which are supposed to guide them. When employees adhere to the rules and regulations, they will be able to put their minds together and even be innovative which a great achievement to the university. Employees who feel that they are contributors to the

university's strategic direction may feel greater ownership of their work, which often leads to enhanced commitment.

- The study found out there is high staff turnover (mean = 3.30). Management should take steps to retain employees (avoid staff turnover), and employees should be encouraged to know their work is appreciated. This can be done through motivation, for example, give them allowances like overtime for those who exceed their normal working hours; give them awards for better performance; grant them leave so that they can have some time to rest, especially for contract staff who are not entitled to leave; and also have a chance to participate in certain University activities like voting within the campus.

5.6 Limitations of the study

The researcher faced difficulty in finding the Kyambogo University Management members in their offices since some of them would be gone for official duties. Another challenge was that the research came in at a time when the university had closed for holidays. This placed a bit of a challenge as some lecturers and support staff could not be got at the university. Thus the researcher had to try by all means to look out for them at their other places of work, homes and elsewhere.

5.7 Contributions of the study

Public universities, particularly Kyambogo University, will be able to improve on their performance management systems which will assist in achieving competitive results; and there will also be an opportunity of revising its employment policy to favour employees. Finally, Kyambogo University and other universities at large will know exactly what affects their performance and the solutions they need to apply. After management has put all   the recommendations   into   practice,   the staff (lecturers, support staff)   will   be   motivated,

hardworking, more productive, happier and more concerned with customer satisfaction and ultimately, more profitable for the university. If the university starts recognizing and ensuring employee's participation in decision-making processes for their achievements, it will make them feel more appreciated and the employees will be willing to go an extra mile.

5.8 Recommendations for Further Research

This study only focused on three categories of leadership styles as the determinants of performance of Kyambogo University and according to the findings, leadership styles contribute only 40.6% of the variations in performance at Kyambogo University (Autocratic leadership takes up 31.1%, Democratic leadership takes up 8.7% and Bureaucratic leadership takes up 0.8%). This implies that there are other determinants of performance at public universities other than Autocratic leadership, Democratic leadership and Bureaucratic leadership. Therefore, future research should focus on these other determinants which affect institutional performance like motivation of employees, organizational culture, working environment and organizational policies, among others. Secondly, since only one university was focused on, the study can be carried out by other researchers to other universities just to equally find out the influence the above mentioned set of factors on their performance.

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APPENDIX I: CERTIFICATE OF PROOF THAT DISSERTATION HAS BEEN EDITED

MUKOTANI RUGYENDO

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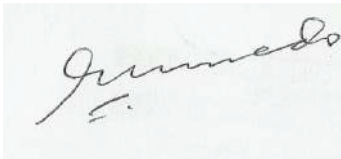
KAMPALA

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6 May 2017

CERTIFICATE OF PROOF THAT THE DISSERTATION HAS BEEN EDITED

This is to certify that the Master's Degree dissertation titled**, Leadership Styles and Performance of Public Universities in Uganda: A Case Study of Kyambogo University by Allex Tumuhimbise,** has been reviewed and corrected in order to ensure clarity of expression and consistency regarding key style aspects like general grammar, sentence structure to ensure logical flow and effectiveness of meaning, all-round punctuation, use of articles, use of tenses, spellings, plural and singular forms, quotations and attributions, citation and referencing.

Mukotani Rugyendo

Professional Editor

84

RESEARCH TITLE: "LEADERSHIP STYLES AND PERFORMANCE OF PUBLIC UNIVERSITIES IN UGANDA: A CASE STUDY OF KYAMBOGO UNIVERSITY"

Dear respondent,

I am Tumuhimbise Allex a student of Uganda Technology and Management University (UTAMU) pursuing a Master's degree in Public Administration and Management. The purpose of this questionnaire is to get your views on leadership styles and performance of Kyambogo University. The research is for academic purposes and will not be used elsewhere other than for the purpose of a partial fulfillment for the award of a Master's Degree in Public Administration and Management. You have been chosen as a respondent because of the knowledge and information that you have with regard to the topic. All the information provided will be treated with confidentiality.

SECTION A

For section A, please tick as appropriate.

Bio data

Sex: Male ☐   Female ☐

Position   i) Members of Council   ☐

             ii) Top Management   ☐

             iii) Deans and Directors ☐

             iv) Heads of Department   ☐

             v) Lecturer   ☐

             vi) Support Staff   ☐

85

Educational qualifications

(i) Post Graduate ☐

 (ii) Bachelor's Degree ☐

(iii) Diploma ☐

(iv) Others (specify)

…………………………………………………………………………......................................

For how long have you worked at Kyambogo University?

a) Less than 1 year ☐

b) 1 -5 years ☐

c) 6 years and above ☐

Please use 5 for strongly agree, 4 for agree, 3 for not sure, 2 for disagree and 1 for strongly

disagree, on comments in the table below:

SECTION B: HOW AUTOCRATIC LEADERSHIP STYLE INFLEUCES THE PERFORMANCE OF KYAMBOGO UNIVERSITY	SD	D	N	A	SA
We are given few opportunities to make suggestions	1	2	3	4	5
There are high levels of staff absenteeism and turnover	1	2	3	4	5
We are not consulted on policy determination	1	2	3	4	5
There is no staff motivation	1	2	3	4	5
The leaders take full control and authority over surbodinates	1	2	3	4	5
The style promotes dictatorship with in organisations	1	2	3	4	5
There is quick decision making	1	2	3	4	5

We are closely supervised	1	2	3	4	5
There is strong orientation towards conformity of rules and regulations	1	2	3	4	5
SECTION C: HOW DEMOCRATIC LEADERSHIP STYLE INFLEUCES THE PERFORMANCE OF KYAMBOGO UNIVERSITY					
We are invited during decision making We are motivated to work hard	1	2	3	4	5
There is commitment from surbodinats	1	2	3	4	5
We hold staff meetings regularly	1	2	3	4	5
There is ful trust and respect for leaders	1	2	3	4	5
There are postive employee attitudes	1	2	3	4	5
Leaders are expected to know everything	1	2	3	4	5
Iam part of the decision making team	1	2	3	4	5
Wokers feel they control theri own destiny	1	2	3	4	5
There is delegation of duties and responilities to lower staff	1	2	3	4	5
SECTION D: HOW BUEAUCRATIC LEADERSHIP STYLE INFLEUCES THE PERFORMANCE OF KYAMBOGO UNIVERSITY					
There is total respect for rules and regulations	1	2	3	4	5
Employees must follow routine and repetitive task performance	1	2	3	4	5
Employees are expected to follow established directions	1	2	3	4	5
We are demoralised by the inflexibility and high control levels by our leaders	1	2	3	4	5
There is high staff turnover and low performance	1	2	3	4	5
Decisions are made on our behalf	1	2	3	4	5
We are expected to totally obey our leaders	1	2	3	4	5

Our leaders have the right to punish us	1	2	3	4	5
We are influenced by our leaders	1	2	3	4	5

Please make suggestions on any other ways how autocratic leadershipinfluences performance of Kyambogo University

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If any other ways how democratic leadership affects performance, please mention

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Please suggest any other ways how bureaucratic leadership influences   performance at Kyambogo University.

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……………………………………………………………………………………………………

Thank you for your participation

APPENDIX III: INTERVIEW GUIDE

RESEARCH TITLE: "LEADERSHIP STYLES AND PERFORMANCE OF PUBLIC UNIVERSITIES IN UGANDA: A CASE STUDY OF KYAMBOGO UNIVERSITY"

Dear respondent,

I am Tumuhimbise Allex a student of Uganda Technology and Management University (UTAMU) pursuing a Master's degree in Public Administration and Management. The purpose of this interview guide is to get your views on leadership styles and performance of Kyambogo University. The research is for academic purpose and will not be used elsewhere other than for the purpose of a partial fulfillment for the award of a Master's degree in Public Administration and Management. You have been chosen as a respondent because of the knowledge and information that you have with regard to the topic. All the information provided will be treated with confidentiality.

1. In your opinion, do leaders at Kyambogo University apply autocratic leadership?

2. What are the other leadership styles applied at Kyambogo University?

3. Are there democratic leaders at Kyambogo University?

4. Does Kyambogo University face other challenges which affect her performance?

5. Is there poor management at Kyambogo University?

6. Are there strategies being put in place to overcome those challenges in your organization?

7. Are the employees involved in organizational decision making?

8. Are there motivation strategies?

9. Are there favorable government policies in your organization?

Thank you for your responses

89

APPENDIX IV: FORCUS GROUP DISCUSSION GUIDE

RESEARCH TITLE: "LEADERSHIP STYLES AND PERFORMANCE OF PUBLIC

UNIVERSITIES IN UGANDA: A CASE STUDY OF KYAMBOGO UNIVERSITY"

1. In your opinion, do leaders at Kyambogo University apply autocratic leadership style?

2. What are the other leadership styles being applied at Kyambogo University?

3. Are there democratic leaders at Kyambogo University?

4. Does Kyambogo University face other challenges which affect her performance?

5. Is there poor management at Kyambogo University?

6. Are there strategies being put in place to overcome those challenges in your organization?

7. Are the employees involved in organizational decision making?

8. Are there motivation strategies?

9. Are there favorable government policies in your organization?

Thank you for your responses