

**ORGANIZATIONAL LEADERSHIP AND PERFORMANCE  
OF CHILD FUND PROJECTS IN UGANDA, MBALE  
DISTRICT.**

**BY**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT  
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MANAGEMENT INSTITUTE**

**DECEMBER, 2015**

**DECLARATION**

I Jimmy Bwayo confirm that this is my original work which has never been submitted to any institution for academic purposes or published. Works of other authors which have been used in this study have been duly acknowledged

Sign .....

Date .....

**APPROVAL**

This is to certify that this dissertation has been submitted with our approval as supervisors

**Sign .....**

**Date .....**

**Dr. Michael Kiwanuka**

**Sign .....**

**Date .....**

**Mr. Innocent Nuwagaba**

## **DEDICATION**

This work is dedicated to my parents Mr. Wasibe Bwayo Samson and Mrs Wasibe Lunyolo being the basis of my Education up to this higher level, Connie Bwayo, our beloved children Ingrid Leah Kimono, Isabelah Khasebe, Gloria Khamuka, & Elijah Bwayo. Their moral, resources, prayers, and financial support rendered to me motivated the accomplishment of my piece of work. You are all kindly appreciated for the patience showed to me

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## **LIST OF ABBREVIATIONS/ ACRONYMS**

<b>B.C</b>	:	Before Christ
<b>CBO</b>	:	Community Based Organization
<b>CF</b>	:	Child Fund
<b>MAFOC</b>	:	Mbale area Federation of communities
<b>MMS</b>	:	Masters in Management Studies
<b>MOLG</b>	:	Ministry of Local Government
<b>NGO</b>	:	Non-Governmental Organization
<b>SPSS</b>	:	Scientific Package for Social Scientist
<b>PG</b>	:	Page
<b>UNDP</b>	:	United Nations Development Program
<b>UNGC</b>	:	United Nations Global compact
<b>UNICEF</b>	:	United Nations Children’s Fund
<b>USA</b>	:	United States of America
<b>USAID</b>	:	United States Agency for International Development
<b>WP</b>	:	White Paper

## **ABSTRACT**

The study examined how Organizational leadership affects the performance of child fund projects in Uganda, specifically Mbale District. The specific objectives of the study were to examine how Leadership structure and leadership style affects the performance of child fund projects in Mbale District. The study was a cross sectional survey which adopted both quantitative and qualitative approaches. Data from a sample of 80 respondents was collected using documentary review checklist, structured interview guides, and questionnaire. Qualitative data was analyzed using content analysis of which the respondent's views of the study were coded and categories constructed, analyzed and descriptive summaries said by respondents were presented. However, Quantitative data was analyzed using descriptive statistics specifically frequency distribution tables with the view to ascertain the number of times values of a given variables occurred. The study concluded that Leadership structure accounted for 71.2% of the variance on performance of child fund projects while leadership style accounted for 19.6%. It is seen from the analysis that Leadership structure has a greater effect on the performance of child fund projects followed by leadership style. This implies that leadership structure significantly affects performance while leadership style affects positively. The study recommended Management to integrate foreign policies with indigenous policies to create favorable working environment, capacity building of all staff and leaders to improve on skills and knowledge in managing timely and quality project deliverables in order to multiply on funding by donors, develop strategies that influence the leadership structure to provide clear authority to concerned and specific officers in charge.

# **CHAPTER ONE:**

## **INTRODUCTION**

### **1.1 Introduction**

The study examined the relationship between organizational leadership and performance of Child fund projects in Uganda, Mbale District. Organizational leadership in this Study was conceived as the independent variable while performance of Child fund projects was the dependent variable. This chapter presents the background to the study, the statement of the problem, the purpose, the objectives of the study, the research questions, the hypotheses, conceptual framework, the scope of the study, the significance, justification, and operational definition of terms and concepts.

### **1.2 Background to the study**

#### **1.2.1 Historical background**

According to Duncan Haughey (1950), the history of organizational leadership is as far back as 1800. It is noted that there has been some form of organizational leadership ever since early civilization. During the construction of the great pyramid of Giza which was completed in 2570 BC. Leadership in organizations, companies, and institutions was seen implemented according to Henry Gantt (1861-1919) when he developed a Gantt chart.

However, during the construction of Pharaohs pyramids, leadership was part of the game and from then this has widely been implemented by various organizations as a means of organizational management. Never the less, the practice of organizational leadership is proved ancient record. Historically managers of Pharaoh's pyramids were assigned responsibilities in four faces of the Great Pyramid, responsible for

overseeing their completion. Just as it is practiced today in several organizations in form of planning, execution and control for managing in several organizations.

This means that organizational leadership was used to ensure that leadership structure and styles are observed and justified. It was seen that democratic or authoritative leadership should contribute to the force needed for the employee to deliver quality work.

According to Frederick Taylor (1881), experimented different designs of shovel (tools) for use in their organizational leadership as a means of empowerment was generally recognized in institutions and organizations. However, the general model of organizational leadership as it is currently appreciated started from that period. The old leadership remain in use and indeed, are still taught, management as it is practiced by the most thoughtful executives. Building on ideas of Ian MacMillan, I'd propose that there are three "ages" of organizational leadership since the industrial revolution, with each putting the emphasis on a different theme: execution, expertise, and empathy. In several organizations and institutions, organizational leadership is applied directly or at times indirectly, to enable determine performance. The organizational leadership is used to determine good leaders who should manage the organizations. The recent organizational leadership recognized and applied by Child fund projects is adopted in their organizational structure illustrated in the appendices.

During the 1990s, organizations, institutions and industries practiced organizational leadership which has enabled them to undergo significant and rapid change in areas of information technology and human resources began highlighting the benefits of Change Management programs on a broader scale.

Similarly, Gregory (2005) pointed out that, Organizational Leadership, and the study of the same phenomenon, has roots in the beginning of civilization. He adds that the work, work environment, worker motivations, leaders, managers, leadership style, and a myriad of other work-related variables have been studied for almost two centuries. Therefore, over time, organizations have evolved from those with an authoritarian style to ones with a more comfortable work environment, and then to organizations where people are empowered, encouraged, and supported in their personal and professional growth.

It should be further noted that, Egyptian rulers, Greek heroes, and biblical patriarchs all have one thing in common—leadership. There are numerous definitions and theories of organizational leadership; however, there are enough similarities in the definitions to conclude that organizational leadership is an effort of influence and the power to induce compliance (Wren, 1995).

The organizational focus of the leader has evolved over this same period. Early organizations with authoritarian leaders who believed employees were intrinsically lazy transitioned into way to make work environments more conducive to increased productivity rates. Today, organizations are transforming into places where people are empowered, encouraged, and supported in their personal and professional growth throughout their careers. As the focus of leaders has changed over time, it has influenced and shaped the development and progression of leadership theory.

Consequently, the goal of effective leadership was evolving and moving away from the earlier concepts of the classical and scientific management theories that treated



workers as machines. Leaders were now challenged to actively involve followers in achieving organizational goals. McGregor (1960), whose work was closely linked to that of the behavioral theorists, is a reflection of that era, providing a foundation for the future emergence of transformational leadership.

The Industrial Revolution shifted America's economy from an agriculture base to an industrial one. It ushered in a change in how leaders viewed and treated their followers. It created a paradigm shift to a new theory of leadership in which "common" people gained power by virtue of their skills (Clawson, 1999). New technology, data and information at our fingertips, and globalization of the workforce are reshaping human thought and action in the workplace. Leader focus is already being teased and coaxed to look off center from where it views the organization and its workers today, with the theorists pulling and tugging to see which constructs will fit best into the new framework.

Today, we are in the midst of fundamental rethinking of what organizational leadership is and for what purpose it exist. If organizations existed in the execution era to create scale and in the expertise era to provide advanced services, today many are looking to organizations to create complete and meaningful experiences.

### **1.2.2 Theoretical Background**

The study was guided by the systems theory of Von Bertalanffy (1950) and the fundamental bodies' theory (2003).

According to the fundamental bodies theory, the way the institutions of society are organized, determines its performance and development outcomes Nabli and Nugent (1989); North (1990); Ostrom (2005); Putnam, Leonardi, and Nanetti (1993). This

means that leadership in Institutions shape human interactions, within and between donor agencies, recipient NGOs, and other actors in the aid system Stocker G. (1995).As adopted from this theory the mode at which child fund projects are prepared, managed, administered determines its deliverables hence performance. The key concepts among others include: rules, enforcement by agents, distinction between institutions and organizations, norms, strategies, and incentives. The idea behind leadership is that institutions cuts across academic disciplines, where its variants are distinguished by their focus on economic, political, or social issues.

On the other hand, the systems theory as developed by Von Bertalanffy is based on the belief that an organization is a system consisting of interrelated and interdependent components which form a unitary whole. Similarly Kreitler (2000), states that a system is a collection of parts in form of leadership and management, materials, information, projects, employees, & outputs which must operate interpedently to achieve a common purpose. Bertalanffy argued that in order to understand an organized whole in this case leadership and management, we must know their parts and relations between them. From this observation we learn that good leadership and management enables projects have efficient structures and their operations in an organization. The Primer group describes system as, a family of relationships among the members acting as a whole. For Chester Bernard who followed in the footsteps of Von Bertalanffy, described organizations as a cooperative system that operates as a family. He says that cooperative system is a complex of physical, biological, personal, and social components which are in specific systematic relationship by reason of the cooperation of two or more persons for one definite end.

Chester comments that “glue” of this system is about the willingness for employees to serve the common purpose and communication throughout the system.

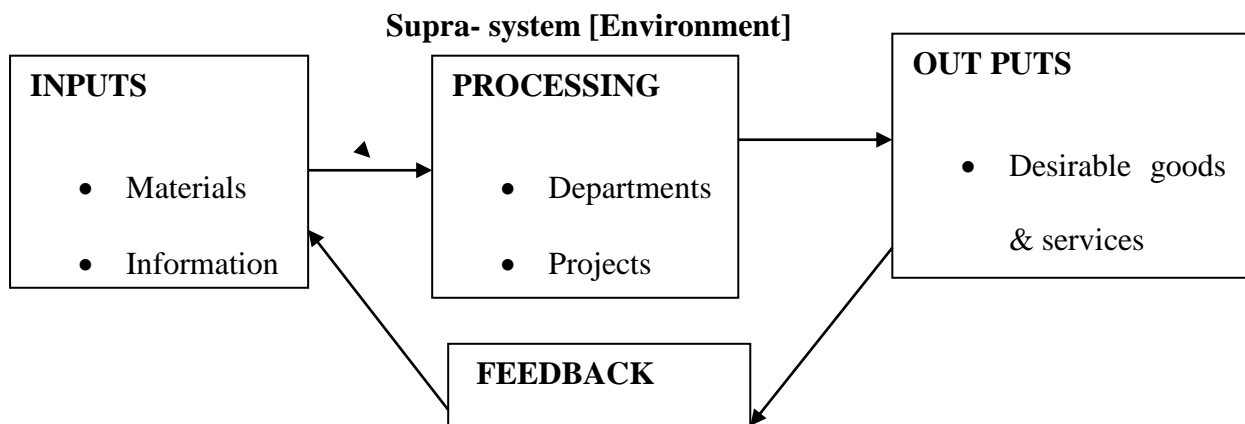
In this research study leadership and management depends on projects, employees, structures which process inputs. In relation to this approach, there are two types of systems commonly used as open and closed systems.

The analysis of Marx and Darwin’s views, systems theory investigates both the principles common to all complex entities, and the models which can be used to describe them. We realize that this may be physical or abstract depending on the nature which consists of the qualities of the system. Systems have internal relationships which exist in an environment.

In application of systems theory to a project, a closed system is a self-sufficient entity, whereas an open system depends on the surrounding environment for survival. These two kinds of systems cannot be completely separated from each other similarly to leadership and management and performance of projects. The key to classifying a system as relatively closed or open is to determine the amount of interaction between the system and its environment. Take an example of dry cells in a radio are relatively closed system; dry cells runs without help from the outside environment visa vi to an open system that monitors change and respond to it through the feedback mechanism, this is how organizational leadership and management should look like if good performance is to be observed in projects.

The figure below clearly illustrates the systems theory

**FIGURE 1 ILLUSTRATING HOW SYSTEMS THEORY IS RELATED TO THE STUDY**



**Source: Management Theory and practice sixth Edition**

COLEMA, MIPD, MANAGEMENT (2004)

The figure above explains how systems work and depend on one another. Inputs consists of materials, information, and leadership existing in Child Fund which is processed by departments and Projects with the aim of producing out puts which are desired goods and services given to clients and in the long run clients gives feed back to the organization about the quality of goods and services.

To relate the above theory to the study it is important to note that in child fund projects a system can be related to an organized collection of subsystems that are integrated to accomplish an overall goal. The system has various inputs in this case we conceive , organizational leadership structure and leadership style which go through certain processes (activities) to produce certain outputs (deliverables) to accomplish the overall desired goal for the system and this is referred to us as a project. A system is made up of many different subsystems just us a project with subsystems of donor funds, local resource contribution, employees, policies, and leadership and management which play their respective roles and depends on one another. From my observations as regards to this theory, an organization is made up of various administrative and management functions, products, services, groups and

individuals. So this tells us that leadership and management which reflect a system if not well coordinated, the nature of the overall system which is performance is often changed as well which affects the entire system.

### **1.2.3 Conceptual Background**

According to Walter Johnson (2015), Organizational leadership is about management. Leadership by itself is transformative; it is about shifting priorities in workers and creating followers through the articulation of a vision. However, when leadership is embedded within an organization, the definition changes to leadership within, rather than above, the organization and, therefore, becomes management or even better, supervision.

From the above definition, one notes that organizational leadership has three general features. First, setting the direction and the tone of the organization is the most central ingredient. This concerns strategic planning, based around very specific and achievable goals. Second, organizational performance management is equally important, in that the organization, as it changes, must be continually assessed. This means the organization must be constantly supervised and weak points identified. And third, the definition of organization leadership must include the concept of change. Slowly bringing an organization from its inertia to dynamism is an important leadership role, and this requires continually changing roles and the concept of roles within an organization.

Organizational leadership is based loosely around the “structural functionalist model” of leadership, which is bureaucratically based. Each organization, from a club to a firm to the broader society, is seen as being made up of complimentary parts, each

assisting the other in creating a smoothly functioning organization. Keeping a watch on this more or less self-regulating mechanism is important, and the ingredient of performance management becomes central. Ultimately, the purpose here is to make sure the roles in the organization continue to work as a system, with as much stress on the whole as on the part.

Modern societies tend towards systematization, bureaucratization and standardization. For better or worse, this is why leadership in organizations is so important. Charisma matters less than institutional experience and competence. When considering the definition of organizational leadership, it is always helpful to contrast it to leadership per se, which does not require bureaucratic management skills. But organizational leadership is all about bureaucratic management.

Regardless of the shortcomings of bureaucracies, they have proven themselves to be an efficient way of solving problems. A smoothly running organization can process issues and problems promptly and with little friction. But this is a realistic scenario only when bureaucratic leadership becomes paramount, and the system is regularly assessed and tweaked to make sure it functions properly, that is, it fulfills the purpose it was created for.

The purpose of an organization is to produce certain benefits--“end results.” Organizational leadership is less concerned with transforming people than with the smooth operation of the bureaucracy. It is a less exalted form of leadership more akin to management. The definition, therefore, is truly about understanding the organization to the extent to which the manager can manage change within the system without disrupting it.

The key concepts in this study were organizational leadership and performance.

Leadership according to the World Bank report (1994) is the manner in which power is exercised in the management of the country's economic and social resources. However, this definition has been broadened in recent years to 'the sum of the many ways individuals and institutions, public and private manage their common affairs Putnam (1993), Commission on global management (1995) The Human Development Report UNDP (1999) goes beyond these definitions and gives a more radical notion of good leadership, underpinning the importance of peoples' participation in shaping their own leadership and development.

Other scholars of management, Karim and ShehlaZaidi (1999) define leadership as a set of policies, roles, responsibilities, and processes that are established in an organization to guide, direct, and control how the organization uses technologies to accomplish business goals Office SharePoint Server (2007). Effective leadership anticipates the needs and goals of both organizations' programs Putnam's R.D. (1993) Again leadership has been variously defined as "the management of society by the people" Albrow, (2001, P 151), and, "the exercise of authority to manage a country's affairs and resources" Schneider, (1999, p.7). From the above definitions, leadership facilitates sustaining co-ordination and coherence among a wide variety of actors with different purposes and objectives such as political actors and institutions, corporate interests, civil society, and transnational organizations Pierre (2000: 3-4).

According to different scholars, performance is a process of delivery on expectations; however, Bernardin (2007) defines it as a record of outcomes produced on specified job functions during a specified period of time. Armstrong (2005, 2006) defined performance as a record of accomplishments realized on individual basis about inputs,

outputs that may be improved by measuring results. Scholar's reports that performance probably can be measured in form of indicators Armstrong (2005).

Performance involves the design and maintenance of an internal environment in an organization where individuals working together in groups, can perform efficiently and effectively towards the attainment of group goals.

Performance is achieved through involving each stakeholder in the organization Lubanga (2008), Armstrong (2005) reports that management is taken as the foundation of organizations which plays a main role to realize organizational goals and this will be judged by checking the performance indicators in the dimensions of quality, cost, and timeliness in terms of outputs and outcomes MoLG, (2008). Outcomes will be based on the achieved impact representing the strategic plan of the organization while outputs will be determined from the results of activities implemented which in the long run contribute to the expected outcomes.

Leadership' further refers to the act of the authority to rule and control Stoker G. (1995). Through common usage however, and its application across both private and public sectors, the term has taken on various meanings.

Copyright September (2014) Institute on Management justifies the need for leadership that it exists anytime and defines leadership as a group of people coming together to accomplish an end. Though the management literature proposes several definitions and they rest on two dimensions: leadership structure and leadership style. At this institute, the working definition of leadership reflects these dimensions: Leadership structure determines who has power, who makes decisions, how other players make their voice, heard and how accountability is rendered.



Ultimately, the application of good leadership serves to realize organizational and societal goals. The following examples help our understanding of each of the two dimensions of organizational leadership. Where a group is too large to efficiently make all necessary decisions, it creates an entity to facilitate the process. Group members delegate a large portion of the decision-making responsibility to this entity.

One simple definition of leadership is the art of steering societies and organizations. Leadership is about the more strategic aspects of steering, making the larger decisions about both direction and roles. Some observers criticize this definition as being too simple. Steering suggests that leadership is a straightforward process, akin to a steersman in a boat. These critics assert that leadership is neither simple nor neat by nature it may be messy, tentative, unpredictable and fluid. Leadership is complicated by the fact that it involves multiple actors, not a single helmsman.

These multiple actors are the organization's stakeholders. They articulate their interests; influence how decisions are made, who the decision-makers are and what decisions are taken. Decision-makers must absorb this input into the decision-making process. Decision-makers are then accountable to those same stakeholders for the organization's output and the process of producing it.

#### **1.2.4 Contextual Background**

Child Fund is an international, nonprofit, nonpolitical private humanitarian organization dedicated to serving the needs of underprivileged children all over the world regardless of sex, race through long term and stabilized person to person assistance programs with headquarters located in Richmond, Virginia, USA. Child Fund in Uganda begun implementing child focused development programs in (1980), Child Fund Uganda Annual Report (2011). In this regard, the organization has

accumulated experience working for and with children through community based organizations at the district and village levels. Child Fund currently intervenes in 36 districts in Uganda, reaching 52 communities through affiliated local NGOs, with support from over 1500 community volunteers and 700 home based caregiver. The Organization has directly supported 1.2 million deprived, excluded and vulnerable children; and 750,000 families through its development and disaster mitigation programs Child Fund Beneficiary book (2010). Child Fund implements programs through community based organizations (CBOs) that have qualified and experienced staff and community based volunteers Mbale Area Child Progress Report (2010).

Child Fund underwent a change in its program strategies in order to improve the quality of its programs and services from individual provision of basic needs to its members, to community focused programs that would impact on the alleviation of poverty, Mbale area federation of communities (2009). The new management is called the Bright Futures Model and was initially piloted in Uganda so this program being a pilot to the organization, it experiences many shocks in the organization as a whole. One of the basic features of the new model is the leading role of the federation such as parent, youth and children's federation in planning, implementation, monitoring and evaluating the programs with and through partner organizations this still remains the organization challenge because after evaluation communities are still poor and projects experience gapes in performance. Existing structures and top leadership are well established but measures to sustain the organization and promote the organizational interventions as well as human resource management are still a major challenge to the organization, Projects staff quarterly minutes (July – Sept 2012). As seen from the individual staff appraisal files for instance out of 800 enrolled children in each project who are supposed to be monitored twice each year in

schools and homes only 300 children are visited. Capacity building of employees for acquiring new skills and knowledge each year is planned but no staff is given opportunity for such trainings. Thus management is lacking, even there is high labour turnover both in projects and Child Fund office, lack of proper coordination amongst staff, high rates of sponsor conciliation for sponsored children, low attitude of beneficiaries towards the program.

Child Fund has established structures, procedures, and policies as tools to guide all employees for implementing the organizational programs, Child Fund Manual (2006). Unfortunately, the overall management practice is flawed/ spoiled in such a way that the leadership structure and leadership style at child fund projects don't serve the local interest of local stakeholders. Policies are imposed on stakeholders from Donors with minimal participation to serve their foreign interests. Arising from the above discrepancies (management gap), the morale of employees in projects has remained very low. This in turn has resulted into failure to implement projects according to set time schedules, increased costs of implementation and indeed overall quality of services to the beneficiaries. This has contributed to high labour turnover, cancellation of sponsored children by Funders, reduced grants & subsidies from the donors and increased vulnerability to the lives of enrolled orphans.

A number of interventions have been put in place to resolve the discrepancies this include among others frequent monitoring and capacity building programs to improve employees skills and attitude. Unfortunately these interventions have not redeemed the situation. Unless other practical solutions are put in place to arrest the above situation, the lives of Children who are made to benefit from Child fund remains at stake.

It is upon this background that a researcher conducted an investigation as to why the trend keeps on increasing every passing year. Five projects of Child Fund were under the study in Mbale District.

### **1.3 Statement of the Problem**

Organizational leadership is a critical ingredient to successful organizational performance in the sense that it permits people in organizations to exercise power and decision making (Jepri&Ayu2007).

However, the current leadership at Child Fund projects which is expected to enhance performance does not seem to be effective. The leadership style is authoritative in that Policies are imposed on stakeholders from Donors with minimal participation of stakeholders to serve their foreign interests. In addition the leadership structure is so rigid and hierarchical making decision making difficult. Worse still the leadership style is characterized by lack of supportive relationship because superiors and subordinates operate independent of each other. Arising from the above discrepancies, the morale of employees in projects has remained very low. This in turn has resulted into failure to implement projects according to set time schedules, increased costs of implementation and indeed overall quality of services to the beneficiaries.

Unless practical solutions are put in place to arrest the above situation, the lives of Children who are meant to benefit from Child fund projects remains at stake. The above situation raises the question as to the role of management in influencing performance of child fund projects in Uganda.

#### **1.4 Purpose of the Study**

The purpose of the study was to examine the relationship between organizational leadership and performance of Child fund Projects in Uganda with a view of proposing practical strategies to improve performance.

#### **1.5 Objectives of the Study**

The study was guided by the following objectives;

- I. To investigate the extent to which leadership structure affects the performance of child fund projects in Mbale District.
- II. To find out how leadership style affects the performance of child fund projects in Mbale District.

#### **1.6 Research Questions**

The study sought to answer the following research questions.

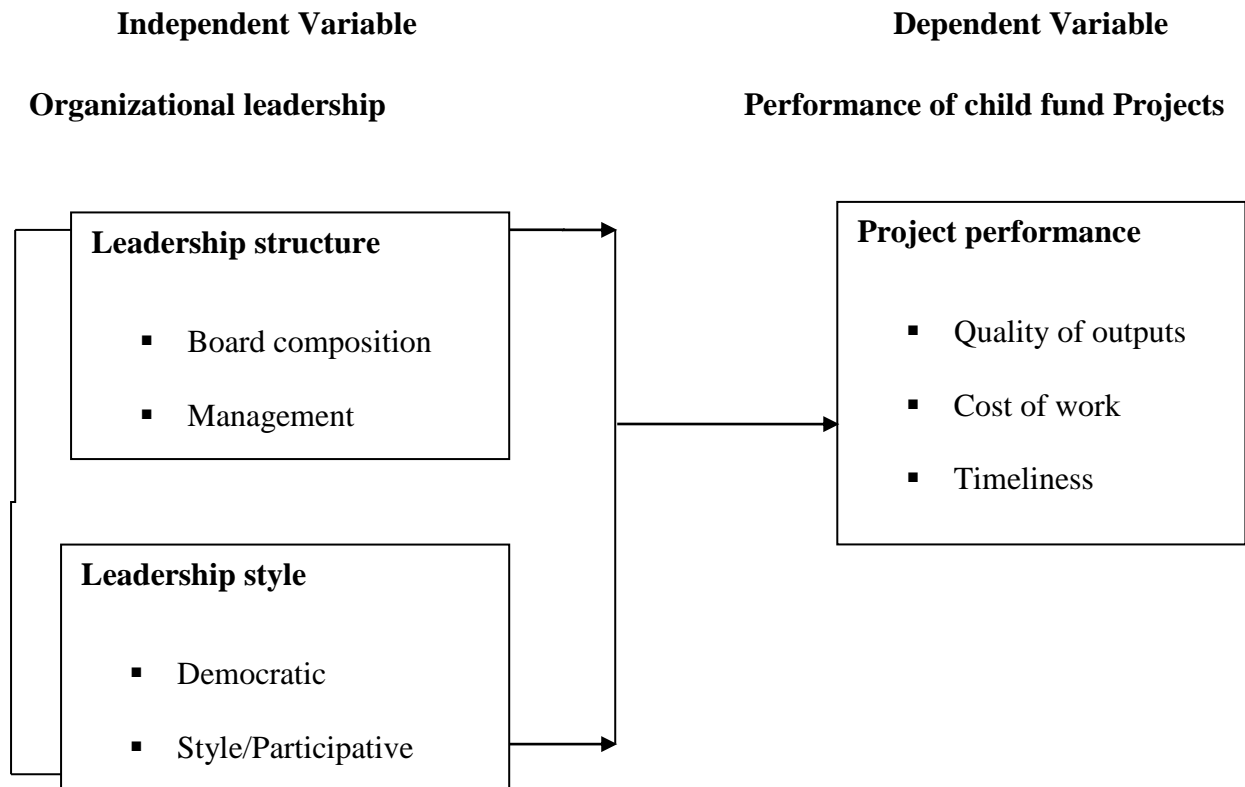
- I. How does the leadership structure influence the performance of child fund projects in Uganda?
- II. How does leadership style affect performance of child fund projects in Uganda?

#### **1.7 Hypotheses of the Study**

- I. The leadership structure has a positive significant influence on performance of child fund projects in Uganda.
- II. The leadership style has a positive significant effect on Child fund projects in Uganda.

### 1.8 Conceptual Frame work:

The Conceptual framework in figure 2 makes a graphic description of the relationship between the key variables of study.



**Figure 2: Source; Principles & Practice of Management Armstrong Michael (2003)**

The conceptual frame work above shows the relationship between Organizational leadership (independent variable), and performance of child fund projects as the dependent variable.

In this study the IV; organizational leadership with its two dimensions of leadership structure, and leadership style influences performance of child fund projects which is dependent variable as elaborated below;

The leadership structure has a profound implication on performance of child fund projects in that a horizontal system facilitates quick decision making and therefore performance unlike the rigid bureaucratic vertical structure. Furthermore a representative board composed of all key stakeholders is expected to deliver performance.

The leadership style just like the leadership structure affects the performance of child fund projects; on the one hand the democratic style of leadership allows consultative and participative processes in planning and implementation of strategies and leads to improved performance. On the other hand, dictatorial style of leadership characterized by top down commands does not favor positive performance because it acts as a demotivating factor.

In summary it is expected that if organizational leadership is well established child fund projects in Uganda, Mbale District would deliver their expectations/ performance which was measured in terms of quality and quantity of outputs, cost and timeliness.

## **1.9 Scope of the study**

### **1.9.1 Content scope**

The Study was conducted to examine how organizational leadership affects performance of Child Fund Projects in Mbale District. By implication therefore other factors that affect performance of child fund projects other than organizational leadership shall not be considered (shall be ignored).

### **1.9.2. Geographical Scope**

Mbale District is located in eastern Uganda with land area of 534.4 square km and a population of 392,901 people of which 90% live in rural areas and 10% live in urban

and pre-urban. The District is 228 kms east of Kampala bordering Sironko in the North, Kenya & Manafwa in the east, Butaleja in the south, and Budaka in the west.

### **1.9.3 Time Scope**

The Study focused on the last period of six years of projects intervention (2005 to 2011). This time scope is long enough to assess whether or not the project has achieved the intended objectives.

### **1.10 Significance of the Study**

- I. The Study may be relevant in form of acquiring academic skills and knowledge for practical use, researchers may have intensions of conducting more research on organizational leadership and performance of projects in any other organization.
- II. There is evidence that the study may provoke and influence the stakeholders and right management of Projects in relation to both local and international resource mobilization
- III. It may lead to a plan of stimulating researchers to conduct further research on organizational leadership and performance of Child fund Projects

### **1.11 Justification of the Study**

- I. The findings of the study may help managers both in Government and NGO (Child fund projects) world to improve performance of projects.
- II. The study was further carried out to widen on the organizations stock literature for reference points and more research for future improvement.
- III. After the Study, this intervention will enable improve the researcher's related skills and knowledge at higher management level.



## 1.12 Operational Definitions of Key Terms

According to Walter Johnson (2015), Organizational leadership is about management. Leadership by itself is transformative; it is about shifting priorities in workers and creating followers through the articulation of a vision. However, when leadership is embedded within an organization, the definition changes to leadership within, rather than above, the organization and, therefore, becomes management or even better, supervision.

From the above definition, one notes that organizational leadership has three general features. First, setting the direction and the tone of the organization is the most central ingredient. This concerns strategic planning, based around very specific and achievable goals. Second, organizational performance management is equally important, in that the organization, as it changes, must be continually assessed. This means the organization must be constantly supervised and weak points identified. And third, the definition of organization leadership must include the concept of change. Slowly bringing an organization from its inertia to dynamism is an important leadership role, and this requires continually changing roles and the concept of roles within an organization.

**Management:** management means thinking about strategic issues, rather than the operational day-to-day running of the business. It also refers to processes by which the public sector is managed at a strategic level. Central to manage are the concepts of leadership, authority, accountability, transparency and structure to ensure the efficient, effective and equitable allocation of organization funds. Strategic Governance Principles & Indicators (2003)

**Board members:** This means officially elected members in project to oversee management those that have a good mix of a large range of skills. Board members are charged with working collectively to act as the mind of the community group they serve. In doing so, they must work together to determine organizations mission and purpose, set a strategic vision and plan;

According to Business Dictionary defines board members as managing body of an organization. Its members are elected normally by the stakeholders of the organization at an annual general meeting(AGM) to govern the organization and look after the beneficiaries interests. The board has the ultimate decision-making authority and, in general, is empowered to set the policies, objectives, and overall direction.  
<http://www.businessdictionary.com>

**Performance,** for Oxford English dictionary defines performance as the execution and working out of anything undertaken. However, Baron and Armstrong (2005) argue that performance is a matter isn't only of what persons achieve, but how they achieve it. Therefore from the definitions above, it can be argued that performance is not just about outputs, it is also concerned with actions and behaviors demonstrated to achieve targets.

For the case of this study, performance means the degree to which Project employees are able to accomplish their tasks, which are deliverables or outputs as agreed upon in their contracts. Here, focus was on the timeliness, quality and cost in response to policy.

**Quality:** According to ISO (8402-1986), standard defines quality as the totality of features and characteristics of a service that bears its ability to satisfy stated needs.

However, for this study it refers to ways of satisfying the beneficiaries' needs in relation to what was planned for intervention

**Cost:** according to Business dictionary.com defines cost as an amount that has to be paid in order to get something. Cost is usually a monetary valuation of effort, material, resources, time and utilities consumed, production and delivery of a good or service. As this study is concerned, it means that all expenditures incurred on the project activities are completed within the approved budget.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The chapter presents a review of literature related to the study which focuses on the areas developed in chapter one. It explains the concepts of organizational leadership and their relationship with performance of Child fund projects. The chapter also looks at the literature review systematically investigating the independent and dependent variables in accordance with the study objectives.

### **2.2 Theoretical Review**

A number of theories have been advanced to explain organizational performance, but the ones that have a close relationship to this study are Systems theory and Contingency theory. Organizational leadership was reviewed using leadership structure, and leadership style. Performance of Child fund projects on the other hand was reviewed by use of quality, cost, and timeliness.

Systems theory was earmarked as a broad perspective which the researcher had intentions for not avoiding it. Systems theory focuses on the organization as a system consisting of interrelated and interdependent components which form a unitary whole (Von Bertalanffy, 1950). This theory attempts to analyze and understand these interrelationships with a view towards taking the specific managerial actions necessary to deal with the issue and the purpose of developing a practical answer to the question at hand.

The systems theory is relevant because it is in full support that any organized group, organization, constitutes a system, which is composed of regularly interacting groups of people performing activities. (WP1044, Systems Thinking)

It is in agreement by the theory that a single system consists of sub-systems reflecting that Child Fund as an organization the projects that it operates are sub systems therefore Child Fund cannot function without its projects, its behaviors and outputs influence the higher level systems. These concepts are closely aligned with the ideas in complexity theory.

Generally, systems theory has been used as the guiding theory that has provided a frame work in examining the dynamics of leadership structure, leadership styles and, performance. For example, the theory is in agreement with the view that, the structure starts at the top with a boss who passes authority down through managers to lower-level employees. Karl Ludwig von Bertalanffy created this theory in 1934 and business organizations have been building on his model since then. This also implies that organizational management does not come in different types; it is a responsibility of a single entity which relies on sub-systems to be effective. Analytically according to systems theory, recommends that instead of creating one system where decisions flow downward from the boss through employees who are lower on the organization chart the organization can introduce various systems that work together such as departments that have their own heads and structures of which these departments are able to interrelate with other departments as needed.

Systems theory in review of leadership explains that power-holders within organizations decide upon courses of strategic action. This 'strategic choice' does not

include only the establishment of structural forms but also the manipulation of environmental features and the choice of relevant performance standards.

According to Ralph Stogdill (1970s), the basic premise of the contingency theory is that managerial actions and organizational design must be appropriate to the given situation and particular action is valid only under certain conditions. From the above, one can rightly conclude that effective management varies with the organization and the environment within which it exists.

Critically the two theories are interrelated, contingency theorists accept organic and open adaptive nature of organization, interdependency and the need for flexibility premises of systems approach. However, the systems theory does not adequately spell out the precise relationship between organization and its environment. On the other hand, systems theory takes into account the full range of human needs and motivations. Therefore two theories are complementary to each other, systems theory try to specify the situations under which a particular concept may be applied and contingency theory provides the process by which the organization may adapt to the specified situation.

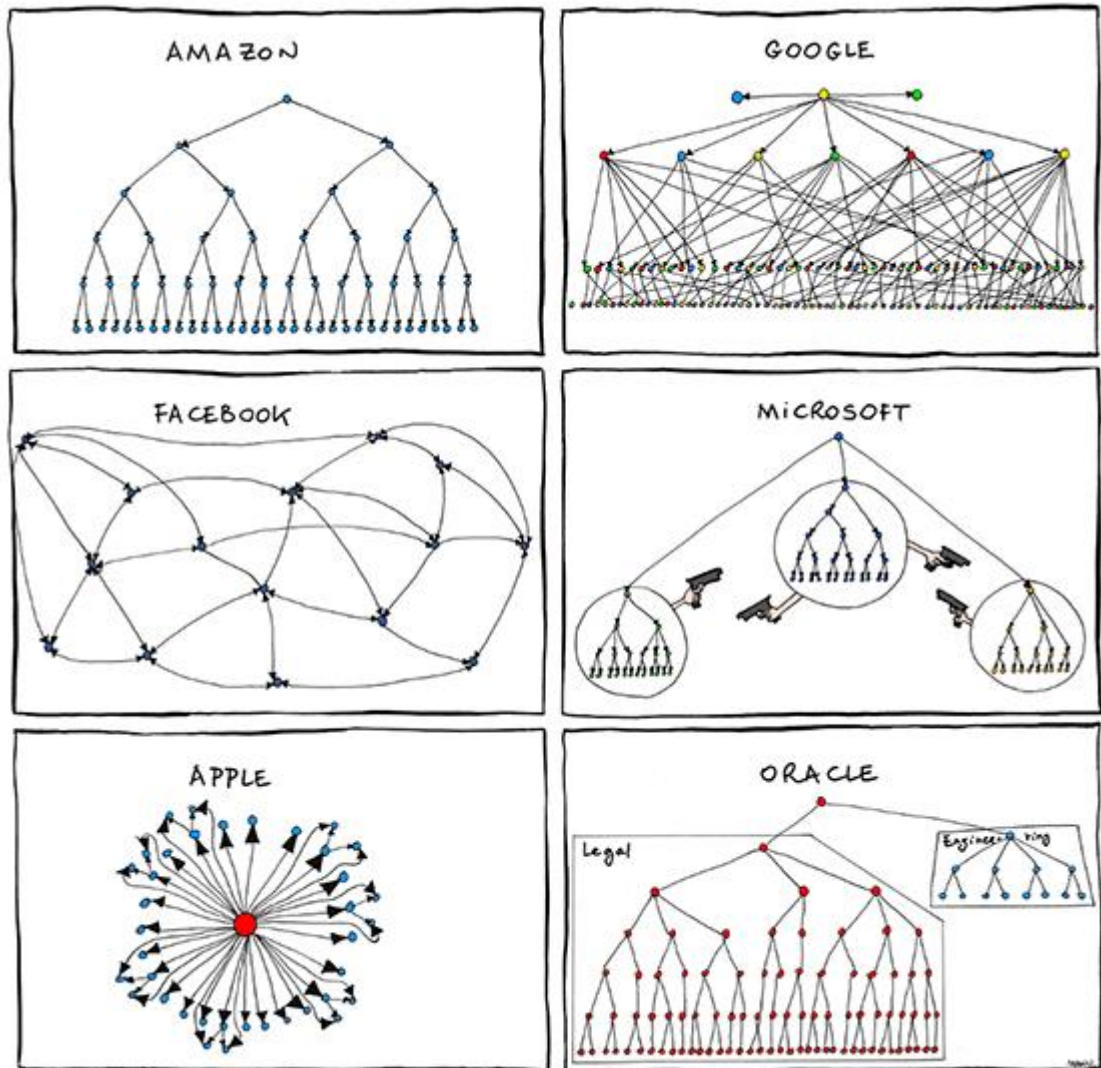
## **2.3 Related Review**

### **2.3.1 Leadership Structure and Performance**

Ralph Jacobson (March 2, 2014), observed that, ‘Over-reliance on hierarchical leadership creates organizations that are less adaptable to change. Yet, most leadership development programs steadfastly remain focused on developing individuals to function within traditional leadership roles. It’s time to reassess these deficiencies. He highlighted the negative consequences a poor structured organization

by saying that in their organization, ‘we hire the best then shoehorn them into an organization structure that limits their capacity to act. We are frustrated. They are frustrated’’. From the above statement it is time to expand our notions of organization structure and leadership. Command and control is necessary...sometimes. Teams are necessary...sometimes. Hub and spoke leadership is necessary...sometimes. And from what we are learning from companies like Google and Face book is that a leadership structure that is a network...is also necessary. In the longer term, those organizations that are capable of multiple plays....using the right structure at the right time based on the challenges that must be met are the ones that will likely be the most successful.

Below is a depiction of leadership structures of several organizations:



Can organizations that relied heavily on one strong charismatic leader maintain sustainability once that leader moves on? Can Apple remain a powerhouse without Steve Jobs? What will happen when Jeff Bezos of Amazon steps aside? As Jim Collins notes in *Good to Great: Why Some Companies Make the Leap and Others Don't*, “The moment a leader allows himself to become the primary reality people worry about, rather than primary reality being the primary reality, you have a recipe for mediocrity or worse.”

The comparison between two giant retailers, The Ames department stores and Walmart provides an insightful example. Milton and Irving Gilman who started the



former were strong charismatic leaders. Upon their departure the company floundered and eventually failed because it had not created a strong management team to succeed them. On the other hand, Walmart thrived because Sam Walton believed in distributed leadership, encouraging entrepreneurship down to the individual department level. Though both companies initially held essentially similar strategic visions, one thrived and the other failed in large part because of their leadership structures. In 2002 Ames department stores declared bankruptcy and Walmart ranked first on the Fortune 100 list.

Analysis of the above literature suggests that no longer is it sufficient for leaders to be transactional or transformational as the CEB study suggests. Rather it is time to augment our organization structures and leadership competencies with those necessary to create a networked structure. This structure is the most challenging to implement and perhaps the most apt to yield incredible results with the least amount of resources.

Here is an example of its power. Why can't the largest armies in the history of civilization stop Al Qaeda? It is a network. Not reliant on one leader alone, it morphs to the situation at hand and the specific capacities of small groups of people to take destructive action. It is able to accomplish far more with far less because of its structure. Wipe out the major leader and there is enough distributed strength for the group to successfully undertake its sinister schemes. It grows in ways that more powerful nations with far more resources struggle to snuff out.

Imagine more effectively unleashing capacities of your people in your company within your market place. Leaders who master the art of building a network leadership have far more power than those in the conventional hierarchical mode because they

position themselves and others to better sense and act on information, to develop more possibilities, and thus find it far easier to execute.

To sum up his assumptions on the best leadership structure that can appropriately deliver organizational objectives, Jacobson identified a number of critical leadership competencies as detailed below;

1. Empower Staff: Push autonomy and empowerment downward through the organization.
2. Motivate Others: Motivate staff to achieve goals
3. Build Team Spirit: Address issues disrupting team (network) functioning
4. Listen: Encourage others to share their views
5. Consult Others: Encourage team (network) to become involved in the decision-making process
6. Communicate Proactively: Share information widely with others
7. Network: Encourage and assist others to develop people networks
8. Manage Conflict : Facilitate the resolution of conflict between others
9. Test assumptions and investigate: Question and challenging assumptions
10. Encourage and Support Organizational Learning: Encourage a culture of continuous improvement
11. Innovate: Question traditional assumptions and produce new ideas, approaches, and insights
12. Seek and Introduce Change: Encourage others to change inefficient work practices
13. Have Vision: Encourage other people to think about the organization's long-term potential

14. Adapt: Adjust change positively
15. Accept New Ideas: Support change initiatives
16. Deal with Ambiguity: Tolerate conditions of uncertainty

The above leadership competencies suggest a new way to think about leadership. Here are some principles that can lead to more powerful and vibrant leadership.

Stop thinking of leader in the singular! Instead think of leadership as plural, a core organization competency. In other words, to create a network structure sees leadership:

- As a critical organization function similar to operations, finance, marketing, that has deliverables that can be measured
- Not as an organization chart, but a shared responsibility among many regardless of their title
- As a measurable, teachable, repeatable, improvable process to make it easier for people with diverse education, goals, and work experiences to work together
- As a discipline (rather than art) requiring the use common language, process, and tools to plan strategy, build engagement for change, and execute with confidence
- Needing safe opportunities to practice on real issues and allow people to incorporate leadership into their work
- As a network of people who collaborate to create extraordinary results

Brews and Peter J (2015), define leadership structure as the way an organization arranges people and jobs so that its work can be performed and its goals can be met. They urged that if work group is very small and face-to-face, communication is

frequent and a formal structure may be unnecessary. But in a larger organization, decisions have to be made about the delegation of various tasks. Thus, procedures are established that assign responsibilities for various functions and these decisions determine the leadership structure.

Researchers generally identify four basic decisions that managers have to make as they develop a leadership structure, although they may not be explicitly aware of these decisions and this is as follows. The organization's work must be divided into specific jobs. This is referred to as the division of labor. Second, unless the organization is very small, the jobs must be grouped in some way, which is called departmentalization. Thirdly, the number of people and jobs that are to be grouped together must be decided. This is related to the number of people that are to be managed by one person, or the span of control and the number of employees reporting to a single manager. Fourth, the way decision-making authority is to be distributed must be determined.

The leadership structure dimensions influence the degree of performance to which the right to make decisions and evaluate activities is concentrated. According to Lawrence and Lorch (2013), leadership structure requires the quality of collaborations that exists among systems which are needed to achieve unity of effort by the demands of the environment'. A structure is said to stimulate the flow of communication by developing mechanisms to encourage participation and information sharing (Hage, Aiken, and Marrett, 2012).

In other words, organizational leadership is not just a project issue or only of interest to the project function. In its broadest sense it is a part of the overall leadership of a structure, but with a specific focus on improving the organization and control of Information flow for the benefit of the primary stakeholders. Ultimately it is the responsibility of the Board of Directors to ensure that projects along with other critical activities is adequately managed. Although the principles are not new, actual implementation requires new thinking because of the special nature of project.

Leadership structure, conceptualized as the decision-making structure among projects staff, is shown to affect the number of initiatives pursued by organizations and commission errors made by organizations. It is believed that leadership structure has relevant and predictable effects on a wide range of organizations.

This concern goes back to Cyert and March (1963), who urged that protocol in organizations is observed when the structure is well organized and understood. To elaborate on the above, one may ask the following questions in as far as motivating projects is concerned: “what happens to information as it is processed through the organization? What predictable screening biases are there in an organization? How do hierarchical groups make decisions?” questions of this sort remain mostly unexplored in the strategy literature Rumelt (1994). Lack of knowledge regarding how decision making structure affects organizational performance continually resurfaces in different areas of management for example, in the context of ambidextrous organizations. Raisch and Birkinshaw (2008) depict a process that links leadership Structure to organizational-level outcomes, which has implications for a broad range of decision-making organizations.

In my view I believe and urge that organizations of any size, employees' responsibilities typically are defined by what they do, who they report to, and for managers, who reports to them. Over time these definitions are assigned to positions in the organization rather than to specific individuals. The relationships among these positions are illustrated graphically in an organizational chart of child fund (see Figure in appendix). The best leadership structure for any organization depends on many factors including the work it does; its size in terms of employees, the geographic dispersion of its facilities; and the range of its programmes.

According to Juan Salvador M.Locsin (2015) urges that leadership structure is created based on common functions in a bottom – up manner. The result is a set of functional units such as departments, projects, programmes, human resource, that are controlled and coordinated from the top level management. I think this is a good suggestion for a structural design which is evolved from the concept of high specialization and control frame work of organizations which contributes to high efficiency of out puts. This is because they are skilled in taking decisions in their functional areas but also weak in the areas of implementation/ performance.

In a research work by Sarfo (2007) and citing others the study reported that, the leadership structure adopted for management of building projects is an important area to consider for the success of projects. Weaknesses in this area of project management lead to poor project performance regardless of organizational facilitators such as senior management commitment and leadership style (Cooper, 1998). Lou (2003), also grouped project performance activities that facilitate project success under three main areas which require the establishment of leadership structure for their

effectiveness. The areas include quality, cost of work and timeliness. Sidwell (1982) in his investigation into the impact of client decision making upon organization process and project success concluded that project leadership structure has influence on the project performance from inception to completion. Getting a leadership structure alone is not enough. As much as having a leadership structure is important for the achievement of project success as emphasized by Loo (2003), Cooper (1998) and Sidwell (1982), the effect of the size of the leadership structure adopted for management of a project needs to be also given special thought.

From the above discussions and literature I note the strength of the structure in any organization that leadership structures contribute highly in maximizing functional performance in an organization. The human knowledge, skills and infrastructure therefore is required for a particular functional activity hence performance which is consolidated in a single sub system. On the other hand this facilitates sharing of valuable expertise by superiors with their subordinates. It is actually acknowledged by organizations that functional units of the structures are managed by leaders who have in –depth knowledge and experience who are able to control the units effectively due to their expertise. Bottom – up structure promotes career development of employees aspiring to be technical specialist of their field in organizations.

Saturn Corporation, a subsidiary of General Motors (2014), emphasizes horizontal organization. This leadership structure is described as a set of nested circles, rather than a pyramid it is further noted that all levels, decision making is done on a consensus basis.

Therefore in order to achieve deliverables in any organization, the employees and performance should not operate completely independently and this is in line with systems theory which also supports that all parts of the organization need each other.

Important developments in organizations with horizontal design have been attempts to understand the nature of interdependence and improve the functioning of organizations in respect to this factor.

However, the researcher further notes weaknesses of leadership structure especially top – bottom design where each functional unit of the leadership structure has expertise in its own field but lacks broader awareness about the organizations objectives. The responsibility of integrating the organization lies with few top level executives and the leadership structure limits the capabilities of the functional managers to occupy top management positions and organization long term efficiency is doubtful.

Vertical leadership structures are characterized with slow response to changes in beneficiary demands since only the top level management has broad knowledge and decision making authority. This leads to demoralizing the subordinate's performance. There is little progress therefore realized among the subordinate's functional units due to the fact that management plays the role of coordinating tasks across functional units.

In conclusion, leadership structure is effective when the organization adopt horizontal dimension which promotes quick decision making for better performance and timely deliverables. To some extent the organization realizes stable external environment and effective functional units of the leadership structure when the organization has routine technologies with less probability of emergence of competitive technology identified with vertical dimension.

### **2.3.3 Leadership style and performance**



According to Robyn Benincasa (2012), taking a team from ordinary to extraordinary means understanding and embracing the difference between management and leadership. According to writer and consultant Peter Drucker (1995), "Management is doing things right; leadership is doing the right things."

In other words, a Manager and a leader play two completely different roles, although we often use the terms interchangeably. Managers are facilitators of their team members' success. They ensure that their people have everything they need to be productive and successful; that they're well trained, happy and have minimal roadblocks in their path; that they're being groomed for the next level; that they are recognized for great performance and coached through their challenges.

Conversely, a leader can be anyone on the team who has a particular talent, who is creatively thinking out of the box and has a great idea, who has experience in a certain aspect of the business or project that can prove useful to the manager and the team. A leader leads based on strengths, not titles.

The best managers consistently allow different leaders to emerge and inspire their teammates (and themselves!) to the next level.

When you're dealing with ongoing challenges and changes, and you're in uncharted territory with no means of knowing what comes next, no one can be expected to have all the answers or rule the team with an iron fist based solely on the title on their business card. It just doesn't work for day-to-day operations. Sometimes a project is a long series of obstacles and opportunities coming at you at high speed, and you need every ounce of your collective hearts and minds and skill sets to get through it.

This is why the military style of top-down leadership is never effective in the fast-paced world of adventure racing or, for that matter, our daily lives (which is really one big, long adventure, hopefully!). I truly believe in Tom Peters's (2014) observation that the best leaders don't create followers; they create more leaders. When we share leadership, we're all a heck of a lot smarter, more nimble and more capable in the long run, especially when that long run is fraught with unknown and unforeseen challenges.

### **Change leadership styles**

Not only do the greatest teammates allow different leaders to consistently emerge based on their strengths, but also they realize that leadership can and should be situational, depending on the needs of the team. Sometimes a teammate needs a warm hug. Sometimes the team needs a visionary, a new style of coaching, someone to lead the way or even, on occasion, a kick in the bike shorts. For that reason, great leaders choose their leadership style like a golfer chooses his or her club, with a calculated analysis of the matter at hand, the end goal and the best tool for the job.

A research by Daniel Goleman (2000) discovered that a manager's leadership style was responsible for 30% of the company's bottom-line profitability. That's far too much to ignore. Imagine how much money and effort a company spends on new processes, efficiencies, and cost-cutting methods in an effort to add even one percent to bottom-line profitability, and compare that to simply inspiring managers to be more kinetic with their leadership styles. Here are the six leadership styles Goleman uncovered among the managers he studied, as well as a brief analysis of the effects of each style on the corporate climate:

**The pacesetter leader** expects and models excellence and self-direction. If this style were summed up in one phrase, it would be "Do as I do, now." The pacesetter style works best when the team is already motivated and skilled, and the leader needs quick results. Used extensively, however, this style can overwhelm team members and squelch innovation.

**The authoritative leader** mobilizes the team toward a common vision and focuses on end goals, leaving the means up to each individual. If this style were summed up in one phrase, it would be "Come with me." The authoritative style works best when the team needs a new vision because circumstances have changed, or when explicit guidance is not required. Authoritative leaders inspire an entrepreneurial spirit and vibrant enthusiasm for the mission. It is not the best fit when the leader is working with a team of experts who know more than him or her.

**The affiliative leader** works to create emotional bonds that bring a feeling of bonding and belonging to the organization. If this style were summed up in one phrase, it would be "People come first." The affiliative style works best in times of stress, when teammates need to heal from a trauma, or when the team needs to rebuild trust. This style should not be used exclusively, because a sole reliance on praise and nurturing can foster mediocre performance and a lack of direction.

**The coaching leader** develops people for the future. If this style were summed up in one phrase, it would be "Try this." The coaching style works best when the leader wants to help teammates build lasting personal strengths that make them more successful overall. It is least effective when teammates are defiant and unwilling to change or learn, or if the leader lacks proficiency.

**The coercive leader** demands immediate compliance. If this style were summed up in one phrase, it would be "Do what I tell you." The coercive style is most effective in times of crisis, such as in a company turnaround or a takeover attempt, or during an actual emergency like a tornado or a fire. This style can also help control a problem teammate when everything else has failed. However, it should be avoided in almost every other case because it can alienate people and stifle flexibility and inventiveness.

**The democratic leader** builds consensus through participation. If this style were summed up in one phrase, it would be "What do you think?" The democratic style is most effective when the leader needs the team to buy into or have ownership of a decision, plan, or goal, or if he or she is uncertain and needs fresh ideas from qualified teammates. It is not the best choice in an emergency situation, when time is of the essence for another reason or when teammates are not informed enough to offer sufficient guidance to the leader.

A thorough analysis of the six basic leadership style as expounded by Goleman, it's important to note that no single leadership style fits all organizations all times a reasonable mixture of the same may yield success. It is observed and seen that different types of leadership styles exist in work environments where by advantages and disadvantages exist within each leadership style. The culture and goals of an organization determine which leadership style fits the organization best. This proposition is appreciated by Goleman in his concluding quotation; ‘Bottom line? If you take two cups of authoritative leadership, one cup of democratic, coaching, and affiliative leadership, and a dash of pacesetting and coercive leadership "to taste," and you lead based on need in a way that elevates and inspires your team, you've got an excellent recipe for long-term leadership success with every team in your life’.

Despite the existence of authoritative style that is being applied by organizations in management of employees as proposed by Rosalind cardinal (2015) has been appreciated and adopted by various organizations. In this leadership style people believe that it has a primary objective of providing long – term direction and vision for employees. Rosalind believes that this style gives employees clear direction and motivates by persuasion and feedback on task performance. It is the role of the leader who sets the vision for the team, clearly and compellingly, then steps back and allows the team to work. The leader steps in from time to time to reiterate the vision if required and this is all he / she do. On the other hand the researcher considers this kind of leadership style being manipulative to staff. Employees are under developed whereby they need guidance every time on what to do and all in all people will not follow your vision if they don't believe in it.

In terms of grading performance, Alexandra Mills (2015) notes that the Participative style (Democratic) leader starts by asking all the team members what they would like to do, then vote on the options. In his concern and disturbing factor, says that even when the team votes and do the activity the progress is slow as everything has to be agreed before action happens. So in his argument, reports that this leads to lack of progress compared with other leadership styles.

However the researcher is in the same view with Rose Johnson (2015) who noted that democratic leadership style, participative leadership values the input of team members and peers, but the responsibility of making the final decision rests with the participative leader. Participative leadership boosts employee morale because employees make contributions to the decision-making process. It causes them to feel as if their opinions matter. When an organization needs to make changes within the

organization, the participative leadership style helps employees accept changes easily because they play a role in the process. This style meets challenges when organizations need to make a decision in a short period and employees enjoy being consulted which enhance their voice in the decision making.

From the above critical review of available literature in regard to study variables it was observed that various theories and literature has been advanced to explain the relationship that exist between management and performance. However, no single theory has exhaustively linked the study variables. It was therefore important that this study was conducted with a view of addressing gaps identified in the existing literature.

#### **2.4 Summary of the Literature Review**

The chapter reviewed literature in relation to the study objectives and the linkage were established between leadership structure, leadership style and performance. The reviewed literature suggests that there is a relationship between organizational leadership and performance of Child fund projects. However, this summarizes that management plays a major role in performance of Child Fund projects since all Nongovernmental organizations are target to donor funding.

## **CHAPTER THREE:**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, study population, sample size, sampling techniques and procedure, data collection methods, data collection instruments, validity and reliability, procedure of data collection, data analysis, and measurement of variables.

#### **3.2 Research Design**

A cross sectional survey study design was used by the study which enabled the process of collecting both quantitative and qualitative data. This study design allowed the researcher to collect information from respondent in their natural environment, Amin (2005).The design permitted the collection of more information in the shortest period of time. It further made it possible to realize the relationships between organizational leadership and performance of child fund projects. The respondents were at their positive decision to express their feelings on organizational leadership and performance of Child fund projects. Therefore there was need to have an in depth understanding of the phenomena based on description and evaluation with an applied design of qualitative research methods. A case study (Child Fund Mbale District), Quantitative and qualitative approaches was used to investigate the importance of organizational leadership, consequences of poor leadership, causes, and solutions to poor organizational leadership.

#### **3.3 Study Population**

The study population was 100 which consisted of heads of departments in child fund, project officers, sponsored children, chairpersons and support staff. The study included key informants such as chairpersons of area federation, sponsored children, and support staff. These officials who were selected are directly concerned and affected by organizational leadership and performance of Child Fund Project interventions.

### 3.4 Sample Size and Selection

The sample size of 80 respondents was determined using Morgan and Krejcie (1970) statistical Tables cited in Amin (2005)

The sampling technique and procedures are presented in table 1 below;

**Table 3.1: Sample Techniques and Procedures**

SN	Category of Respondents	Population	Sample size	Sampling Technique
1	Project officers	20	14	Simple random/Stratified sampling
2	Departmental heads	10	4	Purposive
3	Support staff	20	19	Simple random/Stratified sampling
4	Sponsored children	45	40	Simple random/Stratified sampling
5	Chairpersons	5	3	Purposive
		<b>100</b>	<b>80</b>	

Source: Child Fund Human Resource report (2012)

### 3.5 Sampling Technique and Procedure

As indicated in 3.1 above the primary methods employed in selection of the respondents were simple random and stratified sampling techniques. Out of the total



population of 100, 80 informants in project were selected. 14 project officers, 40 sponsored children & 19 support staff were selected using simple random sampling technique, while purposive sampling technique were used for selection of 4 heads of departments, and 3 area Federation chairpersons

The sample size of 80 respondents was determined using stratified random sampling techniques. Choice of stratified sampling was justified considering the fact that the study was heterogeneous. I.e. it comprises of project officers currently employed, departmental heads, chair persons, support staff and sponsored children.

The final sample was determined through use of simple random sampling technique with the aid of random number table. This was applied because every employee of the projects and other staff who work with child fund was given an equal opportunity to participate thus increasing the validity of findings. In addition, the researcher was guided by Morgan and Krejcie (1970), table to determine the final sample size

The researcher also used purposive sampling method for heads of department and chairpersons due to their special role in management.

### **3.6 Data Collection Methods**

The main data collection methods used by the researcher included questionnaire survey, interviews, and documentary review.

#### **3.6.1 Questionnaire Survey**

The questionnaire was the primary data collection method. Wegner (2001) urges that the design of a questionnaire is critical to ensure that the correct research questions are addressed and that accurate and appropriate data for statistical analysis is collected. Questionnaire survey as data collection method is justified because the

study population was big and scattered over large geographical area and therefore the method was considered more effective in terms of costs. This data collection method was used when collecting data from sponsored children, project officers, and support staff

### **3.6.2 Interview**

The researcher also used semi structured interviews as a method of data collection, in semi structured interviews; the researcher had themes and questions that were to be covered although they varied from respondent to respondent as suggested by Saunders (2003). The choice of semi structured interviews as a method of data collection was justified on ground that the study being qualitative in nature required an intensive interaction with informants in order to get in depth information. This applied to heads of departments and chairpersons.

### **3.6.3 Documentary Review**

The adoption of documentary review and analysis as a method of data collection was justified on grounds that information generated would supplement the information obtained through other data collection methods. Documents such as performance appraisals, files, strategic plan, staff lists which were found in the records office were reviewed and provided important information in regard to management of projects

## **3.7 Data Collection Instruments**

### **3.7.1 Questionnaire**

A questionnaire as data collection instrument was dictated by the fact that the study was qualitative and quantitative in nature. The questionnaire being the primary data instrument was administered through drop and pick method. The type of questions in the questionnaire was both close and open ended. This was an inexpensive way of

gathering data and allowed participants to answer questions honestly because the privacy was guaranteed.

### **3.7.2 Interview Guide**

An interview schedule was used in as data collection instrument, open ended and partially categorized questions were asked. The choice of the interview schedule was dictated by the fact that the study was qualitative in nature. The instruments allowed the researcher to probe respondents deep into issues of interest and therefore provided valuable insights into the research problem.

### **3.7.3 Documentary Review Checklist**

For documentary review the researcher used a checklist to determine documents of interest. Documents such as performance appraisal, staff list, and strategic plan were analyzed by the researcher. The above documents gave the researcher frame work and structure of how things actually happen at the work place and therefore generated important information that supplemented the other instruments of data collection.

## **3.8 Quality Control of Instruments**

### **3.8.1 Validity of the Instrument**

Validity of an instrument is the extent to which an instrument measures what it is supposed to measure (Leedy, 2001). To ensure validity of instruments various copies of the instrument were given to student supervisors, other researchers and consultants for further analysis to identify gaps. Due to their expertise, the above individuals pointed out areas in which the instruments were deficient and various changes were made by the researcher and therefore increased validity of the instrument.

Also to ensure content validity, the researcher constructed data collection instruments with adequate number of items and made sure that each question on the scale had a

link to the objectives of the study and ensured that all items covered a full range of issues being measured. However, for interviews, the researcher used simple language and clear instructions appropriate to the respondents. All questionnaires were distributed to respondents by the researcher. The questions were formulated in the simple language for clarity and ease of understanding. Clear instructions were provided to the respondents and researcher completed the questionnaires for any respondent who seemed not to write or read and 100% of respondents were expected to complete the questions on spot. This was done with the reason to prevent respondents from giving questionnaires to the third party to complete on their behalf. However, majority of the people approached for survey completed the questionnaires successfully and holistically agreed to participate in the study.

### **3.9 Reliability of the Instrument**

Again reliability of instrument is the extent it yields consistent results when the characteristic measured have not changed (Leedy, 2001). In other words the reliability is a degree to which an instrument measures in the same way each time it is used under the same condition with the same subject for example. In a questionnaire asking for your name and the name of that same person is mentioned consistently every time he/ she is asked by the researcher. In order to ensure reliability of instrument the researcher consistently pre-tested the questionnaire and semi structured interview guide on some respondents before real interview was done to minimize mistakes. For insurance of the reliability of the questionnaires and interview guides as data collection instruments, the researcher used the Test-retest technique of testing reliability where the data collection instruments was administered on the Staff and beneficiaries of Child fund projects that were not included in the study sample whenever we meet for various meetings. The researcher pre-tested the questionnaire

on 10 randomly selected respondents who were not the actual respondents from some of the Projects for the Pilot Study three times at different forums. In one way or the other, this exercise helped the researcher to get the reliability of the instruments. This was done using Cronbach's Alpha test of reliability and the closer the alpha was to 1, the more reliable the tool was. The results of these several administrations were compared to see whether they were similar or not of which it helped the researcher to determine the extent to which the same instruments yielded the same results on different occasions.

The reliability for pre-test and post-test results is shown in the Table 3.2 below;

**Table 3.2: Cronbach's Alpha Test for Reliability of Data Collection Instruments**

<b>Variable</b>	<b>Cronbach's Alpha at pre-test</b>	<b>N of Items</b>	<b>Post test Cronbach's Alpha Based on Standardized Items</b>
Leadership structure	.935	10	.934
Leadership style	.955	10	.955
Project Performance of child fund projects	.831	10	.830

As seen from the reliability results in Table 3.2 above, the variable leadership structure had an alpha coefficient of 0.935 at pre-test which was standardized to become 0.934 at post-test. However, at pre-testing, leadership style, it had a coefficient of 0.955 which was also standardized to 0.955 at post-test and Project performance of child fund projects had 0.831 at pre-testing which was standardised to 0.830 at post-test. All the coefficients revealed a very high consistency of the items at

pre-test. In the long run, some of the questions in the questionnaire were rephrased and others deleted while including new questions. Therefore, the coefficients at post-test improved and the internal consistency of the parameters for reliability of the information collected.

### **3.10 Procedure of Data Collection**

The Permission to conduct research was sought from the manager Child Fund Mbale area through presentation of letter of introduction from the MMS office of higher Degree Department. The five research assistants helped the researcher to collect data; questionnaires were accompanied with a letter explaining the objectives, and significance of the study. The confidentiality of responses was assured to respondents to promote honest responses and time saving. Codes were secretly provided in the bid to determine the number of questionnaires returned and response rate of group categories.

### **3.11 Data Presentation Analysis**

The study used both qualitative and quantitative data analysis technique.

#### **3.11.1 Quantitative Data Analysis**

Quantitative data was analyzed using descriptive statistics specifically frequency distribution tables with the view to ascertain the number of times values of a given variable had occurred and on that basis a relationship between independent and dependent variables ascertained.

The analysis of data generated through questionnaires, SPSS computer software programme was applied. In doing this, the raw data was coded and fed into SPSS data analyst descriptive statistics in form of frequencies and percentages which were

generated to explain the pattern of responses on every questionnaire item. To explain the relationship between the variables, descriptive statistics were computed and calculated to ascertain whether there was a significant difference on relationship between variables under study.

### **3.11.2 Qualitative data analysis**

Qualitative data was analyzed using content analysis where the respondent's views of the study were coded and categories constructed, analyzed and descriptive summaries of what respondents said were presented. The above content analysis helped to supplement quantitative data and therefore facilitated quick interpretation and conclusion. Data was also classified into content categories and themes examined and compared for similarities and differences in order to come up with conclusions and recommendations.

Questionnaires and interviews were reviewed, sorted, and classified into themes and categories to support the hypotheses set. Trends and Partners were established and information from the questionnaires and interviews was scrutinized, analyzed as suggested by Mugenda and Mugenda (2003)

### **3.12 Measurements of variables**

During the study the researcher used the questionnaire as a key data collection instrument to measure variables under study with the aid of a likert scale ranging from 5 = Strongly Agree, 4 = Agree, 3 = Not sure, 2 = Disagree, and 1 = strongly disagree. According to Mugenda and Mugenda (1999) Likert scale is good at measuring perceptions, values, behaviors, and attitudes which are related to service delivery and capacity development.

### **3.13 Summary of Methodology**

This chapter explains the methodology that was adopted to undertake the research. A descriptive approach, usually associated with qualitative research was adopted. The research strategy was to develop a case study. The sample size was 80 arrived at by the use of purposive, stratified and simple random sampling techniques. The key methods and instruments of data collection used were face to face interviews and questionnaires. Ethical considerations were addressed, with the key issue being confidentiality.



## CHAPTER FOUR:

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

The study examined how organizational leadership affects the performance of Child fund Projects in Uganda, Mbale District. This chapter includes the presentation, analysis, and interpretation of findings objective by objective. The chapter in particular presents the response rate, results on the background characteristics of the respondents, and empirical results.

#### 4.2 Response Rate

The response rate was computed using a formula:  $\text{actual response} / \text{Target response} \times 100$ . Response findings are presented in table 4.1 below

**Table 4.1: Response Rate**

<b>Tool</b>	<b>Target Response</b>	<b>Actual Response</b>	<b>Response Rate</b>
Questionnaire	73	68	93.2%
Interview guide	7	7	100%
<b>Total</b>	<b>80</b>	<b>75</b>	<b>94%</b>

From table 4.1 above, a total of 73 questionnaires were issued to respondents and 68 of them were returned fully completed implying a response rate of 93.2%. The researcher intended to interview 7 respondents and indeed all the respondents' were interviewed thus representing a response rate of 100% response rate. Therefore the overall response rate for study was 94%.

That response rate was acceptable since it was over and above the 70% recommended by Mugenda and Mugenda (2003)

### 4.3 Background findings of respondents

The researcher investigated on some demographic characteristics of the respondents in order to get an accurate picture of the key stake holders of child fund projects in Mbale District.

#### 4.3.1 Gender of Respondents

The study examined the gender distribution of respondents and findings are presented in table 4.2 below;

**Table 4.2: Gender and Characteristics of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	29	42.6	42.6	42.6
Female	39	57.4	57.4	100.0
Total	68	100.0	100.0	

*Source: Primary data*

Table: 4.2 above reveals that majority of the respondents 39(57.4%) were female and 29(42.6%) were males. This could probably be because the Projects under Child Fund is gender sensitive and so, employs more female than males. Despite the observed disparity in gender distribution, the study was representative since both male and female were observed.

#### 4.3.2 Description of Age Groups of Respondents

The age distribution of the respondents was identified to ascertain which age bracket exists in projects as illustrated in Table 4.3 below;

**Table 4.3: Age Bracket of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 - 35 yrs	57	83.8	83.8	83.8
36-50 yrs	9	13.2	13.2	97.1
51+ yrs	2	2.9	2.9	100.0
Total	68	100.0	100.0	

*Source: Primary data*

From table above it is clearly evident that the majority of the respondents 57 (83.8%) were between the age bracket of 18-35 while 9 (13.2%) are between 36-50 and 2 (2.9%) were 51 years and above. This shows that most employees and beneficiaries are in the active age bracket which is an indicator that the projects employees active age of people who are still energetic and able to think for the organization to promoting good working environment for better projects deliverables than the age bracket of 51+.

### **4.3.3 Education Levels of Respondents**

The study examined the education levels of respondents and findings are presented in table 4.4 below;

**Table 4.4: Level of Education of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Primary	4	5.9	5.9	5.9
Secondary	23	33.8	33.8	39.7
Valid Tertiary	37	54.4	54.4	94.1
None	4	5.9	5.9	100.0
Total	68	100.0	100.0	

**Source:** *Primary data*

Table: 4.4 above reveals that majority of the respondents 37 (54.4%) hold certificates from tertiary institutions 23 (33.8%) hold Secondary education qualifications, while 4 (5.9%) . are primary level and 4 (5.9) have not attained any level of education. This could probably be because the Projects under Child Fund considers highly qualified people for quality work and so, employees at projects are qualified for the jobs they are assigned to and beneficiaries get right support from projects to enhance their levels of education. Reference is made to the systems theory of Von Bertalanffy that guided this research study saying that an organization is a system consisting of interrelated and interdependent components which form a unitary whole, child fund country strategic plan (2012-2016).

#### 4.4 Empirical Findings

The results of section B of the questionnaire are presented below; and the questions from this section were designed to address the research questions.

##### 4.4.1 Empirical Findings on leadership Structure and Performance in Child Fund Project

This subsection focused on how organizational leadership affects the performance of child fund projects.

**Table 4.5: Empirical Findings on leadership structure and Performance in Child Fund Project**

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
<b>Leadership structure</b>					
Project staff appreciates and are comfortable with existing leadership Structure	6(8.8%)	22(32.4%)	1(1.5%)	28(41.2%)	11(16.2%)
Leadership structure clearly states level of authority	9(13.2%)	23(33.8%)	1(1.5%)	28(41.2%)	7(10.3%)
<b>Board Composition</b>					
Board members are qualified.	5(7.4%)	17(25.0%)	5(7.4%)	34(50.0%)	7(10.3%)
Board is democratically elected	9(13.2%)	19(27.9%)	3(4.4%)	32(47.1%)	5(7.4%)
<b>Information flow</b>					
There is always timely communication.	7(10.3%)	21(30.9%)	1(1.5%)	31(45.6%)	8(11.8%)
Information is delivered in right procedure	7(10.3%)	15(22.1%)	4(5.9%)	33(48.5%)	9(13.2%)
Valid N (list wise)					

*Source: Primary Data*

The findings in Table 4.5 above shows that majority of the respondents 39 (57.4%) are uncomfortable with the existing leadership structure and 35 (51.5%) express the view that authority levels are not clearly defined by the structure. This implies that there is a lot of role conflict among managers and staff since the reporting mechanism is not clear.

In regard to the board composition majority of the respondents 41 (60.3%) disagree that board members have the required qualifications. In addition 37 (54.5%) of respondents expressed reservations as to whether the board is democratically elected. Without a qualified and indeed democratically elected board its legitimacy is brought to serious doubt and therefore the authority resisted.

Furthermore the findings in relation to communication established that most of the respondents 39 (57.4%) disagree with the view that there is timely communication. While 42 (52.7%) disagreed that information is delivered through right channels. For any successful implementation of the organizational objectives communication flow is key and without it, monitoring and evaluation becomes impossible.

The results derived from Table 4.5 above, are substantiated by results of structured interview where the respondents were asked whether information is delivered in right procedure

The overall response in this context was negative. Respondent two said that the leadership structure should clearly state levels of authority from top management to lower communities.

The importance of leadership structure is to showcase how authority starts from and ends as regards to departments and individuals. The leadership structure help projects

to enhance their abilities to meet their expectations set for them by management and contributes to growth of the organization.

The findings were further supported by the third respondent during interviews that “project staffs are not satisfied with the current leadership structure and so this leads to them not to engage in project activities such as writing children letters, monitoring children both in schools and homes, follow up on grants due to conflict of interests”. This was also supported through focus group discussion with sponsored children that there are no clear levels of authority in the organization and this often affects leadership structure, the leadership style and performance of child fund projects leaving the organization objectives and goal with gaps.

**Table 4.6: Descriptive Statistics on leadership structure and Performance in Child Fund Projects**

	N	Minimum	Maximum	Mean	Std. Deviation
Project staff appreciates and are comfortable with existing Project systems	68	1	5	3.06	1.314
Leadership structure clearly states level of authority	68	1	5	3.50	1.310
Board members are highly qualified.	68	1	5	2.96	1.239
Structure is democratically elected	68	1	5	3.66	1.241
There is always timely communication.	68	1	5	2.97	1.304
Information is delivered in right procedure	68	1	5	3.06	1.314
Valid N (listwise)	68				

<b>Average Mean</b>				<b>3.20166</b>	
				<b>7</b>	

*Source: Primary data*

*Legend*

<b>Mean Range</b>	<b>Response Mode</b>	<b>Interpretation</b>
2.51-4.00	strongly agree	Very High
2.10-2.50	Agree	High
1.51-2.00	Disagree	Low
1.00-1.50	Strongly disagree	Very Low

The results as reflected in table above show an average mean of 3.21667. The findings implying that respondents strongly agree to the statement regarding leadership structure affecting child fund projects in Mbale District. Even though there were variations in responses to this test as revealed by the standard deviation of 1.314, 1.310, 1.239, 1.241, 1.304 and 1.314, the variations in responses do not show a big movement from the mean.

This means that in case there is positive change in leadership structure in Child Fund Projects, the project staff will appreciate and will be comfortable with existing Project systems, the leadership structure will clearly state the level of authority, the board members will be highly qualified, there will be timely communication and that information will be delivered in right procedure.

#### **4.4.2 Investigate the extent to which leadership structure affects the Performance of Child Fund Projects in Mbale District**

The first objective of the study was to investigate the extent to which leadership structure affects the performance of child fund projects in Mbale District. The findings are as shown in table below;



**Table 4.7: Model for Prediction Using a Simple Linear Regression**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R Square	Adjusted R Square
	B	Std. Error	Beta					
(Constant)	.814	.166		4.914	.000			
Organizational structure	.727	.057	.844	12.784	.000	.844 <sup>a</sup>	.712	.708

*Source: Primary data*

Table 4.7 above shows results from a multiple regression where the independent variable was organizational leadership while the dependant variable was performance of child fund projects. The results showed that leadership structure predicted about 71.2% ( $R^2 = 0.712$ ) of the observed variance on the performance of child fund projects with a positive high significance relationship ( $p < 0.01$ ). Based on the above results the researcher up held the first hypothesis of the study that indeed the leadership structure of CF project in Mbale district affects performance.

#### **4.4.3 Empirical Findings on Leadership style and Performance in Child Fund Project**

**Table 4.8: Empirical Findings on Leadership style and Performance in Child Fund Project**

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
<b>Election Process</b>					
There is transparency in election process of leaders	2(2.9%)	17(25.0%)	5(7.4%)	37(54.4%)	7(10.3%)
<b>Access to Democratic Process</b>					
Democracy is highly observed	9(13.2%)	17(25.0%)	6(8.8%)	28(41.2%)	8(11.8%)
Strictly the organizational constitution is respected	4(5.9%)	17(25.0%)	5(7.4%)	37(54.4%)	5(7.4%)
<b>Leadership style</b>					
Existing leadership style is the best	5(7.4%)	14(20.6%)	5(7.4%)	29(42.6%)	15(22.1%)
Valid N (list wise)					

*Source: Primary Data*

Findings from table 4.8 reveal that 44 (64.7%) of respondents are of the opinion that there is no transparent process of electing leaders in the project. In addition 36 (53%) argued that democracy is not observed in the day to day operations of the project. 42 (62.8%) of respondents disagreed that the organizational constitution is respected by the leadership. In regard to the leadership style, majority of the respondents 44 (64.7%) expressed dissatisfaction with the opinion that the leadership style is good. The above findings imply that there is general lack of democracy and indeed team work in child fund project. Lack of team work and participation of stakeholders negatively affects accomplishments in key result areas.

**Table 4.9: Descriptive Statistics Empirical Findings on Leadership style and Performance in Child Fund Project**

	N	Minimum	Maximum	Mean	Std. Deviation
There is transparency in election process of leaders	68	1	5	3.10	1.223
Democracy is highly observed	68	1	5	3.26	1.311
Strictly the organizational constitution is respected	68	1	5	3.22	1.244
Existing leadership style is the best	68	1	5	2.90	1.394
Valid N (listwise)	68				
<b>Average Mean</b>				<b>3.120</b>	

*Source: Primary data*

*Legend*

Mean Range	Response Mode	Interpretation
2.51-4.00	Strongly agree	Very High
2.10-2.50	Agree	High
1.51-2.00	Disagree	Low
1.00-1.50	Strongly disagree	Very Low

From the results in the table above, it is clearly evident that respondents were also in agreement as to whether leadership style affects performance of child fund projects in Mbale District as reflected by the average mean value of 3.120. However, the standard deviation of 1.223, 1.311, 1.244 and 1.394 suggests variations in responses by the various respondents.

The findings imply that any positive change in leadership style in Child Fund Projects, the projects will have transparency in election process of leaders, democracy will be highly observed, the staff will strictly respect the organizational constitution and the organization will have the best leadership style.

**4.4.4 Find out how Leadership style affects the Performance of Child Fund Projects in Mbale District**

The second objective of the study was to find out how leadership style affects the performance of child fund projects in Mbale District. The findings are as shown in table 4.10 below;

**Table 4.10: Model for Prediction Using a Simple Linear Regression**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R Square	Adjusted R Square
	B	Std. Error	Beta					
1 (Constant)	1.664	.312		5.330	.000			
Leadership	.436	.110	.442	3.977	.000	.442 <sup>a</sup>	.196	.183

*Source: Primary data*

Table 4.10 above shows results from a linear regression where the independent variable was organizational leadership while the dependant variable was performance of child fund projects. The results showed that leadership predicted about 19.6% ( $R^2 = 0.196$ ) of the observed variance on the performance of child fund projects with a significance relationship ( $p < 0.01$ ). This correlation coefficient of 0.19 implies a low positive relationship between leadership and performance thus upholding the third hypothesis of the study.

#### 4.4.5 Coefficient of determination

The coefficient of determination obtained was 0.483 (48.3%). This value is the proportional of variation associated with the independent variables. This implies that the independent variables explain 48.3 % of the total variation in the dependent variable. The other variables un known to the researcher explain the balance of 51.7% of the dependent variable.

#### 4.4.6 Empirical Findings on Performance in Child Fund Project

**Table 4.11: Descriptive Statistics on Project Performance**

	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree
<b>Quality</b>					
Employees produce quality work above performance standards	7(10.3%)	22(32.4%)	1(1.5%)	33(48.5%)	5(7.4%)
The degree at which staff achieve targets and out puts as scheduled is very high	4(5.9%)	23(33.8%)	5(7.4%)	34(50.0%)	2(2.9%)
<b>Cost</b>					
The cost of implementing project work is realistic	5(7.4%)	26(38.2%)	6(8.8%)	24(35.3%)	7(10.3%)
Clients are involved in preparing, costing and implementing the budget	3(4.4%)	26(38.2%)	5(7.4%)	26(38.2%)	8(11.8%)
<b>Time</b>					
Employees implement the required tasks and produce reports on time	5(7.4%)	24(35.3%)	5(7.4%)	31(45.6%)	3(4.4%)
Projects complete all planned activities within the time frame of Project life	5(7.4%)	19(27.9%)	2(2.9%)	38(55.9%)	4(5.9%)
Valid N (listwise)					

*Source: Primary Data*

An analysis of Table 4.11 above indicates that 38 (55.9%) of the respondents disagreed that the employees produce quality work above performance standards. More so 36 (52.9%) disagreed that the degree at which staff achieve targets and out puts as scheduled is high. This reveals that all project deliverables are of low quality which may not meet the client's needs hence lowering the morale of the donor family to increase sponsorship intensions to beneficiaries.

In regard to the cost of implementation, 31 (45.6%) of the respondents agreed on the other hand 31(45.6%) disagreed that the cost of implementing project work is realistic while 6 (8%) of respondents are not sure towards this statement. Similarly 34(50%) of the respondents disagreed that clients are involved in preparing, costing and implementing the budgets. This implies that either the cost of implementation is realistic or not which is very dangerous hence this creates suspicion in the organization with lack of vision.

However, the findings in relation to implementation showed that 34(50%) of the respondents disagreed that employees implement the required tasks and produce reports on time. In addition majority of the respondents 42(61.8%) disagreed that projects complete all planned activities within the timeframe of project life. In project implementation the dimensions of time, scope, cost and quality of outputs are interrelated, so if one of them is negatively affected, primarily the entire organization will be challenged to really achieving its goal and objectives.

## **CHAPTER FIVE:**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summaries of the study findings as per the study objectives, discussions, conclusions based on the findings and recommendations which are based on both the study findings and other relevant literature considered necessary and vital to be used in future to improve the study.

#### **5.2 Summary of Findings**

This part presents the summarized results and interpretation (findings) based on the study objectives as established at the beginning of the study.

##### **5.2.1 Leadership structure and performance of Child Fund Projects**

The first objective of the study was to investigate the extent to which leadership structure affects the performance of child fund projects in Mbale District.

The results revealed that leadership structure has a significant relationship with performance of child fund projects and predicted about 71.2% ( $R^2 = 0.712$ ) of the observed variance on the performance of child fund projects with a significance relationship ( $p < 0.01$ ).

##### **5.2.2 Leadership style and Performance of Child Fund Projects**

The second objective of the study was to find out how leadership style affects the performance of child fund projects in Mbale District.

The results revealed that leadership style predicted about 19.6% ( $R^2 = 0.196$ ) of the observed variance on the performance of child fund projects with a significance relationship ( $p < 0.01$ ). This implies that there is a very low though positive

relationship between leadership and performance of child fund projects in Mbale District.

### **5.3 Discussions**

Based on the findings in chapter four above this sub section presents a discussion of the results objective by objective

#### **5.3.1 Leadership Structure and Performance of Child Fund Projects**

It was revealed that leadership structure influences the performance of child fund projects This finding is in total agreement with Raisch and Birkinshaw (2008) who urged that most of donor funded programs in Uganda have ineffective in structures. If the key stakeholders do not appreciate existing structure in organization controlled by management there is valid reason for one to question the quality of child fund projects

The findings further indicate that majority of the respondents are negative towards the statement that protocol is highly observed. This finding is in support with Cyert and March (1963), who urged that protocol in organizations is observed when the structure is well organized and understood. There is strong evidence for people to complain the chain of command to employees and stakeholders impact on projects deliverables

The findings show that majority of the informants disagree to the statement that board members are highly qualified. This is in line with National computing centre (2005) who urged that for the board to be effective, there must be highly educated members constituting the board who will have wide skills to achieve the organizational objectives, he said that this is not the case with projects in Uganda. Board structure will provide the oversight and direction of projects implementation, ensuring accountability at senior level and proper involvement of all stakeholders. For any



organization to have a bright future it is the board members who act as a foundation body to achieving its strategic plans but if not then it will be questioned by concerned stakeholders for its visibility.

It is evident from the study that most of the respondents are not in view that information sharing in child fund projects is restricted. The statement is in line with Hage, Aiken, and Marrett views who urged that developed mechanisms encourage participation and information flow in an organization. For any organization to show majority, there must be holistic participation by all hence bottom – top planning and implementation

Since leadership structure has a significance relationship with child fund projects, hypothesis one (H1), leadership structure has a relationship on performance of child fund projects in Uganda, Mbale District is accepted.

### **5.3.2 Leadership Style and Performance of Child Fund Projects**

The second objective of the study was to find out how leadership style affects the performance of child fund projects in Mbale District. It was revealed that leadership style has a significant relationship with the performance of child fund projects

It is further revealed that the majority of the respondents are in disagreement to the statement that there is transparency in election process of leaders in child fund projects. It is in same thinking with Diamond (2004) who complains that the culture of some Uganda's organizations, have less developed clear strategies for election process in electing leadership. So if majority of organizations child fund inclusive having no transparency in choosing top management, stake holders will keep asking who should play such roles and when will organizations grow as far as leadership is concerned.

The findings above indicate that majority of respondents agree to the view that applied leadership style contributes to achieving organizational objectives. This is supported by Fiedler and House, (1988); Maritz, (1995); who urges that effective leadership influences achievement of the organizational goal and objectives. If there are gaps in leadership, organizational performance suffers in direct proportion. It is therefore recommended that to ensure effectiveness of child fund projects for its interventions should widely dependent on the quality of its leadership style which results in effective performance.

It is evident that majority of respondents disagree that there is capacity building of project staff in child fund projects. The view is not in line with Country Strategic plan (2012-2016) which reports that Child fund projects are in the fields of Capacity building of all its stakeholders. Based on the findings on this question, if the organizational staff are not given enough trainings to execute their duties then the project out puts will be questioned as well as poor service delivery to the beneficiaries.

These findings are related to what Fiedler and House, (1988); Maritz, (1995); views that effective organizations require effective leadership but if this is neglected, organizational performance will suffer in direct proportion. As a matter of urgency child fund programmes should integrate capacity building imitative in the master development plans in order to enhance the relevant skill levels of project managers.

Therefore leadership affects child fund projects, thus hypothesis two (H2) leadership has a significant effect on child fund projects in Mbale District is accepted. Go to discussion chapter 5.

## **5.4 Conclusions**

Based on the findings of the study and discussions, conclusions were made objective by objective;

### **5.4.1 Investigating the extent to which Leadership Structure affects Performance of Child Fund Projects**

The first objective of the study was to investigate the extent to which leadership structure affects the performance of child fund projects in Mbale District. The study reveals that leadership structure significantly affects performance of child fund projects in Mbale District.

### **5.4.2 Find out how Leadership Style Affects the Performance of Child Fund Projects**

The second objective of the study was to find out how leadership style affects the performance of child fund projects in Mbale District. The study concludes that leadership style positively affects the performance of child fund projects in Mbale

## **5.5 Recommendations**

### **5.5.1 Investigating the extent to which Leadership Structure affects Performance of Child Fund Projects**

As seen from the conclusion that leadership structure significantly affects performance, Management should develop strategies that influence the organization to provide clear authority to concerned and specific stakeholder to enable transparency and good management of the organization and implementation of project components.

### **5.5.2 Find out how Leadership Style Affects the Performance of Child Fund Projects**

From the conclusion that leadership positively affects the performance of child fund projects, it is important that the organization adopt a participative and consultative approach during planning and indeed decision making because this in the long run

will generate and motivate all the stakeholders to enable achievement of the organizational goal and objectives.

There is need to conduct capacity building of all staff and existing leaders in the organization to have empowered people with management skills for visibility and sustainability of the projects.

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**APPENDICES**

**Appendix 1: Self Administered Questionnaire**

The Project staff and heads of departments will respond to this questionnaire

**Dear respondent,**

Iam carrying out a study on organizational leadership and performance of Child Fund Projects in Mbale District

The purpose of the study is to examine how organizational leadership affects the performance of Child fund to stimulate Projects employees and donor community to develop practical measures of improving performance of the Projects.

The data collected shall be analyzed to enable come up with recommendations and conclusions that could be integrated in management undertaken by Child Fund projects in Uganda, Mbale District. The information you provide shall be treated confidential and only used for academic purposes.

Thank you for your hospitality

Bwayo Jimmy

**Section A.**

a] Background of respondent:

1. Sex [humbly tick appropriate] Male  Female

Age 18 – 35 yrs  36 – 50 yrs  51 + yrs

2. Education level [please tick where you fall]:

Primary

Secondary

Tertiary

None

## Sections B, C, D & E

Please use the scale in the table below for each statement to indicate how much you agree or disagree with each. You are requested either to circle [0] or tick but not both

Strongly agree [SA]	Agree [A]	Not sure [NS]	Disagree [DA]	Strongly Disagree [SD]		
5	4	3	2	1		
<b>NO</b>						
<b>Section B: organizational leadership</b>						
<b>Decision making</b>						
1	Decisions made are relatively favorable to all	5	4	3	2	1
2	There has been consultation from every staff before new decisions are implemented	5	4	3	2	1
3	Decisions of organization are in line with the organization policies	5	4	3	2	1
<b>Policy framework</b>						
4	Policies are well understood & apply at all levels	5	4	3	2	1
<b>Institutional plans</b>						
5	Projects Plans are achieved every year	5	4	3	2	1
6	Institutional plans are reviewed according to communities needs	5	4	3	2	1
<b>SECTION C LEADERSHIP STRUCTURE</b>						
<b>Administrative systems</b>						
7	Project staff appreciates and are comfortable with existing Project systems	5	4	3	2	1
8	Organizational structure clearly states level of authority	5	4	3	2	1
<b>Board composition</b>						
9	Board members are qualified.	5	4	3	2	1
10	Board is democratically elected	5	4	3	2	1
<b>Information flow</b>						
11	There is s timely communication.	5	4	3	2	1
12	Information is delivered in right procedure	5	4	3	2	1

		SA	A	NS	DA	SD
	<b>SECTION D LEADERSHIP STYLE</b>					
	<b>Election process</b>					
13	There is transparency in election process of leaders	5	4	3	2	1
	<b>Access to democratic process</b>					
14	Democracy is observed	5	4	3	2	1
15	Strictly the organizational constitution is respected	5	4	3	2	1
	<b>Leadership style</b>					
16	Existing leadership style is the best	5	4	3	2	1
	<b>SECTION E PROJECT PERFORMANCE</b>					
	<b>Quality</b>					
17	Employees produce quality work above performance standards	5	4	3	2	1
18	The degree at which staff achieve targets and out puts as scheduled is high	5	4	3	2	1
	<b>Cost</b>					
19	The cost of implementing project work is realistic	5	4	3	2	1
	<b>Time</b>					
20	Employees implement the required tasks and produce reports on time	5	4	3	2	1
21	Projects complete all planned activities within the time frame of Project life	5	4	3	2	1

I take this opportunity to thank you once again for taking your time to respond to these questions

**Appendix II: Interview Guide**

**SEMI STRUCTURED INTERVIEW GUIDE.**

Dear respondent

This study have adopted semi structured interview being one of the recommended research methods. The study is about organizational leadership and performance of Child Fund projects in Mbale District [2005 to 2011]. You have been purposively identified as a participant because of your wide experience and knowledge in the areas of Child Fund affiliated Projects.

The findings will be highly confidential.

Thank you so much for your kind cooperation

**Bwayo Jimmy**

Student

Uganda Management Institute

**SECTION A: Leadership structure**

How does LEADERSHIP STRUCTURE influence decisions in Mbale Area Federation of Communities projects? .....

May you explain.....

.....  
In your point of view do you believe that Child Fund (Mbale Area Federation of projects) has had effective leadership for the last period of six years [2005 to 2011]? Give a comment to support your answer.  
.....  
.....  
.....

1. Do you support the view that Mbale Area Federation of Communities [Child Fund] as an organization have right leadership strategies to promote its projects perform excellently? Explain.....  
.....

2. How does decision making as a LEADERSHIP STRATEGY affect the projects?.....

Do you say that the expansion of the Programme is determined by ORGANISATIONAL LEADERSHIP?

Give reasons how participation affects Mbale Area Federation of projects? .....

3. Of what effect does policy framework have on Mbale Area Federation of Communities Projects [child Fund]

Do you think child fund institutional plans of 2005 to 2011 were effective

Do you think Child fund project staff are engaged in developing and implementation of institutional plans to achieve the projects goal? How .....

1. What is the relationship between leadership structure and employees of MAFOC Projects?.....

2. To what extend do administrative systems affect the employees of MAFOC Projects [child fund]?

3. From your point of view, comment on the effectiveness of administrative systems of MAFOC Projects [child fund] and its effects on the organization?

- .....
- .....
4. Would you agree that board composition influence Child Fund Projects?  
How?.....
- .....
5. Comment on the information flow in implementation of Child Fund projects?  
.....
- .....
6. Do you think information flow has barriers Child Fund projects? If yes  
explain.....
- .....

**SECTION C Leadership style**

1. Could you explain how leadership style influences activities of Child Fund projects?  
.....
- .....
2. Comment on the election process and how it affects leadership of Child Fund Projects?  
.....
- .....
3. Is democratic process observed in Child Fund projects?  
.....
- .....

4. What effect do access to democratic process have on the entire organization?

.....;  
.....

5. How does leadership style affect the projects?

.....  
.....

6. Describe the relationship between the applied leadership style and employees of Child Fund projects?

.....  
.....  
.....

**SECTION D Project Performance**

1. Comment on accuracy of implementing project programmes by project employees [2005-2011]? Please explain and rate in percentage .....

.....  
.....  
.....

2. Comment on the quality of services produced by the Project [2005-2011]

.....  
.....

3. Are beneficiaries aware about the services implemented by each Project & staff?

.....  
.....

4. In your point of view do you agree that project employees deliver right services in time?

How.....

.....

5. Do you believe that employees effectively use project resources appropriately in terms of Finance, Human, and time? [2005-2011]

.....

.....

.....

6. Do all the areas of operation and beneficiaries receive intended services regularly?

Explain.....

.....

.....

7. Comment on communication of services in entire projects by employees

.....

.....

8. Do you think employees are well facilitated with required resources to implement the activities stipulated in work plans of the projects?

.....

.....

9. Comment on the cost with which the entire projects implement their work?

.....

**THANK YOU SO MUCH FOR YOUR TIME GIVEN TO RESPOND TO THIS INTERVIEW**



### Appendix 3: Child Fund Projects Management structure.

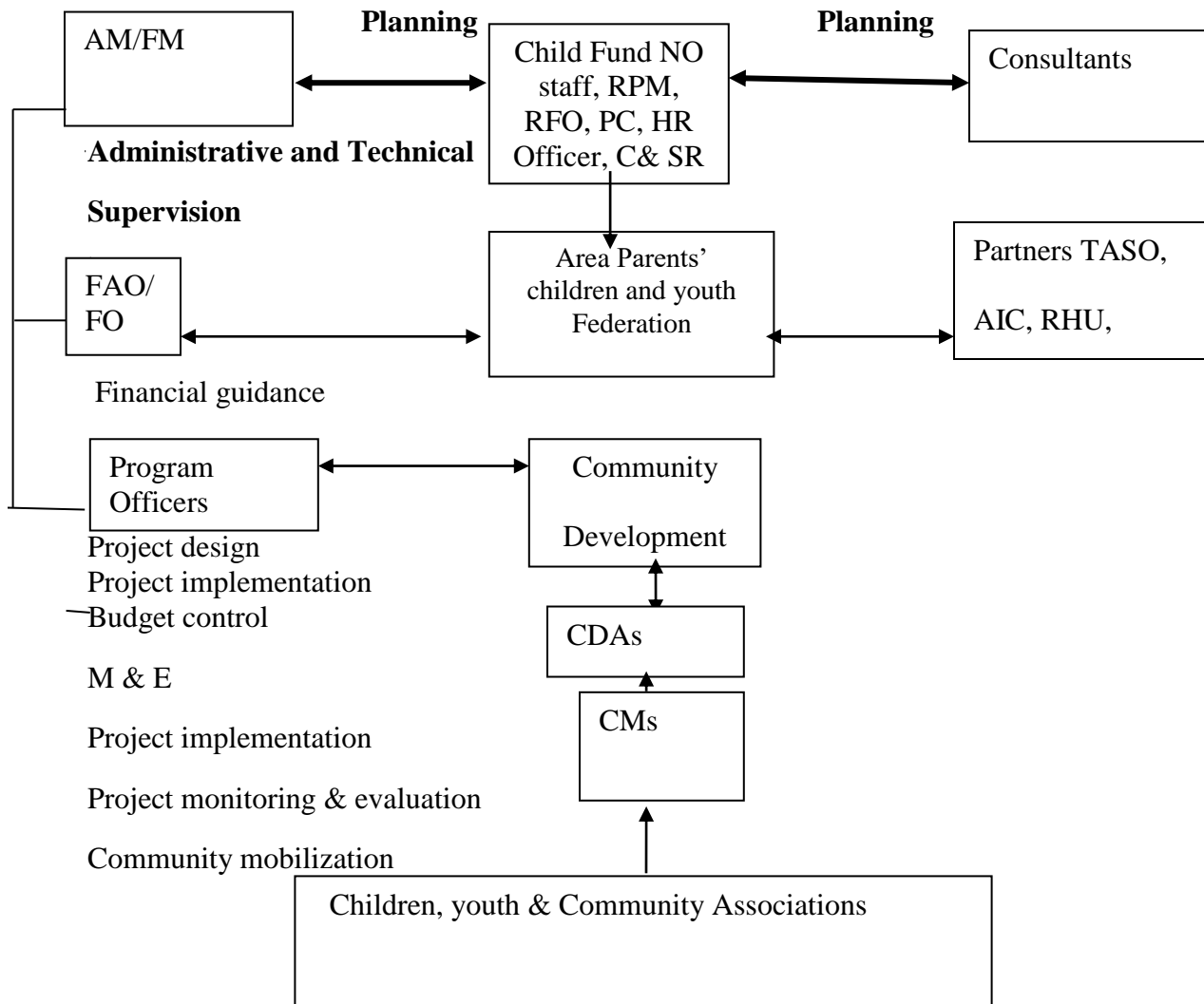


Figure 3 Source Child Fund Human resource manual (2010)

#### Key

RPM : Regional Program Manager

RFO : Regional Finance Officer

FM : Federation Manager

AM : Area Manager

CDF : Community Development Facilitator

CDA: Community Development Assistant

CM : Community Mobilizers