



**LEADERSHIP-STYLES AND EMPLOYEE PERFORMANCE AMONG PUBLIC
BUSINESS TECHNICAL VOCATIONAL EDUCATION TRAINING
INSTITUTIONS IN KAMPALA AND WAKISO DISTRICTS, UGANDA**

By

NAKANWAGI HARRIET

REG No: 09/MMSPAM/ 18/076

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NOVEMBER, 2010

DECLARATION

I, **Nakanwagi Harriet** hereby declare that this is my original work. It is not in any way a duplication of some other persons work and it has never been presented to any university or institution for an award of a degree or otherwise.

Signature

Date:.....

Approval

This dissertation has been submitted for examination with our approval as supervisors

Signature

Date:.....

Dr Benon Basheka

Head, Higher Degrees Department

Uganda Management Institute

Work Based supervisor

Signature:.....

Date:.....

Mrs Milly Margaret Kabanga

Director, Health Tutors College - Mulago

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Dedication

With great regard and esteem, I dedicate this piece of work to my dear brothers and sisters, Bosco, Rose, Denis, David and Tina. To my Dad, Aunties, nephews and nieces you are such a strong support and I love you all

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List of abbreviations

BTVET	Business Technical and Vocational Education Training
MDGs	Millennium Development Goals
NAPE	National Assessment of Progress in Education
PEAP	Poverty Eradication Action Plan
UVQF	Uganda Vocational Qualifications Framework

Abstract

The study examined the effect of leadership styles on employee performance in public BTVET institutions in Kampala and Wakiso districts. It was guided by the following objectives:- 1) To find out how authoritarian leadership style affects employee performance. 2) To establish the effect of democratic leadership style on employee performance. 3) To establish the moderator effect of Government policy on the relationship between leadership styles and employee performance in public Business, Technical Vocational Education and Training (BTVET) institutions in Kampala and Wakiso districts. Data was collected using self administered questionnaires which included both open-ended and close-ended questions. The category of Principals had closed ended questionnaires and interviews. Qualitative and quantitative methods were used in the study. Quantitative data was analyzed using statistical package for social scientists (SPSS) software while qualitative data was analyzed using a thematic approach. The results from 130 respondents indicated that authoritarian leadership style had a negative effect on employee performance compared to democratic leadership style which had a positive statistically significant effect. It was also found that government policy had a positive moderator effect on the relationship between leadership style and employee performance. It was concluded that 1) principals more commonly use a mixture of the two leadership styles. 2) That authoritarian leadership style had a negative non significant effect on employee performance. 3) That democratic leadership style had a significant positive effect on employee performance and that 4) Government policy positively moderated the relationship between leadership style and employee performance. The researcher recommended that employees be involved in decision making and individual goals be aligned with institutional goals; principals should improve employee empowerment and come up with motivational systems within institutional structures. The researcher highlighted staffing levels, inner motivation, self efficacy and levels of education as areas for further research in regard to employee performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study investigated the effect of leadership styles on employee performance in public Business Technical Vocational Education and Training (BTNET) institutions. Education was described by Kirk and Gauagher (1983) as the mirror of society, sharing its strengths, weaknesses, hopes, biases and key values of its culture. It has a definite role it plays in the development of people because people are the wealth of each nation. Relatively, employee performance is of utmost importance since it impacts on the performance of graduates who come from these institutions.

In the recent years, the Ugandan government has embarked on investing in science education which has enabled BTNET institutions to produce competent personnel who have contributed to the development of the country. The leadership style that a manager chooses to adopt is important in improving the performance of employees in of terms quality of students, quantity/number of graduates per year, cost effectiveness and timeliness of carrying out day to day operations. According to Stoner, Freeman and Gilbert (2000), a leader's style will motivate employees to the extent that it compensates them for what they see as deficiencies in the task, authority system, or work group. This chapter now gives the background to the study, statement of the problem, purpose of the study, objectives, research questions, conceptual frame work, significance of the study, justification, scope and operational definition of terms and concepts.

1.1 Background to the study

1.1.1 Historical Background

Historically, leadership has often been associated with tradition or office held. Traditional leaders derived authority from inheritance and were born to lead people over whom they held sway. Other leaders derived their authority from offices they held normally associated with political and economic power to act on behalf of others, with the backing of sufficient force to ensure compliance. One consequence of this approach is the expectation that hierarchical position and leadership are correlated to Organizational rank, the right to exercise influence and authority, the expectation of leadership, responsibility and compliance from subordinates are all perceived as components of senior management roles, Morden (2003).

From the 1990 World Conference on **Education for All** in Jomtien, delegates from 155 countries came up with the World declaration on *Education for All (EFA)*. It urged countries to intensify their primary education by 2000. The Jomtien EFA targets were not achieved, but they were reaffirmed at the Dakar World Education Forum in 2000 when 189 nations adopted the Millennium Declaration, comprising eight specific goals known as the Millennium Development Goals (MDGS). One of these goals is to achieve Universal Primary Education by 2015 where children in these countries were to have completed a full course of primary schooling (Zaken, 2008).

In Africa, during the 1990's many countries including Kenya, Lesotho, Malawi and Uganda eliminated primary school fees in order to provide their people with free primary education (Avenstrup, Xiaoyan and Soren, 2004). The Dakar World Forum on Education for all held in 2000 adopted six goals to be achieved by 2015 among which was to ensure that all children in difficult circumstances and those belonging to ethnical minorities have access to and complete free and compulsory primary education of good quality (UNESCO, 2008).

One of the objectives of the Constitution of Uganda (1995) emphasizes promotion of free and compulsory basic education. Wirak (2003) notes that BTVET constitutes a second leg in the massive effort to achieve universal primary education. In 1992, a government white paper was developed after consultative process by an education policy review committee headed by Professor Senteza Kajubi identified a number of problem areas and proposed detailed actions to take place in the field of BTVET. Two major aims of technical education were identified as stimulating intellectual and technical growth of students in order to make them productive members of the community and to produce craftsmen, technicians and other skilled manpower to meet the demands of industry , agriculture and commerce as well as teaching of technical and vocational subjects Wirak et al (2003).

In Uganda 'TVET' (Technical Vocational Education and Training) is localized and is being carried out in a wide number of centers, places of learning and work. It is seen to encompass technical, vocational and business education and training programs. The needs and priorities of a wide range of stakeholders and end users of BTVET are unusually wide and varied though not mutually exclusive. As many as 46 institutions of BTVET were transferred to Ministry of Education and Sports (MoES) in 1998/1999 structural reform of government ministries Wirak et al (2003).

The Poverty Eradication Action Plan (PEAP) which is the driving policy for Uganda emphasizes poverty reduction services under which are primary education, health, and agricultural extension and feeder roads. These are areas in which a number of skills are required and especially in agriculture sector which is the main means of incomes for a vast majority of Ugandans. It is significant that institutions that develop many of the extension workers needed are now under BTVET. The modernization of agriculture greatly depends on the improvement of skills and technology amongst the rural population a task that can greatly be achieved with the help of graduates from BTVET institutions. Rapid scientific and

technological changes create challenges and the preparation of skilled manpower is necessary for higher agricultural production, diversification of the economy and industrialization of the production system (Wirak et al, 2003).

For decades, America's educational establishments especially teacher's unions have opposed the idea of merit pay and other types of incentives for excellent teaching as a novel idea of smacking of a crass commercialization that has no place in the hallowed sanctum of performance in the classroom. Teachers are professionals, yet unlike other professionals working in the private sector, they have no element of a performance incentive in their pay structure. "Is it not the lack of incentives for performance one of the key reasons for failure of socialist systems around the world which could also be a source of failure of our education system? Many other kinds of reward and recognition have proven to be more effective and they are dependent on the leadership style." Crowner (2002).

1.1.2 Theoretical background

Leadership has gained attention of researchers worldwide. A review of scholarly studies of leadership shows that there is a wide variety of different theoretical approaches to explain the complexities of the leadership process (Antonakis, Ciaciolo & Stenber 2004, Bass 1990, Bryaman 1992, Gradner 1990 and Hideman 1998). Some researchers conceptualize leadership as a trait or behavior whereas others view leadership from an information processing perspective or relational stand point. Leadership has been studied using both quantitative and qualitative methods in many contexts including small groups and large organizations collectively the research results on leadership from all those areas provide a picture of a process that is far more sophisticated and complex than the often simplistic view presented in some popular books on leadership (Northhouse 2010). This study is informed by McGregor's theory X and Y, and Fielder's contingency theory.

McGregor's (1906-64) theory X and theory Y of the trait theories assumes that people inherit certain qualities and traits that make them better suited to leadership. McGregor identifies personality or behavioral characteristics shared by leaders. Theory X assumptions are that a typical worker lacks ambition and is self centered, indifferent to the welfare of the organization and will avoid effort where possible (value based management.net 2009). Leaders that subscribe to this school of thought practice an Authoritarian leadership style.

Theory Y in contrast asserts that individuals normally do not require coercion to make them work. They can be relied upon to exercise self-control, self direction and to put maximum effort to their activities (Value based management.net 2009). This theory supports the democratic leadership style dimension of this study. In terms of the practice of leadership, the workplace of the twenty first century with its emphasis on self managed work teams and other forms of worker involvement programs is generally consistent with the precept of theory y. McGregor's X and Y theory clearly bring out the two dimensions of authoritarian and democratic leadership style that are used in this study. This theory will help the researcher to understand the means of improving on employee performance in BTVET institutions that is whether to use "Carrot" and "Stick" while leading or taking on other means.

Fielder's Contingency Theory: According to Wagner (2009), Contingency theories focus on particular variables related to the environment that might determine what particular style of leadership is best suited for the situation. Success depends upon the leadership style, qualities of the followers and aspects of the situation. Fielder's Model bases the leaders' effectiveness on situational contingency. It results from the interaction of leadership style and situational favorableness. The theory defines two types of leaders: those who tend to accomplish the task by developing good relations with the group (Democratic leadership Style) and those who have their prime task about carrying out the task (Authoritarian leadership Style). According to fielder there is no ideal leader, both authoritarian and democratic leaders can be effective if

their leadership orientation fits (Wikipedia 2009). In this study, the contingency theory will help the researcher explain circumstances under which a certain leadership style can work and fail to work.

The decision to use a particular leadership style is perhaps one of the most important decisions an organization makes because a leadership style could make or break an organization (Executive coaching studio.com). According to Infed (2009), quality of leadership is arguably central to the survival and success of groups. In public BTVET institutions leaders are identified by position and are part of the hierarchy. They are the focus for answers and solutions. They give direction and have a vision. It is the responsibility of the leader to identify the different training needs of his/ her staff, to mentor the employees and help them become better/ improve performance. The style that a leader chooses is important since a task oriented leader will not easily recognize the lacking qualities in the employees, while a leader who adopts participative and concern for people styles is more likely to align employees' aspirations and goals to those of the organization. The factors to consider here will include; task requirements, peers' expectations and behavior, employees' characteristics, expectations, behavior, organizational culture and policies.

1.1.3 Conceptual background

The key concepts in this study include leadership style as the independent variable and employee performance as the dependent variable. Leadership as defined by Wehrich & Koontz (2005) is the influence, that is, the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. Leadership styles are the various patterns of behavior favored by leaders during the process of directing and influencing workers (Stoner, 2000). Leadership style as defined by Donclark (2009) is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. In other words, Leaders carry

out this process by applying their leadership attributes such as beliefs, values, character, knowledge and skills. Northhouse (2009) defines leadership as a skill, Conceptualized as a skill, leadership is a competence developed to accomplish a task effectively; skilled leaders are competent people who know the means and methods of carrying out their responsibilities. Describing leadership as a skill makes leadership available to everyone because skills are competencies that people learn or develop even without natural leadership ability. The leadership styles (IV) have dimensions outlined as authoritarian and democratic leadership styles

The term 'TVET' is defined by UNESCO 1997 international standard classification of education as education and training to acquire the practical skills , know how and understanding necessary for employment in a particular occupation or trade. It is simultaneously used with BTVET in Uganda with business added to the TVET phrase. Business was particularly added to the TVET phrase to highlight the importance that government attaches to blending business management and entrepreneurship to technical and vocational education and its overall role in the country's economic development (Egau, 2002). BTVET is the type of education which imparts applied knowledge and skills and is directly linked to the world of work. In a sense it is expected to empower beneficiaries to use their hands on experience to create jobs rather than depend on increasingly scarce white collar jobs in the formal sector of the economy (Republic of Uganda 2008).

According to performance management practitioner series (2001), there are four general measures for work unit and employee performance which include quality, quantity, timeliness and cost effectiveness. Quality addresses how well the employee or work unit performed work and / or the accuracy of the final product. Quality refers to accuracy, appearance and usefulness. Quality measures can include error rates such as number of percentage errors allowable per unit of work and customer satisfaction rates determined through customer

survey. Quantity addresses how much work the employee or work unit produced. Quantity measures are expressed as number of products produced or services provided. Timeliness addresses how quickly, when or by what date the employee or work unit produced the work. Cost effectiveness addresses money savings to the government. Cost effectiveness measures may include such aspects of performance as maintaining or reducing unit costs. Reducing time it takes to produce or provide a product or service or reducing waste Performance management practitioner series. (2001). In this study, Employee performance (DV) has dimensions as quality of work, quantity of work, cost effectiveness and timeliness.

The external effectiveness of these institutions still leaves a lot to be desired as Egau (2002) notes, that “there are still people who believe that the aim of technical and vocational education is to provide an outlet for school dropouts”. Public BTVET institutions are formal organizations with specific goals sub divided and reflected in departments, sections, jobs and tasks that make up the work structure. They are expected to behave impersonally in regard to relationships with clients or with its members. These institutions conform to Weber’s definition, entry and subsequent advancement is by merit or seniority. Each employee receives a salary and enjoys a degree of tenure that safeguards him from arbitrary influence of superiors. The higher his position is in the hierarchy, the greater the presumed expertise in adjudicating problems that may arise in the course of work carried out at lower levels in the organization. It is this bureaucratic structure that forms the basis of the appointment of heads of administrative subdivision in the organization and endows them with the authority attached to their position. In contrast to this, a leader is a person who influences a group of people towards a specific result and it should not be dependent on title or formal authority. Leaders are recognized by their capacity for caring for others, clear communication and commitment to persist. In the absence of sufficient personal competence a manager may be confronted by

an emergent leader who challenges his/her role in the organization and reduces it to that of a figure head. Every organization needs leaders at every level.

Since employees in public BTVET institutions have job security owing to being in public service, they also need to have other motivations which are not necessarily monetary such as recognition in order to get the best out of their abilities. They need to feel involved and to have their contributions valued.

1.1.4 Contextual background

In considering the restructuring of technical / vocational education, the government recognized the need to have a fully fledged department to spearhead the vocationalisation of education in the country. In 1999, a department of business technical and vocational education and training (BTVET) was created in the ministry of education and sports (Egau 2002). Consequently institutions were transferred to ministry of education under BTVET department for technical strengthening in vocational education.

Earlier when the institutions were under their mother ministries, they were treated as departments and lacked autonomy, decisions were made by top management of ministries and leaders in institutions had little influence on the performance of their staff (World Bank 1997).

According to Eilor (2008), BTVET is an exceedingly diverse institutional mix drawn from business, technical , vocational education and training thus the essence of embracing a combined approach. BTVET aims at the training that imparts skills to the learner for self capacity development such that the graduate directly enters the world of work rather than job seeking. It is through the process of using the appropriate leadership styles that will enable BTVET to realize the needed goal. Leadership style therefore is a contingency variable that indicates much about the degree of formality of the organization, the management control

process, the appropriate motivation process and the degree of participation and the level at which decisions are made (Draft (1988) cited in Naranjo and Rinsum(2006).

The Government of Uganda (2003) notes that there is a still a negative bias towards BTVET which distorts demand for such education. The annual performance report 2007/2008, notes that social stigma remains a big challenge to the BTVET sector (Republic of Uganda 2008). The principals together with the employees in the BTVET institutions are mandated to promote this type of education and to reach out to the masses since they are directly in touch with the public. From the researcher's observation, there continues to be low enrollment in BTVET institutions and most of the graduates are not innovative enough to create jobs which is the main aim of their training. This is an indication of a problem in performance of the employees who are supposed to impart knowledge and bring change in the lives of the graduates while they are still students.

1.2 Statement of the Problem

Institutional leaders are increasingly being asked to work strategically and often collaboratively in order to respond to a wide range of local priorities and national policy initiatives (Riley, 2004). Simiyu (2009) contends that the enrollment into any academic institution is crucial in as far as that institution's existence and survival are concerned. The broad policy objective of BTVET is to increase the quality, quantity and accessibility of institutions to promote business, technical and vocational skills for equipping the individual with knowledge, basic skills and attitudes. Similarly to exploit the environment for self development as well as sustainable national development (Government of Uganda 2003). If BTVET as a department is to achieve this objective employees have to carry out their duties to the expected standards.

Egau (2002) observes that the Government of Uganda has supported vocational education since independence. However despite all its efforts, when it comes to Government's administration of BTVET institutions some criticism has been raised on the lack of linkage between Ministry of Education & Sports and the labour market. Most Managers of BTVET at the institutional levels in this case referred to as principals have challenges of the supervisory role. This is as a result of the problem of understaffing, insufficiency of teaching and learning materials, more and more employees involved in part-time employment. The quality of students' performance is greatly affected due to the mentioned inadequacies of employee performance. Several factors could affect employee performance but this study only concentrated on leadership style. Many researchers have carried out studies about leadership styles but very few researchers have interested themselves in finding out how the leadership styles of principals in public BTVET institutions influence employee performance more specifically in improving the Quality of work, quantity of work, cost effectiveness and timeliness. This research aimed at establishing how autocratic and democratic leadership styles effected employee performance in public BTVET institutions.

1.3 Purpose of the study

The purpose of this study was to examine the effect of leadership styles on the performance of employees in public BTVET institutions in Kampala and Wakiso districts.

1.4 Objectives of the study

The study was guided by the following objectives

1. To find out how authoritarian leadership style affects employee performance in public BTVET institutions in Kampala and Wakiso districts.
2. To establish the effect of democratic leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts

3. To establish the moderator effect of Government policy on the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso districts.

1.5 Research questions

The following research questions guided the study.

1. How does authoritarian leadership style affect employee performance in public BTVET institutions in Kampala and Wakiso districts?
2. What is the effect of democratic leadership style to employee performance in public BTVET institutions in Kampala and Wakiso districts?
3. What is the moderator effect Government policy the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso districts?

1.6 Hypotheses

The following hypotheses were tested in this study.

1. Authoritarian leadership style significantly affects employee performance in public BTVET institutions in Kampala and Wakiso districts.
2. Democratic leadership significantly contributes to employee performance in public BTVET institutions in Kampala and Wakiso districts.
3. There is a positive moderator effect of Government policy on the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso districts.

1.7 The conceptual framework

Illustration of the relationship between Leadership Styles and Employee Performance

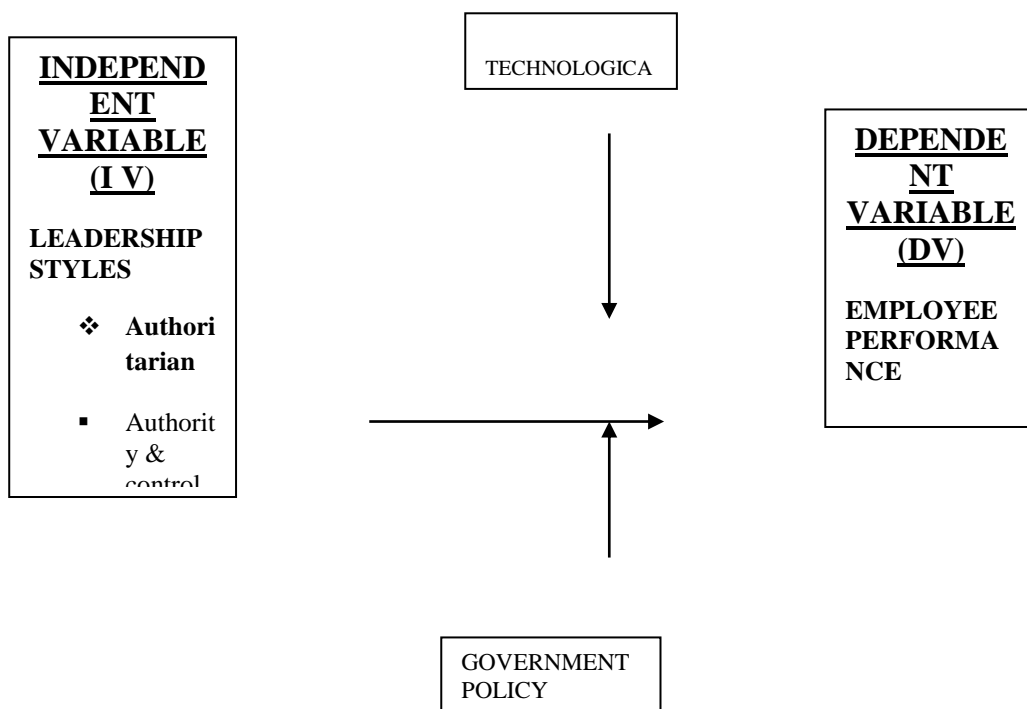


Fig 1. 1: The conceptual framework

Source: The independent variable is derived from Medhunters.com 2009 while the dependent variable was adapted from Richard Lynch and Kelvin Cross's *Measure up! Yardsticks for continuous improvement* (1991).

In this study, leadership style was the independent variable while employee performance was the dependent variable. Leadership style was conceptualized to take the forms of authoritarian and democratic leadership styles while Performance took the forms of 'quality of work' which applies to the smooth running of day to day operations. 'Quantity of work' which refers to how much work is accomplished within a given time period. 'Timeliness' and 'cost effectiveness' refer to the efficiency of day to day operations within the institutions. Government policy was a moderating variable while technological change was the intervening variable.

1.8 Scope of the study

The study focused on how principals' leadership styles from 2009 to date have influenced employee performance in public BTVET institutions in Kampala and Wakiso districts. The study scope was limited to a class of:

Geographical Scope

Institutions in Kampala district included Mulago School of Nursing, Butabika School of Psychiatric Nursing, Mulago Paramedical Schools and Health Tutors College Mulago. Institutions from Wakiso district included Fisheries Training Institute, Bukalasa Agricultural College, Lands and Survey training Institute, Kisubi Technical Institute, and School Of Metrology Entebbe. Selection of these institutions is on the basis of representation and convenience. All these institutions are located in central Uganda and are easily accessible from the Kampala city centre

Content Scope

The content scope of this study was limited to identifying leadership approaches used by the Institute Heads and the effect of these styles on performance of employees. Approaches to leadership were looked at under the dimensions of authoritarian and democratic leadership styles. Performance of employees was looked at in the aspect of quality which was assessed basing on the output in terms of tangible and visible assignments. The aspect of quantity involved number of assignments completed successfully while Cost effectiveness involved student to instructor ratio, tendency of employees to make the most use of limited resources. Timeliness assessed meeting of targets, time of reporting to work and response to identified needs. The study therefore looked at the specific tasks undertaken by the Principals in their leadership role and how such roles related to employee performance.

Time Scope

The study will cover the period from 2009 to date a period of 2 years. This period is selected because management keeps changing from time to time as a result of transfers and new appointments within BTVET institutions.

1.9 Justification of the study

It is important for leaders to receive feedback about their leadership style. As Chaudron (2009) noted that until later 1960's feed back on leadership style had usually come from top down either as part of a yearly performance appraisal or after a particular disastrous event at the company. A manager usually received feedback from their boss either as part of a heated exchange of views just before the manager is fired or heard vague uncomfortably said mouthing about improving relations with people. The way people want to work is changing fast and managers who fail to listen to the needs of their staff are courting disaster. Nearly half (42%) of employees who quit their jobs do so because of disagreement with leadership styles that they see as outdated and unhelpful (Mackenzie 2009). People can improve their leadership skills with practices, instruction and feedback from others. Viewed as a skill, leadership can be studied and learned. If one is capable of learning from experience then they can acquire leadership (Northhouse 2009)

1.10 Significance of the study

Research indicates that using the most effective style of leadership for a particular situation or climate, a manager can improve employee morale and performance (executive coaching studio 2009).By carrying out this research, BTVET department will be able to identify the impact that leadership styles have on the performance of employees and will be able to advise the principals from an informed point of view. The principals in public BTVET institutions will get to understand the effect of their leadership styles on employee performance hence enabling them to become better managers.

The findings of this research will enable Government to identify gaps in leadership styles as far as public BTVET educational institutions are concerned and help in planning for further training opportunities of the managers in the institutions.

1.11 Operational definition of terms and concepts

Leadership

Heinz and Horold (2005) state that leadership is a management function together with other functions such as planning, organizing, staffing and controlling make up the general management function.

Leadership styles

Leadership styles refer to the manner a leader leads, as reflected in the things done like communication, exercising power and authority (Mazzerella & Smith, 1989).

Morale: Harding (1998) defines Morale as the attitude of individuals and groups toward their work and working environment which serves to condition how well or how badly they perform. Morale serves as a broad term that encompasses smaller aspects including intrinsic motivation, job satisfaction, experienced work meaningfulness and organizational commitment in one's work as cited by Riley (2004).

Chain of Command: the line of authority that runs from the apex of an organization to its base and which carries information and instructions to lower levels Bennet (1994).

Vocational education is defined by Bhatta (2007) as education that is concerned with increasing skills of individuals who wish to have a career in any vocation or occupation for which no college or university education is necessary. Vocational education is provided through a combination of apprenticeship, laboratory work, and classroom instruction and on job training.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed a selection of the existing literature as presented in textbooks, journals, magazines, newspaper articles and the internet related to leadership style and performance of public employees in public BTVET institutions. It is structured under the headings of introduction, theoretical review, conceptual review, actual literature review and a summary of the chapter.

2.1 Theoretical review

An investigation on leadership styles and performance builds on a number of theoretical strands which are well represented in literature. Mulins (2007) quoting McGregor argues that “every act rests on assumptions, generalizations and hypotheses- that is to say on theory. Our assumptions are frequently implicit, sometimes quite unconscious and often conflicting; nevertheless, they determine our prediction that if we do A, B will occur. Theory and practice is inseparable.” He further advances that the application of this theory brings about change in actual behavior and that managers reading the work of leading writers on the subject might see in their ideas and conclusions a message about how they should behave. This will influence their attitudes about leadership practice. Even though there are other factors which influence employee performance, the principal’s leadership style is to a greater extent instrumental in enhancing a goal oriented work environment as they are responsible for the running of the institutions. In order to assess the relationship between leadership style and employee performance which was the focus of this study, it was logical to examine various leadership styles. Therefore, this chapter deals with the concept of leadership, the significance of

leadership and several leadership notions and paradigms in order to unravel and pinpoint the link between leadership styles and employee performance.

Leadership theories

While the search for the meaning of leadership and the best leadership styles continues, various leadership paradigms have been used to describe leadership and its effectiveness. Leadership paradigm has changed over the last decades transforming from the traditional leadership to the new perspectives. Schermerhorn et al (2007) categorize trait, behavioral and situational or contingency theories under the traditional leadership perspectives and charismatic and transformational leadership theories under the new leadership perspectives. The focus of all theories on leadership is to determine organizational effectiveness. In addition to the contingency theory, theories X and Y which were reviewed in chapter one, this study was further guided by the path goal theory.

The path- goal theory is designed to show how leaders may help subordinates along the path towards the desired goal by setting specific behaviors that are best suited to the needs of those subordinates in the situation in which they find themselves. It deals with how leaders motivate subordinates to achieve their designated objectives. This concept enhances employee performance and satisfaction in the work situation, emphasizes the relationship between the leader's style, behavior, capability and characteristics of subordinates, work context and the means to be taken to achieve the desired outcomes. The leaders needs to define the best available path towards the desired outcomes and to select the style of leadership for dealing with obstacles that may get in the way of the successful achievement of tasks and goals (Morden 2003).

According to Northouse (2010), path goal theory has three major strengths. It provides a theoretical framework that is useful in understanding how; directive, supportive, participative and achievement-oriented leadership styles affect the productivity and satisfaction of employees. It is unique in that it integrates the motivation principles of expectancy theory into the theory of leadership. It provides a practical model that underscores the important ways in which leaders help subordinates. This theory brings out the supportive role of the leader in helping the subordinates attain the set goals and points out the contribution of leadership style to employee performance. This theory helped the researcher to identify coaching and shared decision making as dimensions under the democratic leadership style.

2.2 Conceptual review

Lickert (1961) in examining different leadership styles found that to achieve maximum productivity, organizations need to make optimum use of their human assets. Lickert's research shows that a participative system as opposed to authoritarian ones was the most effective model to achieve both the goal of making profit and the goal of concern for employees. This participative system was characterized as one in which leaders involve their workers, where goals are agreed on collaboratively, where employees at all levels feel responsible for the company's goals and where there is communication and cooperative teamwork (Gordon training 2003).

At the institutional level, most higher education institutions have a governing council. Although the governance system differs greatly by the kind of institution, the lack of power and capability by council members to voice their opinions leads to most decisions being made by the heads of the institutions. Non university tertiary institutions are less independent from the government and often get directives from Ministry of Education and Sports (Liang, 2004). Principals are the accounting officers of the institutions they head and as a result are held

vicariously liable for every activity that goes on in their institutions. The leadership style that a principle chooses to employ in various circumstances is of great importance in maintaining morale, commitment and innovation among employees which will give credit to the principals when work is well done and rebuke when employee performance is poor.

2.3 Authoritarian leadership style and employee performance in public BTVET institutions.

According to Ignite (2007), directive behavior is defined as the extent to which a leader engages in one way communication, spells out the employees role and tells the employee what, where, when and how to carry out a task and closely supervises performance. The authoritarian style is where the focus of power is with the manager and all interactions within the group move towards the manager. The manager alone exercises decision making and authority for determining policy, procedures for achieving goals, work tasks and relationships control of rewards and punishments Mullins (2007). Compared to democratic superiors, autocratic superiors act in more self centered ways; they make decisions more unilaterally and supervise subordinates work activities more closely (Muczyk & Reinmann 1987 cited in Van deVillet, 2006).

2.3.1 Authority & control

Locus of control is a personality trait referring to the extent to which individuals believe events are within their control. Some situations limit the leaders influence or make leadership style unnecessary, for example clearly defined procedures make task oriented leadership unnecessary.

Span of control arises in line authority and refers to the number of subordinates who report directly to a given manager or supervisor. If the span of control is too wide it becomes difficult to supervise subordinates effectively and this places more stress on the manager. With

larger groupings, informal leaders and subgroups are more likely to develop and these may operate contrary to the policy of management. There may be lack of time to carry out all the activities properly; planning and development, training, inspection and control may suffer in particular leading to poor job performance. Too wide a span of control may limit opportunities for promotion and result in slowness to adapt to change and new procedures (Mullins, 2007).

If the span of control is too narrow there is a problem of coordination and consistency in decision making and it hinders effective communication across the organizational structure. Morale and initiative of subordinates may suffer as a result of too close a level of supervision. Narrow spans of control increase administrative costs and prevent the best use being made of the limited resources of managerial talent. They can lead to additional levels of authority creating an unnecessarily long chain of command (Mullins, 2007).

It is the function of control to bring about conformance to organizational requirements and achievement of the ultimate purposes of the organization. At the organizational level, management needs to ensure satisfactory levels of performance and control as a check on the execution of work, the success or failure of the operations of the organization with a purpose of improving performance at individual and organizational level.

2.3.2 Communication

The manager's relationship to his superior and subordinate are two way relationships. Both are formal and informal relationships of authority as well as information sharing. Both are relationships of mutual dependence. The manager has the downward responsibility to his subordinates; first to make sure that they know and understand what is demanded of them. Second to help them set their own objectives and to help them achieve these objectives through advice and counseling if need be, to teach them how to do better. The objectives of management should always consist of the performance indicators that contribute to the success

of the enterprise. The relationship between the principal and subordinates must clearly be understood or defined as a duty toward them, as a responsibility for making them perform and achieve rather than supervision as a central requirement for organizing the managers' unit efficiency, Chandan (2000).

Morrison (1994) found out that the more frequently employees interact with their supervisor, the more similarly the employee and supervisor will define the employee's job responsibilities. This would avoid role ambiguity / role conflict as employees clearly know what is expected of them. Subscribers to the Harvard Business Review rated the ability to communicate as the most important in making an executive promotable more important than ambition, education and capacity for hard work. Research spanning several decades has consistently ranked communication skills as crucial to managers (Adler & Elmhorst 2002).

2.3.3 Motivation

Work motivation is a psychological concept that is primarily concerned with increasing the strength and direction of peoples work related behaviors to influence the quality of peoples performance output. When supervisors are considerate of employees, are good at listening, communicate well, make themselves available and are considerate of employees feelings, their employee motivation is higher (Hannagan 1998). In result oriented companies like Public service in Uganda which encompasses public BTVET institutions, leaders face daily challenges to motivate their followers to be more productive in the work environment. They ought to understand that their own rise is tied the performance of followers, so in this situation the leader has no choice but to motivate the followers to produce results (Gilmore 2006).

Effective leadership behavior is based on the willingness of the manager to help subordinates and the needs of subordinates for help. Leadership behavior will be motivational to the extent

that it provides necessary direction, support; guidance helps clarify path- goal relationships and removes any obstacles which may hinder the attainment of goals.

Recognition and credit is one way in which motivation can be achieved. People can be praised to success, give full recognition and credit when it is due and let people know that they are appreciated. Castellanos of IBM Emphasizes “A sincere word of thank you from the right person at the right time can mean more to an employee than a formal award. What is important is that someone takes the time to notice an achievement, seeks out the employee responsible and personally gives praise in a timely way.” If staffs are to take pride in their work they need to know when they are performing well and to receive appropriate recognition for their effort. In the BTVET setting, pay, job security are already met needs. Basing on Maslow’s hierarchy of needs, these are no longer motivational factors and employees look for recognition and self actualization which are higher order needs (Mullins 2007).

Sometimes a leader’s personality plays a critical role in motivating a follower. The leader is able to influence the follower to be productive based on his or her intelligence, self-confidence, determination, integrity and sociability. If a leader has self confidence, is comfortable listening to critical feedback from followers making the necessary changes and can examine his leadership style, he probably will receive a greater degree of productivity and loyalty. In authoritarian leadership style, high performance can be obtained when leaders stop touting mandatory invitations, add in a little collaboration, caring, are receptive to constructive feedback and adopt listening skills. They can also motivate by being a good example, giving sound advice and disciplining as appropriate (Gilmore, 2006).

2.4 Democratic leadership style and employee performance in public TVET institutions.

As the educational reforms of school restructuring and site figure as the common future of today's schools, participative leadership has become the educational religion of the 21st century (O'hair&Reitzug, (1997) cited in Somech (2005). There is substantial consensus that selecting more collaborative strategies becomes crucial for managing teams effectively. Participative leadership is defined by Koopman & Wierdsman (1998) cited in Somech (2005) as joint decision making or at least shared influence in decision making by the superior and his or her employees. By using a participative leadership style, the organization can allow the follower to offer suggestions on training and developmental goals as well as work assignments. This creates a buy-in, potentially resulting in higher performance and satisfied customers (Gilmore, 2006).

2.4.1 Shared decision making

Participation in decision making: employee involvement in management decision making has long been recognized as an important motivating factor. Limited forms of worker participation are increasingly common. They occur through worker committees, advisory group's quality circles and formal joint consultation. Where there is participation, unworkable decisions are less likely because those responsible for their implementation have the opportunity to point out potential difficulties. It encourages responsible attitudes and commitment among workers as well as reduce resistance to change. Participation also avails the knowledge and expertise of junior staff to the decision making process. Employee participation in decision making is one of the many forms of employee involvement in workplace decision making. Managers are encouraged to allow a high degree of employee participation and autonomy which is intended to increase work performance and good citizen behavior (Cohen, Chang & Ledford (1997)cited in Sharan 2009).

Involvement: the leader's vision alone is not sufficient to create an organizational movement. The leader needs to involve others in the shared vision by calling on their values, interests, wishes and dreams and to see to it that they recognize it as theirs. By doing this, the leader creates an atmosphere of mutual confidence and respect. He reforms teams and makes it possible for all of them to feel like partners and thus develops the force of others by sharing information, power and making them visible in what they do together Ousmane (2007).

According to Smith (2009), management is not only about planning, organizing and controlling work. It is also about giving people a vision, making people feel involved; part of it is making sure people are regularly communicated with and inspired by what is going on. He asserts that if every manager knew at least three personal things about their employees, this would make a big difference in terms of their performance and their long term loyalty. In today's turbulent environment and intense competition, firms are forced to seek ways to be more flexible, adaptive and competitive as they are faced with competitive pressures and rapidly changing markets. Success depends on involving the workforce's entire capacity to generate new ideas and ways of working together to outsmart the competitors. (David 2005 cited in Sharan 2009)

2.4.2 Coaching & empowerment

While inexperienced managers view coaching as euphemism for discipline, in reality it is a positive activity. Managers must see coaching as an ongoing communication between worker and supervisor, it is an opportunity for the manager to supply feedback and support that focuses on a specific professional goal or area of development. Coaching is where the leader provides a great deal of direction but he/ she also attempts to hear the employees' feelings about decisions as well as their ideas and suggestions. According to Mackenzie consulting (2009), there are many coaching styles in the organization and the appropriate style depends

on the particular needs of the person to be coached. Directive coaching focuses on instructing, giving feedback, demonstrating skills, dealing with key performance issues, advising and recommending solutions while non directive coaching focuses on supporting the coached to examine and self discover solutions, opportunities and pathways to success. Performance coaching is a key part of individual goal setting and achievement requires the support of a performance coach to maximize the chances of success wherever possible, the coach should be the subordinate's manager (Somech & Wenderow 2006).

Empowerment is defined by Mills and Friesen as the authority of subordinates to decide and act. Effectively managed empowerment leads to innovation and ensures that performance is good. It eliminates conflict as every one works towards the same goal and the training will increase learning. It enables greater job satisfaction, motivation and commitment. Empowerment makes greater use of the knowledge, skills and abilities of the work force and if there is meaningful participation, it can aid successful implementation of change programmes. It develops an individual's knowledge so they take a broader and more proactive orientation towards the job and engage in more meaningful teamwork (Mullins 2007)

2.4.3 Delegation

This is where the employees are allowed greater autonomy because they have the competence and confidence to accomplish the task at hand. Mullins 2007 defines delegation as the process of entrusting authority and responsibility to others through the various levels of the organization. It is the authorization to undertake activities that would otherwise be carried out by someone in a more senior position. The nature of delegation can have a significant effect on the morale, motivation and work performance of staff. Delegation should lead to optimum use of human resources and improved organizational performance. It is important that the manager utilizes time to the maximum advantage. Delegation leaves the manager free time to

concentrate on more important tasks and more time in managing and less in doing. It provides a means of training, development and testing the subordinate's suitability for promotion. It helps satisfy employees higher level needs.

2.5 Government policy and the relationship between leadership style and employee performance in public BTVET institutions.

The last decade of the 21st century was a time of major policy change for schools and schooling. Teachers found themselves at the centre of a generalized drive to increase the quality of education and to improve the outcomes for students in order to create a more skilled work force, Osborn & McNess (2005). Teachers have historically not been part of the inner circle of the most favored occupational groups, to be sure, the rhetoric surrounding teachers work has often been based on their purported status and importance to society. Ironically because of the importance of teachers as role models for future citizens, control over their selection, training, certification and practice has remained very much in the hands of government or its closely monitored agencies (Atkins and Lury 1999 cited in Smaller, Clark and Livingstone 2004). Because of governments close control, change in government policy is likely to have an impact on employee performance in educational institutions.

2.6 Summary of Literature Review

This chapter reviewed literature by a variety of authors, giving different views of the authors as regards authoritarian leadership style, democratic leadership style and the moderator effect of government policy on the relationship between leadership style and employee performance. Authoritarian leadership style was reviewed along dimensions of authority and control; communication and motivation while democratic leadership style involved; shared decision making, coaching and empowerment and delegation. It showed how the path goal theory helps in explaining the relationship between leadership style and employee performance. It is noted

that though there are other factors which influence employee performance, the principal's leadership style is to a great extent instrumental in enhancing a goal oriented work environment.

Literature on government policy showed that because of the importance of teachers as role models for future citizens; training institutions have remained very much in the hands of government necessitating the investigation into the moderator effect of government policy on the relationship between leadership style and employee performance.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sample size and sampling strategies, data collection methods, data collection instruments, validity and reliability of findings, procedure of data collection, data analysis and measurement of variables as justified by Mugenda and Mugenda (1999).

3.1 Research Design

This study used a cross-sectional descriptive study design that combined a case study design. Both qualitative and quantitative approaches were used. Green et al (1982 cited in Hiam 2004) compiled the dyadic scores which examine results across pairs of leaders and employees instead of across averaged data. This reduces the co founding effects of differential treatment and shows stronger performance related results from dyadic variations in leadership behavior on the two core dimensions (Hiam, 2004). As justified by Amin (2005), a correlation design was used in the study since it describes in quantitative terms the degree to which variables are related. The study involved collecting data to determine whether and to which degree a relationship existed between two or more variables. The degree of relationship was expressed as a correlation coefficient. Simple correlation method was employed.

3.2 Study Population

The study population included all supervisory staff representing employees working in public BTVET institutions, governing council members and guild councils as stake holders. Principals from the sampled institutions were also included in the study. According to Egau (2002), there are 33 technical institutes admitting candidates that have completed ordinary

level schooling and 29 specialist para-professional training institutions including agricultural , forestry and fisheries colleges formally under ministry of agriculture animal industry and fisheries(MAAIF).Nursing, clinical health workers and other Para professional formally under ministry of health and other institutions (Wirak et al 2003). Of these institutions 9 are located in the districts of Kampala and Wakiso districts. The population was stratified into principals, employees and stakeholders.

3.3 Sample size and sampling strategies

Doscombe (2000) asserts that a sample needs to be carefully selected if there is to be confidence that the findings from the sample are similar to those found among the rest of the category under investigation. With this in mind, sampling was done carefully so as to get good representation in the research. To get the sample size to participate in the study both probability and non probability methods were used. Supervisory employees were purposively selected to constitute the employees strata because they had the required information with respect to the objectives of the study and were the only source of information since principals were ideally supposed to closely interact with them.

The population was categorized into employees (supervisory staffs) these included one Deputy Principal, one Academic Registrar, one Accountant, one Dean of Student's, one Warden and one Catering Officer for each institution these were included in the sample because of their supervisory role. It was estimated that each institute had four departments on average which gave a population of 36 of which 34 were selected. The strata of principals included all the nine principals of the selected institutions. The strata of stake holders included 3 members from the student guild council namely the guild president, the finance minister and the education minister; 7 governing council members for each institution who were policy makers and senior staff at Ministry of Education.

Table 3.1: Sample Size and Sampling Strategy

Category	Population	Sample Size	Sampling Strategy
Employees	99	80	Simple random sampling
Principals	9	9	Purposive
Stake holders	90	73	Simple random sampling
Total	198	162	

Source: sample size based on R.V. Krejcie and D.W. Morgan (1970) as cited in Amin (2005).

Table 3.1 above shows the sample population and sampling strategies that were used. The total sample comprised of 162 respondents. The sample was stratified 3 categories comprising employees, stakeholders and principals. 80 employees were comprised of supervisory staff from the selected institutions these included 9 Academic registrars, 9 Bursars/ accountants, 9 Deans of students, 36 Heads of departments, 9 Wardens and 9 Catering officers. Stakeholders included three guild council representatives namely the guild president, the finance secretary and the education secretary from each of the 9 institutions. Stakeholders also included 7 governing council members from each of the 9 institutions. Principals from the 9 selected institutions were also included in the study.

3.4 Data collection methods

After gaining permission from top managers to conduct research among employees and principals at their institutions, a questionnaire was administered to individuals who agreed to participate in the study. Anonymity and confidentiality was maintained. Different categories of respondents had questionnaires but measuring the same variables. A questionnaire with both closed ended and open ended questions was adopted for employees and stakeholders to enable a systematic and comprehensive capture of data. An interview followed the principals' questionnaire and it served the purpose of enhancing generalization. The open ended questions were used to provide a rich understanding of the variables and phenomena of interest while the quantitative section was used to enhance generalization.

3.4.1 Data collection instruments

Questionnaires were developed as the key data collection techniques because self administered questionnaires are invariably uniform and generate consistent data (Serantakos, 1998). An interview guide was also used for the principals. The use of these interviews was intended to avoid bias and to help explore the topic further.

3.4.1.1 Questionnaire

The questionnaires were carefully designed for collecting data in accordance with the specifications of the research questions and hypotheses. They consisted of a set of questions to which the responses were given in writing. There were self evaluation questionnaires for the principals and a questionnaire for the employees and stakeholders. The questions included were derived from tested questionnaires on leadership by performance dimensions international (2005), emergency field coordination training 2005, leadership style questionnaire and flexible training partners .com.

The employee's and stake holder's questionnaire contained three sections. The first part intended to acquire the demographic profiles of the respondents while the second section contained a set of attitude statements whose aim was to determine the level of agreement or disagreement using a five point Lickert scale.

3.4.1.2 Interview guides

For the principals an interview guide was used to aid in-depth discussions on principals' perceptions of employee performance. These provided immediate feedback of data regarding quality of work, quantity of work, timeliness and cost effectiveness which were the conceptualized measures of performance in this study. It also involved perceptions of principals as regards government policy and employee performance.

3.4.2 Validity

Validity concerns the ability of the research instruments to produce accurate results. The questionnaires were pre-tested before commencement of data collection to ensure construct and content validity. The questionnaires were examined by the two supervisors for corrections and adjustments this gave face validity and content validity since the supervisors have expertise in the field of study. Construct validity was achieved from the consistency of responses from the pretest questionnaires.

3.4.3 Reliability

By using a questionnaire, reliability of results was enhanced by triangulation. Reliability which is the degree to which an instrument consistently measures what it is measuring was achieved through use of simple descriptors for internal reliability while external reliability was achieved by clearly specifying the researcher's position in the cover letter so that readers knew exactly what point of view instigated the data collection as justified by Amin (2005). As Serantakos (1998) recommends, reliability was tested using test- retest method because it helps clarify problem areas with the subjects. Consequently Prior to the data collection a set of five questionnaires was first developed and administered to employees and principals of BTVET institutions their comments were integrated to improve the questionnaires for the final data collection. The reliability coefficient for all the variables was determined from the pretest results before commencement of the actual data collection. The Cronbach's α - coefficients for the pretest and post test are shown in table 3.2 below.

Table 3.2: Pre-test and post- test Cronbach's α - coefficients

Variables	Principals Questionnaire				Employees and Stake Holders' Questionnaire			
	Cronbach's α - coefficients				Cronbach's α - coefficients			
	pre-test		post- test		pre-test		post- test	
	N	α	N	α	N	α	N	α
Authoritarian leadership style	24	0.770	24	0.784	16	0.879	16	0.873
Democratic leadership style	31	0.520	24	0.474	10	0.912	10	0.862
Government policy	5	0.284	5	0.634	9	0.302	9	0.577
Employee Performance	16	0.869	16	0.881	11	0.553	11	0.517

Following the pretest, the returned questionnaires were edited coded and analyzed using SPSS. It was found that all the variables were reliable for the principals with Authoritarian leadership style alpha (α) = 0.770, Democratic leadership style α = 0.520, government policy α =0.284 and employee performance α = 0.869. For the employees and stake holders' questionnaire, reliability results were Authoritarian leadership style alpha (α) = 0.879, Democratic leadership style α = 0.912, government policy α =0.302 and employee performance α = 0.553. These reliability coefficients were relatively high giving an implication that the data obtained fro the questionnaires would be reliable. After data collection, the reliability was tested again an d the results revealed reliability of Authoritarian leadership style alpha (α) = 0.784, Democratic leadership style α = 0.474, government policy α =0.634 and employee performance α = 0.881 for principals while the employees and stake holders' questionnaire, reliability results were Authoritarian leadership style alpha (α) = 0.873, Democratic leadership style α = 0.862, government policy α =0.577 and employee performance α = 0.517.

3.4.4 Procedure of data collection

After the proposal was approved by the supervisors and defending before a panel set by the higher degrees department. Corrections were made and presented to the supervisor who issued a recommendation letter for commencement of the field work. The questionnaires were pre-tested and the Cronbach's α - coefficient determined to check the validity and reliability of the research instruments. Adjustments were made according to the results then actual field work commenced. While administering the questionnaires, observations were made to ascertain the working environment prevailing in the institutions. An interview was carried out with all the principals that accepted to participate in the study and had returned filled questionnaires. All the raw data from the field was coded and entered into SPSS software for analysis.

3.5 Data analysis

In preparation for data analysis, raw data from questionnaires and interviews was checked to ensure it was complete; it was edited, coded and entered into the Statistical Package for Social Scientists (SPSS) system. It was verified for accuracy to ensure amenable analysis. Using a tabular form, responses to questions were tallied and thereafter the researcher made cross tabulations for responses to questions on the dependent and independent variables. The SPSS computer software acted as a guideline in the analysis to describe compare and summarize the data. Using SPSS the researcher established frequency of responses, percentages, cross tabulations and correlations of findings as justified by Serantakos (1998). The data was processed and results presented in form of tables, graphs and pie charts.

Pearson product moment correlation analysis was then conducted in order to examine the relationship between leadership style and employee performance. Regression analysis helped establish the strength and direction of association (Mugenda and Mugenda 1999).

3.6 Measurement of variables

Measurement is defined by Amin 2005, as the process of transforming abstractly conceived concepts into numerical qualities. The leadership style was measured based on the classification of Grzeskowiak (2009) where he identified two leadership styles of authoritarian and democratic leadership. Respondents were given definitions of authoritarian and democratic leadership style. The different questions under each variable were used to assess the effect of a particular action of the leader on performance of the respondent. Performance was measured using self rated performance questions derived from test questionnaires. Performance was captured as a relative rather than an absolute measure. According to Abernethy and Brownell (1999), this overcomes some of the measurement difficulties associated with a cross-sectional sample where employee performance may be affected by other factors. In the lickert scale, the degree of agreement was given a numerical value 1= Strongly Disagree, 2 = Disagree, 3= Uncertain, 4= Agree and 5= Strongly Agree for the supervisory staff and stake holders' questionnaires. The principals questionnaire contained only two sections with a scale of ratings along 1 = Almost Never, 2 =Seldom, 3 =Some times, 4 = Usually and 5= Almost Always

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents data collected from employees, stakeholders and principals of BTVET training institutions in Kampala and Wakiso districts. Through correlation and regression analyses the findings are augmented with qualitative information collected from the open ended section of the questionnaire. This was intended to improve on the reliability and generalization of results. The findings are presented in form of frequencies and percentages in tables and figures such as bar graphs of Responses from the three strata. Qualitative results are presented after the quantitative results to add rigor and credibility to the findings.

4.1 Response rate

The study sample consisted of 80 employees (Supervisory staff), 9 principals and 73 stakeholders (selected student leaders and governing council members). A total of 162 respondents was the desired sample size and out of these 130 respondents returned filled self administered questionnaires giving a response rate of 79%. Details of the response rate of the different strata are presented in table 4.1 below.

Table 4.1: Study Response Rate

Category	Population	Sample Size	response	% of strata	% of sample
Employees	99	80	59	73%	36%
Principals	9	9	7	77%	4%
Stake holders	90	73	64	87%	39%
Total	198	162	130	80	79

Source: Field data

Table 4.1 above shows that 59 (73%) supervisory staff returned filled questionnaires. This is representative of 39% of the sample population. Out of the 9 principals, 7 (77%) principals participated in the study giving a contribution of 4% of the total population and 64 (73 %) stakeholders responded giving a contribution of 39% of the sample. All this summed up gives a response rate of 79% which is fairly good considering the busy nature of the targeted respondents.

4.2 Demographic characteristics of respondents

The demographic characteristics of respondents included gender, highest level of education attained, duration of service, marital status and age bracket of respondents. The purpose of collecting demographic data of respondents was to help in establishing the research sample characteristics and be able to form appropriate opinions about the research findings.

4.2.1 Gender of respondents

The respondents were requested to indicate their gender to enable the researcher understand the gender distribution of the respondents. The gender composition presented in one graph to aid in comparison for the different strata as indicated in Figure 4.1 below.

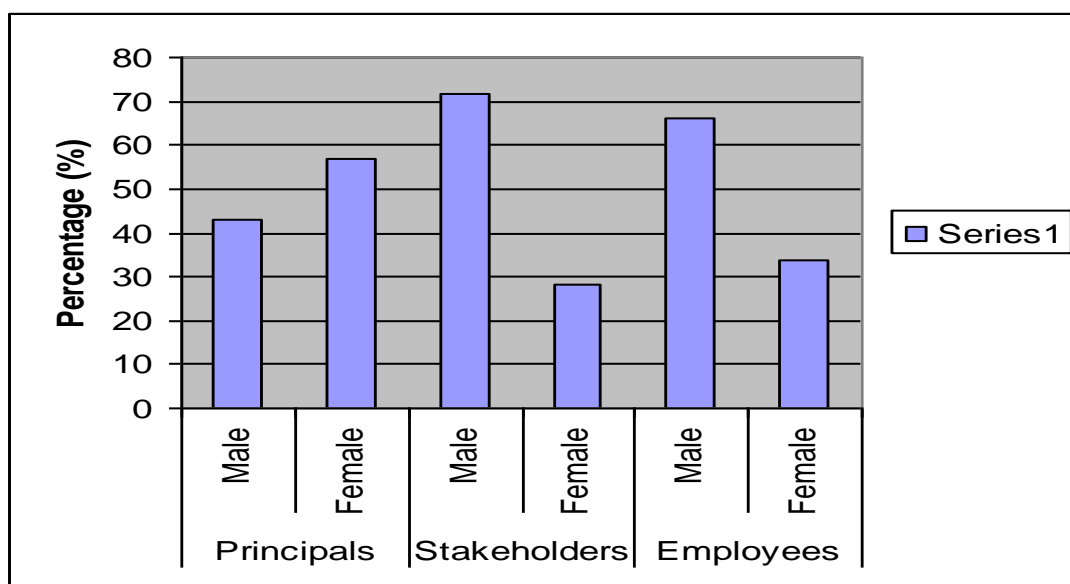


Fig 4.1: Gender distribution of respondents

Figure 4.1 above shows that there are more male stakeholders 46(71.9%) than female stakeholders who contributed 18(28.1%). There were more female principals 4(57.1%) as compared to the 3 (42.9%) male principals. Among the employees, the males were the majority comprising 39(66.1%) while the females comprised 20(33.9%). Generally, there were males participating in the study then females a fact that further stresses the minority aspect of females in managerial positions. According to welhrich and kootnz (2005), women as managers use different leadership styles than men. One study found that women leadership as changing the self interest of followers into concern for the total enterprise by using interpersonal skills and personal traits to motivate subordinates and men in contrast are more likely to see leadership as a sequence of interactions with their subordinates. From the study it was found that there were more males than females highlighting the need to improve gender inclusion when appointing persons into leadership positions.

4.2.2 Highest level of education

Levels of education that the respondents obtained included bachelors degrees, masters, postgraduate and post doctorate. it was relevant to find out this information in order to establish the credibility of the information given by the respondents. Since the research was conducted among academic institutions of learning, the respondents had to have attained a certain level of education.

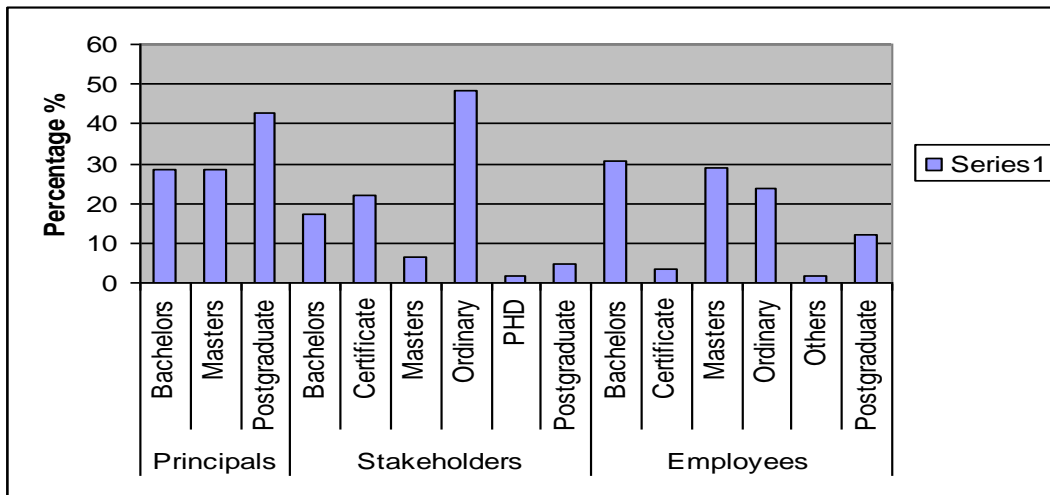


Fig 4.2: Highest levels of education attained by respondents

According to results shown in figure 4.2; Employees were found to have had the highest level of education was Bachelors with 18(30.5%), followed by Masters at 17(28.8%), Ordinary Diploma at 14(23.7%), Postgraduate 7(11.9%) and Certificate at 2(3.4%). Those with other qualifications accounted for 1(1.7%) which was a higher diploma. The stakeholders were found to have had qualifications of Diploma as the majority at 31(48.4%), Certificate at 14 (21.9%), Bachelors at 11 (17.2%), Master at 4(6.3%), Post Graduate Diplomas 3(4.7%) and post doctorate at 1 (1.6%). This trend is attributed to the nature of the institutions since they award diplomas and certificates therefore members of the guild council are pursuing the qualifications. Stakeholders with higher qualifications represent governing council members who are selected from a range of government offices as stipulated in the universities and other tertiary institutions act (1998). These recorded a low response that could be attributed to their busy schedules. Majority of the principals were found to have had the highest level of education as Postgraduate Diplomas at 3(42.9%), Masters at 2(28.6%) and Bachelors at 2(28.6%).

4.2.3 Duration of service in the institution

This was included to establish the length of service of the respondents, the longer the duration the better the assessment and the more accurate the responses given

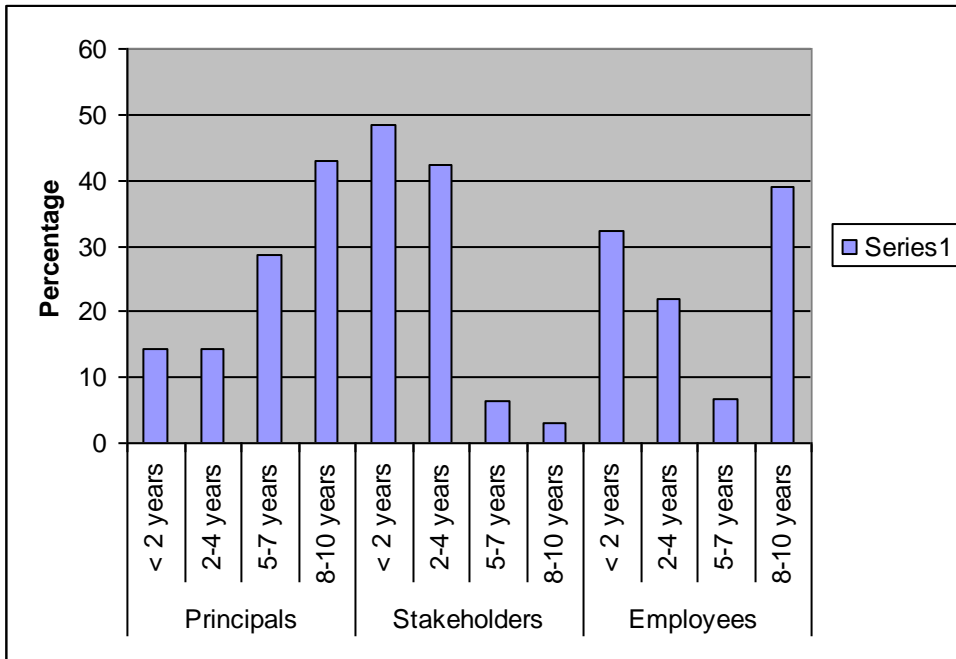


Fig 4.3: Duration of service by respondents in the institutions

As indicated in figure 4.3 above; Majority of the employees was found to have been in the institutions for a period of 8-10 years 22(37.3%) which tallies with the principle of seniority used in promotions and assigning responsibility. Followed by those who had been in the institution less than 2 years 19(32.2%) a trend that can be attributed to the recent regularization of appointments that took place in 2009. The least represented among employees included those that had been in the institutions for a period of 5-7 years 4(6.8%) and 2-4 years 13(22.0%).

Majority of the stakeholder respondents had been in the institution for a period of less than 2 years which could be attributed to the nature of the courses which are 2 year courses. It can also be attributed to the nature and length of governing council tenure where the requirement

is a three year term which may or may not be renewed. This explains the stakeholders that have been in service for a period of 2 years 31(48.4%). Other stakeholders have been in the institution for a period of 2-4 years 27(42.2%), 5-7 years 4(6.3%) and 8-10 years 3(3.1%). Among the 7 principals, majority have been in the institutions for a period of 8-10 years 3(42.9%) followed by 5-7 years at 2(28.6%). Principals who have been in the institution for less than 2 years were 1(14.3%) and 1(14.3%) had been in the institution for 2-4 years. This could be attributed to the recent transfers within these institutions.

4.2.4 Marital status

This was included to determine the leadership potential of the respondents, it is believed that married people are generally good leaders and can provide better critic of leadership styles since they experience some form of leadership in their homes and can be able to make comparisons.

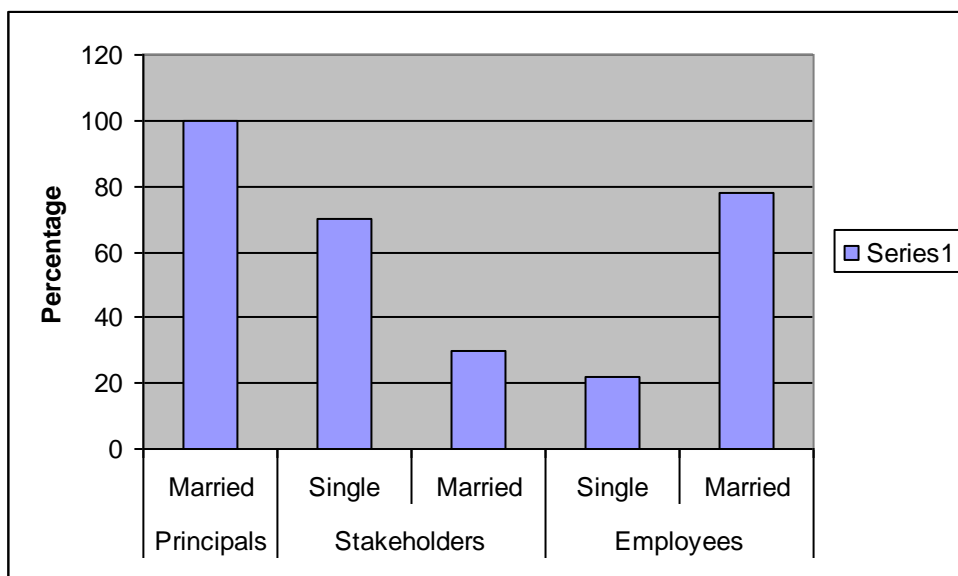


Fig 4.4: Graph showing marital status distribution among respondents

From the above figure, it was established that 7(100%) of the principals were married, majority 46(78.0%) of the employees were married while among stakeholders, the married

comprised a minority of 19(29.7%) stakeholders. It is noted that among the stakeholders the single status comprised the majority of 45 (70.3%) majority which could be attributed to the guild council members who are still young and have not yet thought about raising families while among the employees, only 13(22.0%) were single. There were no principals having a single marital status.

4.2.5 Age of respondents

The researcher took interest in establishing the age pattern of the respondents and the results were as illustrated in Fig 4.5 below

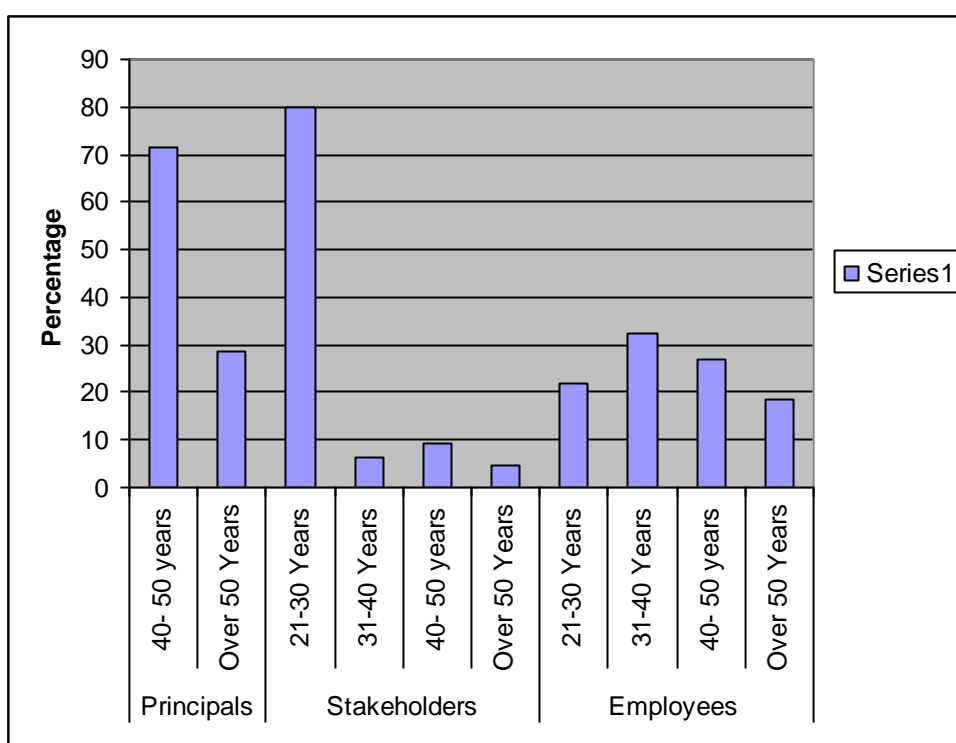


Fig 4.5: Graph showing age distribution of respondents

Analysis of age brackets of respondents indicates that 51(79.7%) of stakeholders were in the age bracket of 21-30 years followed by those in 40-50 years at 6(9.4%). Those in the bracket of 30-40 years accounted for 4(6.3%) while those above 50 years accounted for 3(4.7%). Among the employees, majority were in the age bracket of 30-40 years at 19 (32.2%) followed

by 40-50 years at 16 (27.1%). These are closely followed by those in the bracket of 21-30 years 13 (22.0%) over 50 years account for 11(18.6%). It is also noted that the principals are in only two age groups with 40-50 years contributing the majority of 5(71.4%) and over 50 years contributing 2 (28.6%).

4.2.6 Leadership style used by the principal in day to day operations

This item was included to aid in understanding the perceptions of the respondents before they provided answers to the tested questionnaire items so as to understand the angle with which the respondents envisioned a principal’s leadership style.

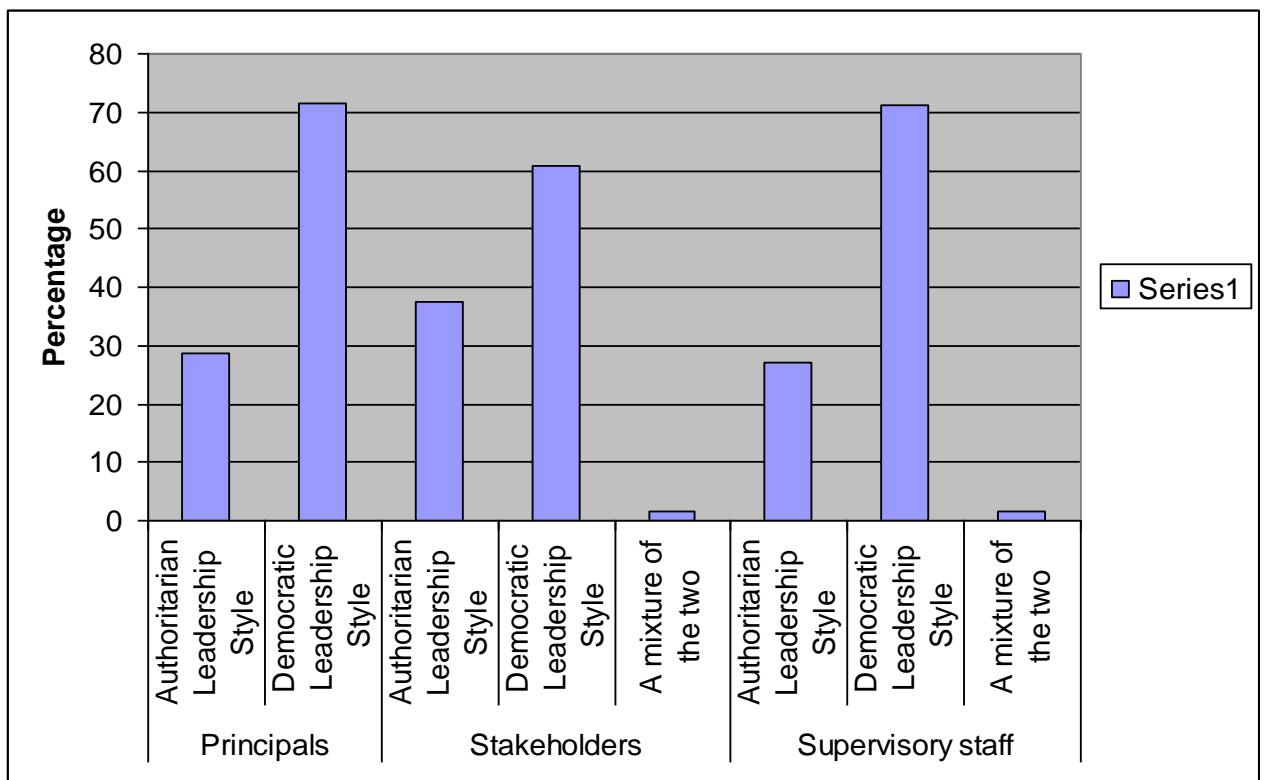


Fig 4.6: Leadership style that principals are perceived to use.

Analysis of the leadership style yielded democratic leadership style as the favorite style for all the strata, with the principals having 5(71.4%) and employees 42(71.2%) response for democratic leadership style. Stakeholders voted democratic leadership style by 39(60.9%).

Authoritarian leadership style was the least noted by all the strata having a higher vote among stakeholders of 24(37.5%), employees who noted the principal's leadership style as authoritarian accounted for 16(27.1%) while principals who believed they applied authoritarian leadership style accounted for 2(28.6%). Only 1(1.6%) stakeholders and 1(1.7%) employees believed that the principals used a mixture of the two. It is further noted that no principal perceived themselves to use a mixture of the two styles.

4.3 To find out how authoritarian leadership style affects employee performance in public BTVET institutions in Kampala and Wakiso districts.

The first objective of the research was to examine how authoritarian leadership style affected employee performance. The purpose was to seek the opinions of employees and stakeholders on authoritarian leadership style and how it affected employee performance. In order to do this, respondents were asked to respond to several statements which covered a number of aspects as regards authority and control, communication and motivation. The questions were constructed on a five point Lickert scale to make sure all possible responses were captured as follows; 1= strongly disagree, 2= disagree, 3= uncertain , 4= agree and 5 = strongly agree for employees and stakeholders. For the principals, the Lickert scale comprised of 1 = Almost Never, 2 =Seldom, 3 =Some times, 4 = Usually and 5= Almost Always. The results of employees, stakeholders and principals are presented in tables 4.2 – 4.8 below.

Table 4.2: Authoritative leadership style responses of employees

Variables	EMPLOYEES									
	1 = Strongly Disagree		2 = Disagree		3 = Uncertain		4 = Agree		5 = Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
Authoritarian leadership style (The principal /leader...)										
Accurately defines the employees job descriptions	9	15.3	13	22.0	7	11.9	21	35.6	9	15.3
Conducts regular performance reviews	8	13.6	18	30.5	8	13.6	15	25.4	10	16.9
Closely monitors work being done by employees	7	11.9	7	11.9	4	6.8	29	49.2	12	20.3
Requests to be continuously updated on the work of subordinates	7	11.9	10	16.9	3	5.1	25	42.4	14	23.7
Prefers to do sensitive tasks personally	4	6.8	8	13.6	8	13.6	20	33.9	19	32.2
Communicates effectively with employees	10	16.9	15	25.4	6	10.2	14	23.7	14	23.7
Holds institutional meetings frequently	11	18.6	12	20.3	8	13.6	21	35.6	7	11.9
Provides appropriate feedback to employees / team members	10	16.9	15	25.4	6	10.2	22	37.3	6	10.2
Shares information and resources	12	20.3	15	25.4	9	15.3	19	32.2	4	6.8
Seeks clarification to ensure understanding	9	15.3	15	25.4	7	11.9	21	35.6	7	11.9
Builds effective work relationships within & across departments	10	16.9	12	20.3	9	15.3	20	33.9	8	13.6
Exercises tact courtesy and respect	11	18.6	12	20.3	9	15.3	20	33.9	7	11.9
Recognizes and rewards excellent performance	11	18.6	16	27.1	8	13.6	19	32.2	5	8.5
Relies on threats and punishment to influence employees	9	15.3	19	32.2	1	1.7	13	22.0	17	28.8
The salary I receive is fair and equitable to my position	23	39.0	21	35.6	4	6.8	8	13.6	3	5.1
If the institution has surplus money I should be rewarded	1	1.7	2	3.4	5	8.5	25	42.4	26	44.1

Source: Primary data

Results indicated that employees were in agreement with the principal accurately defining employee job descriptions by 30(50.9%) [21(35.6%) agree and 9 (15.3%) strongly agree]. Those in disagreement comprised 22 (37.3%) [13 (22.0%) disagree and 9(15.3%) strongly disagree]. The percentage that was uncertain comprised the minority of 7(11.9%). In response to the principals conducting regular performance reviews, majority 34(57.7%) [8(13.6%) strongly disagree, 18(30.5%) disagree] of the employees were in disagreement while 8(13.6%) uncertain. Employees in agreement to regular performance reviews were 25(42.3%) [15(25.4%) agree and 10(16.9%) strongly agree]. Employees noted that the principals closely monitored work done by employees by a majority of 41(69.5%) comprising 29(49.2%) agree and 12 (20.3%) strongly agree] while 14 (23.8%) [7(11.9%) strongly disagree and 7(11.9%) disagree] were in disagreement and 4(6.8%) Employees were uncertain.

Majority of the employees 39(66.1%) [25(42.4) agree and 14 (23.7%) strongly agree] noted that the principal requires to be continuously updated on the work of subordinates while 17(28.8%) of employees [7(11.9%) strongly disagree and 10(16.9%) disagree] were in disagreement and 3(5.1%) employees were uncertain. Employees further noted that principals preferred to do sensitive tasks personally by a majority agree response of 39(66.8%) [20(33.9%) agree and 19(32.9%) strongly agree], disagreement comprised 12(20.4%) employees [8(13.6%) disagree and 4(6.8%) strongly disagree] and 8(13.6%) employees were uncertain.

Effective communication with employees received agreement from employees to the magnitude of 28(47.4%) [14(23.7%) agree and 14(23.7%) strongly agree]. The percentages that was uncertain comprised 6 (10.2%) and disagree was 25(42.3%) [15(25.4%) disagree and 10(16.9%) strongly disagree]. Majority of the employees agreed to principals holding institutional meetings frequently by 28(47.5%) [21(35.6%) agree and 7(11.9%) strongly agree) agreement, disagreement were 23(38.9%) [12(20.3%) disagree and 11(18.6%) strongly

disagree] and uncertainty comprised of 13.6%. Provision of appropriate feedback to employees / team members had 28(47.5%) [22(37.3%) agree and 6(10.2%) strongly agree] agreement majority from employees while 25(42.3%) employees [15(25.4%) disagree and 10(16.9%) strongly disagree] disagreed and 6 (10.2%) employees were uncertain.

As far as sharing information and resources was concerned, 27(45.7%) [15(25.4%) disagree and 12(20.3%) strongly disagree] employees disagreed to the statement while 23(39.0%) [19(32.2%) agree and 4(6.8%) strongly agree) were in agreement and 9 (15.3%) were uncertain. Majority of the employees agreed at 28(47.5 %) [21(35.6%) agree and 7(11.9%) strongly agree] that the principals seeking clarification to ensure understanding while the minority 24(40.7%) [15(25.4%) disagree and 9(15.3%) strongly disagree] were in disagreement and 7 (11.9%) were uncertain. Majority of the employees were in agreement that the principals build effective working relationships within and across departments at 28(47.5%) [20(33.9%) agree and 8(13.6%) strongly agree] agreement while 22(37.2%) [12(20.3%) disagree and 10(16.9%) strongly disagree] were in disagreement and 9(15.3%) were uncertain.

As far as exercising tact, courtesy and respect were concerned, majority of the employees 27(45.8%) [20(33.9 %) agree and 7(11.9%) strongly agree] agreed to the statement while 23(38.9%) [12(20.3%) disagree and 11(18.6%) strongly disagree] of employees disagreed and 9 (15.3%) were uncertain. Employees disagreed by a majority 27(45.8%) [16(27.1%) disagree and 11(18.6%) strongly disagree] that the principals recognized and rewarded excellent performance while Only 24(40.7%) [19(32.2%) agree and 5(8.5%) strongly agree] were in agreement and 8 (13.6%) were uncertain.

Employees agreed by a response of 30(50.8%) [13(22.0%) agree and 17(28.8%) strongly agree] that principals relied on threats and punishment to influence employees, 47.5%

[19(32.2%) disagree and 9(15.3%) strongly disagree) disagreed and only 1(1.7%) employee was uncertain. Majority of the respondents were in disagreement when asked about the salary they received being fair and equitable to their positions with 44(74.6%) [21(35.6%) disagree and 23 (39.0%) strongly disagree] of employees in disagreement while Minority 11(18.7%) comprising [8(13.6%) agree and 3(5.1%) strongly agree] were in agreement and 8(6.8%) were uncertain.

Results overwhelmingly showed that if the institution had surplus money, the respondents should be rewarded with employees in agreement to the extent of 51(86.5%) [25(42.4%) agree and 26(44.1%) strongly agree]. Those in disagreement comprised 5.1% [2(3.4%) disagree and 1(1.7%) strongly disagree] employees only 5(8.5%) employees were uncertain.

Table 4.3: Authoritative leadership style responses of stakeholders

Variables	STAKE HOLDERS									
	1= Strongly Disagree (%)		2 = Disagree		3 =Uncertain		4 = Agree		5 =Strongly Agree	
Authoritarian leadership style (The principal /leader...)	f	%	f	%	f	%	f	%	f	%
Accurately defines the employees job descriptions	9	14.1	12	18.8	9	14.1	25	39.1	9	14.1
Conducts regular performance reviews	11	17.2	10	15.6	11	17.2	23	35.9	9	14.1
Closely monitors work being done by employees	7	10.9	7	10.9	12	18.8	22	34.4	16	25.0
Requests to be continuously updated on the work of subordinates	3	4.7	13	20.3	13	20.3	25	39.1	10	15.6
Prefers to do sensitive tasks personally	6	9.4	11	17.2	9	14.1	12	18.8	26	40.6
Communicates effectively with employees	16	25.0	12	18.8	9	14.1	15	23.4	12	18.8
Holds institutional meetings frequently	11	17.2	24	37.5	5	7.8	15	23.4	9	14.1
Provides appropriate feedback to employees / team members	19	29.7	8	12.5	10	15.6	20	31.3	7	10.9
Shares information and resources	12	18.8	15	23.4	10	15.6	20	31.3	7	10.9
Seeks clarification to ensure understanding	11	17.2	15	23.4	8	12.5	21	32.8	9	14.1
Builds effective work relationships within & across departments	9	14.1	14	21.9	12	18.8	18	28.1	11	17.2
Exercises tact courtesy and respect	9	14.1	11	17.2	13	20.3	16	25.0	15	23.4
Recognizes and rewards excellent performance	7	10.9	14	21.9	14	21.9	19	29.7	10	15.6
Relies on threats and punishment to influence employees	18	28.1	11	17.2	6	9.4	12	18.8	17	26.6
The salary I receive is fair and equitable to my position	16	25.0	19	29.7	8	12.5	16	25.0	5	7.8
If the institution has surplus money I should be rewarded	0	0	5	7.8	7	10.9	31	48.4	21	32.8

Source: Primary data

Results indicated in table 4.3 show that stake holders were more in agreement with principals accurately defining employee job descriptions by 34(53.2%) [(25(39.1%) agree and 9 (14.1%)] strongly agree while a small percentage comprised the disagreement side with 21(32.9%) [12 (18.8% disagree and 9(14.1%) strongly disagree] and uncertain comprised the minority of 9(14.1%) stakeholders uncertainty. In response to principals conducting regular performance reviews, majority of the stakeholders were in agreement at 32(50%) [23(35.9%) agree and 9(14.3%) strongly agree] while 32(50%) of stakeholders [11(17.2%) strongly disagree, 10(15.6%) disagree] disagreed and 11(17.2%) were uncertain. Majority of the stakeholders noted that the principals closely monitor work being done with 38 (59.4%) [22(34.4%) agree and 16 (25.0%) strongly agree] in agreement with the statement while 14(21.8%) [7(10.9%) strongly disagree and 7(10.9%) disagree] disagreed to the same statement. Stakeholders that were uncertain about the principal monitoring work closely were 12(18.8%).

The trend of majority being in agreement is further seen with the principals requests to be continuously updated on the work of subordinates where stakeholders agreed by 35(54.7%) [25(39.1%) agree and 10(15.6%) strongly agree] and a minority 16 (25.0%) Stakeholders [3(4.7%) strongly disagree and 13(20.3%)] disagreed and 13 (20.3%) were uncertain.

In response to whether the principals preferred to do sensitive tasks personally, stakeholders agreed by 38(59.4%) [12 (18.8%) agree and 26 (40.6%) strongly agree], those in disagreement comprised 17(26.6%) [11(17.2 %) disagree and 6(9.4%) strongly disagree] stakeholders and only 9(14.1%) of the stakeholders were uncertain. Effective communication with employees received agreement response levels of agreement and disagreement at almost the same percentage of 27(42.2%) [15 (23.4%) agree and 12 (18.8%) strongly agree] agreement and 28(43.8%) [12(18.8%) disagree and 16(25.0%) strongly disagree] in disagreement while 9(14.1%) stakeholders were uncertain. Stakeholders disagreed by majority 34(54.2%) [24(37.5%) disagree and 11(17.2%) strongly disagree) to principals holding institutional

meetings frequently while those in agreement accounted for 24(37.5%) [15(23.4%) agree and 9(14.1%) strongly agree) and 5(7.8%) stakeholders were uncertain.

Provision of appropriate feedback to employee/ team members received Stakeholders response of 27(42.2%) [20(31.3%) agree and 7(10.9%) strongly agree] agreement while 27(42.2%) stakeholders [19(29.7%) disagree and 8(12.5%) strongly disagree] disagreed and 10(15.6%) stakeholders were uncertain.

Stakeholders had equal percentages of agreement and disagreement with 27(42.2%) [20(31.3%) agree and 7(10.9%) strongly agree] being in agreement while 27(42.2%) [15(23.4%) disagree and 12(18.8%) strongly disagree] were in disagreement with the principal sharing information and resources. Majority of the stakeholders 30(46.9%) [21(32.8%) agree and 9(14.3%) strongly agree] agreed to the principals seeking clarification to ensure understanding while the minority 26(40.6%) [15(23.4%) disagree and 11 (17.2%) strongly disagree] stakeholders were in disagreement and 8 (12.5%) stakeholders were uncertain. Stakeholders majority were in agreement with the principals building effective work relationships at 29(46.7%) [18(28.1%) agree and 11(18.6%) strongly agree] agreement while 23(36.0%) stakeholders [14(21.9%) disagree and 9(14.1%) strongly disagree) were in disagreement and 12 (18.8%) were uncertain.

As far as exercising tact, courtesy and respect was concerned, majority of the stakeholders agreed at 31(48.4%) [15(23.4%) strongly agree and 16(25.0%) agree] while 20(31.3%) stakeholders [9(14.1%) strongly disagree and 11 (17.2%) disagree] disagreed and 12 (18.8%) were uncertain. Stakeholders reported that principals recognized and rewarded excellent performance by 29(45.3%) [19(29.7%) agree and 10(15.6%) strongly agree] in agreement while only 21(32.8%) [14(21.9%) disagree and 7(10.9%) strongly disagree] were in disagreement and 14(21.9%) were uncertain. Stakeholders further reported agreement and disagreement to the principals relying on threats and punishment to influence employees by fairly equal

proportions of 29(45.5%) [12(18.8%) agree and 17(26.6%) strongly agree] in agreement while 29(45.3%) [11(17.2%) disagree and 18(28.1%) strongly disagree] stakeholders disagreed and only 6(9.4%) were uncertain.

Majority of the stakeholders were in disagreement when asked about the salary they receive being fair and equitable to their positions at 35(54.7%) [19(29.7%) disagree and 16(25.0%) strongly disagree) disagreement while Minority stakeholders that were in agreement included 21(32.8%) [5(7.8%) strongly agree and 16 (25.0%) agree] and 8(12.5%) stakeholders were uncertain. Results overwhelmingly show that if the institution had surplus money, the respondents should be rewarded with stake holders agreeing to the extent of 52(81.2%) [31(48.4%) agree and 21(32.8%) strongly agree] while 5(7.8%) stakeholders disagreed and 7(10.9%) were uncertain.

Table 4.4: Authoritarian leadership style responses of principals

Variables	1 = almost never (%)		2 = seldom (%)		3 = sometimes (%)		4 = usually (%)		5 = almost always (%)	
	f	%	f	%	f	%	f	%	f	%
Authoritarian leadership style										
I effectively organize and coordinate work activities.	0	0	0	0	1	14.3	3	42.9	3	42.9
I accept accountability for actions and decisions made.	0	0	1	14.3	0	0	1	14.3	5	71.4
I understand the value of team work.	0	0	0	0	1	14.3	2	28.6	4	57.1
I understand individual differences inclusion.	1	14.3	2	28.6	0	0	3	42.9	1	14.3
I am Aware of the global impact on the workplace.	0	0	2	28.6	2	28.6	1	14.3	2	28.6
I schedule and coordinate work in a manner which ensures efficiency and productivity.	0	0	0	0	0	0	6	85.7	1	14.3
I make sure staff are aware of and understand all company policies and procedures.	0	0	0	0	2	28.6	3	42.9	2	28.6
I demonstrate each task involved in doing the job.	0	0	1	14.3	2	28.6	4	57.1	0	0
I check on staff's work on a regular basis to assess their progress and learning.	0	0	1	14.3	2	28.6	2	28.6	2	28.6
I try to assign work in small, easily controlled units.	0	0	0	0	1	14.3	5	71.4	1	14.3
I set down performance standards fro each aspect of my staffs' job.	0	0	0	0	2	28.6	2	28.6	3	42.9
I have staff report back to me after completing each step of their work.	0	0	0	0	2	28.6	2	28.6	3	42.9
I follow ethical standards that will not be compromised even under pressure.	0	0	1	14.3	3	42.9	1	14.3	2	28.6
I follow the chain of command in execution of the leadership role	0	0	1	14.3	2	28.6	2	28.6	2	28.6
I set clear codes of acceptable conduct and take actions against breaches of them.	0	0	0	0	3	42.9	2	28.6	2	28.6
I ensure that information systems are timely and accurate and that information is fed directly to staff.	0	0	0	0	3	42.9	2	28.6	2	28.6
I use my influence to encourage two way communication at all levels in the organization.	0	0	0	0	2	28.6	5	71.4	0	0
I encourage personal contact rather than written mechanical or technological alternatives.	0	0	1	14.3	3	42.9	1	14.3	2	28.6
I encourage adversity of opinion and constructive criticism.	0	0	1	14.3	0	0	2	28.6		57.1
I inspire excitement with my communication style.	1	14.3	0	0	1	14.3		57.1	1	14.3
I understand that every member has a different set of motivational stimuli.	1	14.3	1	14.3	0	0	3	42.9	2	28.6
I explain your decisions in terms of their benefit to the organization and its members	1	0	1	14.3	0	0	3	42.9	3	42.9
I celebrate and reward individual and team achievements	1	14.3	0	0	2	28.6	2	28.6	2	28.6
I prefer to offer carrots rather than weilder sticks	1	14.3	2	28.6	1	14.3	1	14.3	2	28.6

Source: Primary data

Analysis of principals' responses to authoritarian leadership style statements yielded majority some times, usually and almost always responses.

Principals acknowledged that they sometimes at 1(14.3%), usually at 3(42.9%) almost always at 3(42.9%) effectively organize and coordinate work activities. They usually at 1(14.3%) and almost always at 5(71.4%) accept accountability for actions and decisions made. Principals' sometimes at 1 (14.3%) usually at 2(28.6%) and almost always at 4(57.1%) understand the value of teamwork.

Results show that principals usually at 3(42.9%) , almost always at 1(14.3%) seldom at 2(28.6%) and almost never at 1(14.3%) understand individual differences inclusion. principals sometimes at 2(28.6%), usually at 1(14.3%) and almost always at 2(28.6%)are aware of the global impact on the workplace. Principals schedule and coordinate work in a manner that ensures efficiency and productivity usually at 6(85.7%) and almost always at 1(14.3%).

Results further show that principals sometimes at 2(28.6%), usually at 3(42.9%) and almost always at 2(28.6%) make sure staff are aware of and understand all company policies and procedures. They sometimes at 2(28.6%) and usually at 4(57.1%) demonstrate each task involved in doing the job. Principals sometimes at 2(28.6%), usually at 2(28.6%) and almost always at 2(28.6%) check on staffs work on a regular basis to assess their progress & learning. It is noted that principals sometimes at 2(28.6%), usually at 2(28.6%) and almost always at 3(42.9%) set down performance standards for each aspect of the work and have staff report back to them after completing each aspect of the work. They acknowledged to sometimes at 3(42.9%), usually at 1(14.3%) and almost always at 2(28.6%) following a chain of command in the execution of the leadership role.

Results indicate that principals sometimes at 3(42.9%), usually at 2(28.6%) and almost always at 2(28.6%) set clear codes of acceptable conduct and take actions against breaches. They ensure that information systems are timely, accurate and that information is fed directly to staff with the same proportions above.

Majority of the principals usually at 5(71.4%) and sometimes at 2(28.6%) use their influence to encourage two way communication at all levels in the organization. Majority of the principals sometimes at 3(42.9%), almost always at 2(28.6%), usually at 1(14.3%) and seldom at 1(14.3%) encourage personal contact rather than mechanical or technological alternatives. Results show that principals almost always at 4(57.1%) and usually at 2(28.6%) encourage adversity of opinion and constructive criticism. It is shown that principals usually at 4(57.1%), almost always at 1(14.3%) and sometimes at 1(14.3%) inspire excitement with their communication style.

Majority of the principals usually at 3(42.9%), almost always at 2(28.6%), seldom at 1(14.3%) and almost never at 1(14.3%) understand that every member has a different set of motivational stimuli. Principals usually at 3(42.9%) and almost always at 3(42.9%) explain their decisions in terms of benefits to the organization and its members. They celebrate and reward individual and team achievements sometimes at 2(28.6%), usually at 2(28.6%), and almost always at 2(28.6%). In response to preference to offer carrots rather than weirder sticks, principals seldom at 2(28.6%), and almost always at 2(28.6%), at 1(14.3%) of the principals almost never at 1(14.3%), usually at 1(14.3%) and sometimes at 1(14.3%) .

It was also noted a few responses were given for almost never and seldom options. They included at 1(14.3 %) almost never and at 2(28.6%) seldom for principals understanding of individual differences inclusion. at 2(28.6%) of the principals were seldom aware of the global impact on the workplace. 1(14.3%) of the principals almost never, inspired excitement with

their communication style, understood that every member had a different set of motivational stimuli, celebrate and rewarded team/ individual achievement and preferred to offer carrots rather than weilder sticks. at 1(14.3%) of the principals seldom demonstrated each task involved in doing the job, checked on staffs' work on a regular basis to access progress and learning, followed ethical standards that could not be compromised even under pressure, utilized chain of command , encouraged personal contact rather than mechanical or technological alternatives, understood that every member had a different set of motivational stimuli and explained their decisions in terms of their benefit to the organization and its members. at 2(28.6%) seldom preferred to offer carrots rather than weilder sticks.

Table 4.5: Correlation between authoritarian leadership style and employee performance

Category		Employees		Stakeholders		Principals	
Dimensions		Authoritativ n leadership style	Employee performance	Authoritativ n leadership style	Employee performance	Authoritativ n leadership style	Employee performanc e
Authoritarian leadership style	Pearsons' correlation	1	-.024	1	.085	1	.498
	Sig (2 tailed)	-	.857	-	.503	-	.256
	N	59	59	64	64	7	7
Employee performance	Pearsons' correlation	-.024	1	.085	1	.498	1
	Sig (2 tailed)	.857	-	.503	-	.256	-
	N	59	59	64	64	7	7

Source: Primary data

Table 4.5 shows correlations between authoritarian leadership style and employee performance for the three strata in the study that is the employees, stakeholders and principals. The findings revealed that there was a negative relationship between authoritarian leadership style and employee performance represented by $r = -0.024$ according to the employees. The value of $r = -$

0.024 is less than ± 0.30 which is indicative of a weak relationship. With a p value of 0.857 which is greater than the predetermined significance level of 0.05, the relationship is not significant. This implies that we accept the Null Hypothesis (H_0) and reject Alternate hypothesis (H_1) (Mertler & Vannatta, 2005).

Results from stakeholders show a value of $r = 0.085$ which is a positive relationship but since this value is less than ± 0.30 it signifies a weak relationship. With $p = 0.503$ a value greater than the significance level of 0.05 we accept we accept H_0 and reject H_1 . The principals results show $r = 0.498$ which is indicative of a positive moderate relationship since it is greater than ± 0.30 but less than ± 0.70 . With a p value of 0.256 a value greater than the significance level of 0.05, the relationship is not significant. We accept H_0 and reject H_1 for the case of this study H_0 stated that; ‘*Authoritarian leadership style does not significantly affect employee performance in public BTVET institutions in Kampala and Wakiso districts*’ while H_1 stated that ‘*Authoritarian leadership style significantly affects employee performance in public BTVET institutions in Kampala and Wakiso districts.*’ The correlation results show that Authoritarian leadership style does not significantly affect employee performance in public BTVET institutions in Kampala and Wakiso districts.

Table 4.6: Regression results of authoritarian leadership style and employee performance

Category	Model Summary				
	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Employees	1	.024 ^a	.001	-.017	.39246
Stake holders	1	.085 ^a	.007	-.009	.43451
Principals	1	.498 ^a	.248	.097	.48174

a. Predictors: (Constant), AUTHORITARIAN LEADERSHIP STYLE

Source: Primary data

From the table above, the adjusted R square expressed as a percentage gives the change ratio which is the change in the dependent variable as a result of a unit change in the independent variable. Results show that according to employees, a unit change in authoritarian leadership style causes a change of -1.7% in employee performance while stakeholders indicated that a unit shift to authoritarian leadership would lead to a -0.9% decline in employee performance. Contrary to this, the principals indicated that a unit shift towards authoritarian leadership style would actually increase employee performance by 9.7% (Mertler& Vannatta 2005).

Table 4.7: Regression ANOVA results of authoritarian leadership style and employee performance

ANOVA ^b							
Category	Model		Sum of Squares	df	Mean Square	F	Sig.
Employees	1	Regression	.005	1	.005	.033	.857 ^a
		Residual	8.779	57	.154		
		Total	8.784	58			
Stakeholders	1	Regression	.086	1	.086	.453	.503 ^a
		Residual	11.706	62	.189		
		Total	11.791	63			
Principals	1	Regression	.382	1	.382	1.646	.256 ^a
		Residual	1.160	5	.232		
		Total	1.542	6			
a. Predictors: (Constant), AUTHORITARIAN LEADERSHIP STYLE							
b. Dependent Variable: EMPLOYEE PERFORMANCE							

Source: Primary data

Table 4.7 above gives a summary of ANOVA results for the three strata. The ANOVA table decomposes the total sum of squares into the regression (= explained) Sum of Squares (SS) for employees (0.005) and residual (=unexplained) SS 8.779. The ratio of regression sum of

squares of the total sum of squares which is $0.005/8.784 = 0.00057$ (0.057%) which is the percentage variation accounted for by authoritarian leadership style in employee performance according to the employees. Stakeholders had a regression (= explained) Sum of Squares (SS) (0.086) and residual (=unexplained) SS 11.706. The ratio of regression sum of squares of the total sum of squares which is $0.086/11.791 = 0.0073$ (0.73%) which is the percentage variation accounted for by authoritarian leadership style in employee performance according to the stakeholders. According to the principals, regression (= explained) Sum of Squares (SS) =0.382 and residual (=unexplained) SS =1.160. The ratio of regression sum of squares of the total sum of squares which is $0.382/1.542 = 0.248$ (24.8%) which is the percentage variation accounted for by authoritarian leadership style in employee performance.

The F test which is the ratio of the average deviations of the regression line from the sample mean (mean regression SS) and the squared deviations from the regression line (= mean residual SS) is presented in the table for all the three strata. It represents the relative magnitude of explained to the unexplained (Basheka, 2008). From the table above, The F value of 0.033 for employees, $F = 0.453$ stakeholders and $F=1.646$ for principals. F tests for all the strata are not significant with $p=0.857$ for employees, $p=0.503$ stake holders and $p=0.256$ for principals. Since the p values are greater than 0.05 the relationship is not significant. Thus we reject the alternate hypothesis that authoritarian leadership style does as an independent variable significantly at 95% confidence interval affect employee performance.

Table 4.8: Coefficients output between authoritarian leadership style and employee performance

Coefficients ^a							
Category			Unstandardized Coefficients		Standardized Coefficients		
	Model		B	Std. Error	Beta	t	Sig.
Employees	1	(Constant)	3.872	.235		16.486	.000
		AUTHORITARIAN LEADERSHIP STYLE	-.013	.073	-.024	-.181	.857
Stakeholders	1	(Constant)	3.509	.282		12.457	.000
		AUTHORITATIVE LEADERSHIP STYLE	.059	.087	.085	.673	.503
Principals	1	(Constant)	1.498	1.757		.853	.433
		AUTHORITARIAN LEADERSHIP STYLE	.584	.455	.498	1.283	.256

a. Dependent Variable: EMPLOYEE PERFORMANCE

Source: Primary data

To further understand the relationships and extent to which authoritarian leadership style was likely to affect employee performance, coefficients of regression were established. The regression coefficients table 4.7 shows results of the regression analysis. In this study it was intended to find an equation that could be used to find the impact of authoritarian leadership style on employee performance. Given the equation of a straight line to be $y = a + bx$ where a is the constant and b is the slope of the line, for employees $a = 3.872$ and $b = -0.13$ this means that given any value of x which is the independent variable in this case authoritarian leadership style, the value of y which is employee performance can be calculated. These coefficients further emphasize the existence of a negative relationship but since $p = 0.897$ a value greater than 0.05 then the results are not statistically significant at a 95% confidence level. For stake

holders $a=3.509$ and $b= 0.59$ which signifies a positive relationship between the two variables. With a being the predictive value when authoritarian leadership style is zero. Principals have $a=1.498$ and $b=0.584$ at $p= 0.256$ a value greater than 0.05 leading to a deduction that though there is a positive relationship, it is not significant at a 95% confidence level.

4.4 To establish the effect of democratic leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts

The second objective of the research was to examine how democratic leadership style was likely to affect employee performance. The purpose was to seek the opinions of employees and stakeholders on democratic leadership style and how it affected employee performance. In order to do this, respondents were asked to respond to several statements which covered a number of aspects as regards shared decision making, coaching & empowerment and delegation. The questions were constructed on a five point Lickert scale to make sure all possible responses were captured as follows; 1= strongly disagree, 2= disagree, 3= uncertain , 4= agree and 5 = strongly agree for employees and stakeholders. For the principals, the Lickert scale comprised of 1 = Almost Never, 2 =Seldom, 3 =Some times, 4 = usually and 5= Almost Always. The results of employees, stakeholders and principals are presented in tables 4.9 - 4.15 below.

Table 4.9: Democratic leadership style responses of employees

Variables	EMPLOYEES									
	1= Strongly Disagree (%)		2 = Disagree (%)		3 = Uncertain (%)		4 = Agree (%)		5 =Strongly Agree (%)	
Democratic leadership style (in this institution...)	f	%	f	%	f	%	f	%	f	%
I can freely express my opinion	3	5.1	7	11.9	1	1.7	31	52.5	17	28.8
The leader is always available for consultation	5	8.5	5	8.5	5	8.5	24	40.7	20	33.9
Ongoing training is vital to institutional growth	1	1.7	0	0	7	11.9	20	33.9	31	52.5
I am offered training on a regular basis	13	22.0	28	47.5	1	1.7	12	20.3	5	8.5
There is encouragement for continuing education	7	11.9	6	10.2	7	11.9	27	45.8	12	20.3
The leader works to discover and enhance the professional capabilities of employees	9	15.3	4	6.8	14	23.7	25	42.4	7	11.9
The principal provides useful coaching to improve the employees' performance	5	8.5	14	23.7	19	32.2	19	32.2	2	3.4
The principal involves others and delegates appropriately	5	8.5	8	13.6	4	6.8	27	45.8	15	25.4
The leader emphasizes employee learning, development and growth	3	5.1	7	11.9	10	16.9	25	42.4	14	23.7
The leader is willing to step aside for someone more qualified	11	18.6	9	15.3	21	35.6	10	11.9	8	13.6

Source: Primary Data

According to the results, employees agreed that they could freely express their opinions to the tune of 48(81.3%) [31(52.5%) agree and 17(28.8%) strongly agree] agreement while disagreement comprised 10(17.0%) of the employees [7(11.9%) disagree and 3(5.1%) strongly

disagree] and only 1(1.7%) employee was uncertain. The study further revealed that the leaders are always available for consultation at 44(74.6%) of employees [24(40.7%) agree and 20(33.9%) strongly agree] in agreement while 10(17.0%) of the employees [5(8.5%) disagree and 5(8.5%) strongly disagree] disagreed and only 5(8.5%) employees were uncertain.

Majority of the employees noted that ongoing training was vital for institutional growth at 51(86.4%) of the employees [20(33.9%) agree and 31(52.5%) strongly agree] in agreement while the minority in Disagreement comprised 1(1.7%) employee who strongly disagreed and 7(11.9%) employees were uncertain. In response to training being offered on a regular basis, majority of the employees were in disagreement at 41(69.5%) of the employees [28(47.5%) disagree and 13(22.0%) strongly disagree] in disagreement while 17(28.8%) employees [12(20.3%) agree and 5(8.5%) strongly agree) were in agreement and only 1(1.7%) employee was uncertain. However inquiring if there was encouragement for continuing education, 44(66.1%) of employees [27(45.8 %) agree and 17(20.3%) strongly agree] were in agreement while the minority 13(22.1%) of the employees [6(10.2%) disagree and 7(11.9%) strongly disagree] disagreed and only 7(11.9%) employees were uncertain.

Results further show that majority of the employees agreed to the leader working to discover and enhance the professional capabilities of employees at 32(54.3%) of employees [25((42.4%) agree and 7(11.9%) strongly agree] in agreement while 13(22.1%) [4(6.8%) and 9(15.3%) strongly disagree] employees disagreed and 14(23.7%) employees were uncertain. As far as coaching was concerned, 21(35.6%) of the employees [19(32.2%) agree and 2(3.4%) strongly agree] agreed that the principals provided useful coaching to improve employee performance while the minority 19(31.9%) of the employees [14((23.4%) disagree and 5(8.5%) strongly disagree] disagreed and 19(32.2%) employees were uncertain. This shows a high level of uncertainty. There was majority agreement of 42(71.2%) of the employees [27(45.8 %) agree and 15(25.4%) strongly agree] in agreement while disagreement was minimal to the tune of

13(22.1%) [8(13.6%) disagree and 5(8.5%) strongly disagree) employees and 4(6.8%) employees were uncertain that the principal involves others and delegates appropriately.

Results further reveal that the principals emphasized employee learning, development and growth with 39(66.1%) [25(42.4%) agree and 14(23.7%) strongly agree] employees in agreement while 10 (17.0%) employees [7(11.9%) disagree and 3(5.1%) strongly disagree] were in disagreement and 10(16.9%) employees were uncertain. Disagreement was relatively noted in response to whether the leader was willing to step aside for someone more qualified at 20(33.9%) employees [9(15.3%) disagree and 11(18.6%) strongly disagree] in disagreement while 23 (30.5%) employees [10(16.9%) agree and 8(13.6%) strongly agree] in agreement and 21(35.6%) employees were uncertain. This shows high levels of uncertainty.

Table 4.10: Democratic leadership style responses of stakeholders

Variables	1 = Strongly Disagree (%)		2 = Disagree (%)		3 = Uncertain (%)		4 = Agree (%)		5 = Strongly Agree (%)	
	f	%	f	%	f	%	f	%	f	%
Democratic leadership style (in this institution...)										
I can freely express my opinion	3	4.7	6	9.4	5	7.8	27	42.2	23	35.9
The leader is always available for consultation	2	3.1	9	14.1	5	7.8	30	46.9	18	28.1
Ongoing training is vital to institutional growth	3	4.7	1	1.6	5	7.8	26	40.6	29	45.3
I am offered training on a regular basis	15	23.4	17	26.6	9	14.1	21	32.8	2	3.1
There is encouragement for continuing education	2	3.1	7	10.9	11	17.2	27	42.2	17	26.6
The leader works to discover and enhance the professional capabilities of employees	0	0	8	12.7	17	27.0	21	33.3	17	27.0
The principal provides useful coaching to improve the employees' performance	9	14.1	14	21.9	19	29.7	13	20.3	9	14.1
The principal involves others and delegates appropriately	5	7.8	6	9.4	13	20.3	29	45.3	11	17.2
The leader emphasizes employee learning, development and growth	4	6.3	1	1.6	13	20.3	33	51.6	13	20.3
The leader is willing to step aside for someone more qualified	16	25.0	10	15.6	18	28.1	10	15.6	10	15.6

Source: Primary Data

The results in table 4.10 show that majority of the stakeholders agreed to freely expressing their opinions to the tune of 40(78.1%) of stakeholders [27(42.2%) agree and 23(35.9%) strongly agree] in agreement. There was a low level of disagreement which comprised 9(14.1%) [6(9.4%) disagree and 3(4.7%) strongly disagree) stakeholder and only 5 (7.8%) stakeholder were uncertain. The study further revealed that the leaders are always available for

consultation by 48(75.0%) of stakeholders [30(46.9%) agree and 18(28.1%) strongly agree] were in agreement while the disagreement levels were relatively low to the tune of 17.2% [9(14.1%) disagree and 2(3.1%) strongly disagree] stakeholders in disagreement and only 5(7.8%) were uncertain.

Majority of the stakeholders noted that ongoing training was vital for institutional growth with 55(85.9%) [26(40.6%) agree and 29(45.3%) strongly agree] stakeholders in agreement while disagreement was at 4(6.3%) of the stakeholders [1(1.6%) disagree and 3(4.7%) strongly disagree] stakeholders and only 5(7.8%) stakeholders were uncertain. In response to training being offered on a regular basis, majority of the stakeholders were in disagreement at 32(50.0%) [17(26.6%) disagree and 15(23.4%) strongly disagree) stakeholders in disagreement while 23(35.9%) stakeholders [21(32.8%) agree and 2(3.1%) strongly agree] were in agreement and 9 (14.1%) stakeholders were uncertain. However when asked if there was encouragement for continuing education, 44(68.8%) stakeholders [27(42.2%) agree and 17(26.6%) strongly agree] were in agreement while the Minority of 9(14.0%) [7(10.9%) disagree and 2(3.1%) strongly disagree] stakeholders disagreed and Only 11(17.2%) stakeholders were uncertain.

Results further showed that majority of the stakeholders agreed to the leader working to discover and enhance the professional capabilities of employees at 38(60.3%) [21(33.3%) agree and 17(27.0%) strongly agree] stakeholders in agreement while 8(12.7%) of the stakeholders disagreed and 17(27.0%) stakeholders were uncertain. As far as coaching was concerned, majority of the stakeholders at 23(36.0%) of the stakeholders [14(21.9%) disagree and 9(14.1%) strongly disagree) disagreed while the minority 22(34.4%) [13(20.3%) agree and 9(14.1%) strongly agree] stakeholders agreed and 19(29.7%) stakeholders were uncertain about the principals providing useful coaching to improve employee performance. The recorded level of uncertainty was relatively high. There was majority agreement that the principal involves

others and delegates appropriately Stakeholders agreement of 40(62.5%) [29(45.3%) agree and 11(17.2%) strongly agree] and minimal levels of disagreement to the tune of 11(17.2%) [6(9.4%) disagree and 5(7.8%) strongly disagree] stakeholders were recorded while 13(20.3%) stakeholders were uncertain.

Results further revealed that the principals emphasized employee learning, development and growth with 46(71.9%) [33(51.6%) agree and 13(20.3%) strongly agree] stakeholders in agreement while 5(7.9%) [1(1.6%) disagree and 4(6.3%) strongly disagree) stakeholders were in disagreement and 13(20.3%) stakeholders were uncertain. Disagreement was relatively noted in response to whether the leader was willing to step aside for someone more qualified at 26(36.1%) of stakeholders [16(20.5%) disagree and 10(15.6%) strongly disagree] in disagreement while Those in agreement comprised 31.2% [10(15.6%) agree and 10(15.6%) strongly agree]) stakeholders and high levels of uncertainty to the tune of 18(28.1%) stakeholders was recorded.

Table 4.11: Democratic leadership style responses of principals

Democratic leadership style Variables	1 = almost never		2 = seldom		3 = sometimes		4 = usually		5 = almost always	
	f	%	f	%	f	%	f	%	f	%
I am fair and impartial with subordinates / viewed as approachable.	0	0	0	0	1	14.3	3	42.9	3	42.9
I helps subordinates to function as a team	0	0	0	0	1	14.3	2	28.6	4	57.1
I work hard at countering the them and us culture within the institution	0	0	0	0	3	42.9	1	14.3	3	42.9
I stress that every one contributes to the success of the team they belong to	0	0	0	0	2	28.6	1	14.3	4	57.1
I emphasize the importance of quality but allow my staff to establish the control standards.	0	0	1	14.3	1	14.3	3	42.9	2	28.6
I ask staff to think ahead and develop long term plans for their areas.	0	0	0	0	1	14.3	3	42.9	3	42.9
I provide staff with clear responsibilities and allow them to decide how to accomplish them.	0	0	0	0	0	0	3	42.9	4	57.1
I realize that leadership is a process of upward as well as downward influence.	0	0	1	14.3	0	0	1	14.3	5	71.4
I meet with staff regularly to discuss their needs.	0	0	0	0	1	14.3	3	42.9	3	42.9
I recognize staffs achievement s with encouragement and support.	0	0	0	0	1	14.3	3	42.9	3	42.9
I hold periodic meetings to show support for company policy and mission.	0	0	0	0	2	28.6	2	28.6	3	42.9
I take time to connect with each team member.	0	0	0	0	3	42.9	3	42.9	1	14.3
I encourage hard hitting debate and dialogue.	0	0	2	28.9	1	14.3	3	42.9	2	28.6
I put aside my personal ambition for the sake of the whole.	0	0	0	0	2	28.6	3	42.9	2	28.6
I set clear goals and success criteria allowing people to use their initiative.	0	0	0	0	0	0	3	42.9	4	57.1
I stay focused on priorities and recognize when to delegate.	0	0	0	0	0	0	5	71.4	2	28.6
I demonstrate trust in others to perform effectively.	0	0	0	0	1	14.3	2	28.6	4	57.1
I am overloaded because I have failed to delegate sufficiently.	2	28.6		57.1	1	14.3	0	0	0	0
I demonstrate values by tangible and visible actions.	1	14.3	0	0	0	0	4	57.1	2	28.6
My staff perceive they have little responsibility and opportunity for achievement.	3	42.9	1	14.3	3	42.9	0	0	0	0
I build capacity of the next generation of leaders by investing in the team.	0	0	0	0	1	14.3	2	28.6	5	57.1
I hold myself accountable without blaming others.	0	0	0	0	1	14.3	5	71.4	1	14.3
I manage the ambiguity of leadership and power.	0	0	0	0	4	57.1	2	28.6	1	14.3
I Believe that people generally respond well when given greater responsibility for their own performance.	0	0	0	0	0	0	5	71.4	2	28.6
I realize that the organization would still function if you were not there.	1	14.3	0	0	1	14.3	2	28.6	3	42.9

Table 4.11 above shows that principals usually at 3(42.9%) almost always at 3(42.9%) and sometimes at 1(14.3%) believe they are fair and impartial with subordinates and are viewed as approachable. Majority of the principals almost always at 4(51.7%), usually at 2(28.6%) and sometimes at 1(14.3%) help subordinates to function as a team. It is noted that principals sometimes at 3(42.9%), almost always at 3(42.9%) and usually at 1(14.3%) work hard to counter them and us culture within the institution.

Principals sometimes at 3(42.9%), almost always at 3(42.9%) and sometimes at 1(14.3%) emphasize the importance of quality but allow staffs to establish the control standards. Results showed that principals usually at 3(42.9%), almost always at 3(42.9%) and sometimes at 1(14.3%) ask staff to think ahead and develop long term plans for their areas. Principals usually at 3(42.9%), sometimes at 3(42.9%) meet with staff regularly to discuss their needs and recognize staff achievement with encouragement and support. Holding periodic meetings to show support for company policy and mission was done by principals almost always at 3(42.9%), sometimes at 2(28.6%) and usually at 2(28.6%).

It was also realized that principals sometimes at 3(42.9%), usually at 3(42.9%) and almost always at 1(14.3%) took time to connect with each team member. Results showed that principals usually at 3(42.9%), sometimes at 1(14.3%), almost always at 2(28.6%) and seldom at 2(28.6%) encouraged hard hitting debate and dialogue. The results showed that principals sometimes at 2(28.6%), usually at 3(42.9%) and almost always at 2(28.6%) put aside personal ambition for the sake of the whole. They set clear goals and success criteria allowing people to use their initiative almost always at 4(57.1%) and usually at 3(42.9%). A majority of the principals usually at 5(71.4%) and almost always at 2(28.6%) stay focused on priorities and recognize when to delegate. A majority of principals almost always at 5(57.1%), usually at 2(28.6%) and sometimes at 1(14.3%) demonstrated trust in others to perform effectively.

Responses to being overloaded because of failing to delegate sufficiently were more on the negative side with seldom at 4(57.1%), almost never at 2(28.6%) and sometimes at 1(14.3%) principals experiencing the overload.

Principals usually at 4(57.1%), almost always at 2(28.6%) and almost never at 1(14.3%) demonstrated values by tangible and visible actions. They almost never at 3(42.9%), seldom at 1(14.3%) and sometimes at 3(42.9%) perceived their staff had little responsibility and opportunity for growth.

All the principals almost always at 6(85.7%) and usually at 1(14.3%) agreed to taking pride in winning as a team not just individually, Results further showed that principals almost always at 4(57.1%), usually at 2(28.6%) and sometimes at 1(14.3%) built capacity of the next generation of leaders by investing in the team. Principals usually at 5(71.4%), almost always at 1(14.3%) and sometimes at 1(14.3%) held themselves accountable without blaming others.

As far as managing ambiguity of leadership and power was concerned, of principals sometimes at 4(57.1%), usually at 2(28.6%) and almost always at 1(14.3%) managed. They further believed that people generally respond well when given greater responsibility for their own performance by usually at 5(71.4%) and almost always at 2(28.6%) responses. Principals almost always at 3(42.9%) of the, usually at 2(28.6%) and sometimes at 1(14.3%) and almost never at 1(14.3%) realized that the organization would still function if they were not there.

Table 4.12: Correlation between democratic leadership style and employee performance

Category		Employees		Stakeholders		Principals	
Dimensions		Democratic leadership style	Employee performance	Democratic leadership style	Employee performance	Democratic leadership style	Employee performance
Democratic leadership style	Pearsons' correlation	1	.200	1	.592**	1	.444
	Sig (2 tailed)	-	.130	-	.000	-	.318
	N	59	59	64	64	7	7
Employee performance	Pearsons' correlation	.200	1	.592**	1	.444	1
	Sig (2 tailed)	.130	-	.000	-	.318	-
	N	59	59	64	64	7	7

Table 4.12 shows correlations between democratic leadership style and employee performance for the three strata in the study that is the employees, stakeholders and the principals. The findings revealed that there was a positive relationship between democratic leadership style and employee performance represented by $r = 0.200$ according to the employees. The value of $r = 0.200$ is less than ± 0.30 which is indicative of a weak relationship with a p value of 0.130 which is greater than the significance level of 0.05, the relationship is not significant. This implies that we accept H_0 and reject H_1 (Mertler & Vannatta ,2005).

Results from stakeholders show a value of $r = 0.592^{**}$ which is a positive relationship. Since this value is greater than ± 0.30 and less than 0.70 it signifies a moderate positive relationship. With $p = 0.000$ a value less than the significance level of 0.05 it signifies a relationship that is statistically significant at a confidence level of 99% hence the probability of finding the same results from the given population is 99%. We accept H_1 and reject H_0 . The principals results show $r = 0.444$ which is indicative of a positive moderate relationship since it is greater than ± 0.30 but less than ± 0.70 . With a p value of 0.318 a value greater than the significance level of 0.05, the relationship is not significant. We accept H_0 and reject H_1 . In this study H_0 states that;

‘Democratic leadership does not significantly contribute to employee performance in public BTVET institutions in Kampala and Wakiso districts’ while H₁ states that; *‘Democratic leadership significantly contributes to employee performance in public BTVET institutions in Kampala and Wakiso districts.’* The correlation results show that Democratic leadership significantly contributes to employee performance in public BTVET institutions in Kampala and Wakiso districts according to stake holders while this is not the case with principals and employees.

Table 4.13 : Regression Model summary results of democratic leadership style and employee performance

Category	Model Summary				
	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Employees	1	.200 ^a	.040	.023	.38467
Stake holders	1	.592 ^a	.350	.340	.35152
Principals	1	.444 ^a	.197	.037	.49761
a. Predictors: (Constant), DEMOCRATIC LEADERSHIP STYLE					

From the table above we see change in the dependent variable in this case employee performance due to the independent variable democratic leadership style. According to Mertler & Vannatta (2005), the adjusted R square expressed as a percentage gives the change ratio. From the above table, it is realized that according to employees, democratic leadership style will bring about a change of 2.3% in employee performance with a unit shift towards democratic leadership style. While stakeholders believed that a unit shift towards democratic leadership would lead to a 34% increase in employee performance. In addition, the principals believed that a unit shift towards democratic leadership style would actually increase employee performance by 3.7%. from these results, the existence of a positive relationship between democratic leadership style and employee performance is further emphasized.

Table 4.14: Regression ANOVA results of democratic leadership style and employee performance

ANOVA ^b							
Category	Model		Sum of Squares	df	Mean Square	F	Sig.
Employees	1	Regression	.350	1	.350	2.366	.130 ^a
		Residual	8.434	57	.148		
		Total	8.784	58			
Stakeholders	1	Regression	4.130	1	4.130	33.426	.000 ^a
		Residual	7.661	62	.124		
		Total	11.791	63			
Principals	1	Regression	.304	1	.304	1.229	.318 ^a
		Residual	1.238	5	.248		
		Total	1.542	6			
a. Predictors: (Constant), DEMOCRATIC LEADERSHIP STYLE							
b. Dependent Variable: EMPLOYEE PERFORMANCE							

Source: Primary data

Multiple regressions were used to examine how democratic leadership style was likely to affect employee performance. Table 4.14 gives a summary of ANOVA results for the three strata. The ANOVA table decomposes the total sum of squares into the regression (= explained) Sum of Squares (SS) for employees (0.350) and residual (=unexplained) SS 8.434. The ratio of regression sum of squares of the total sum of squares which is $0.350/8.784 = 0.0398$ (3.98%) which is the percentage variation accounted for by democratic leadership style in employee performance according to the employees. Stakeholders had a regression (= explained) Sum of Squares (SS) = 4.130 and residual (=unexplained) SS 7.661. The ratio of regression sum of squares of the total sum of squares which is $4.130/11.791 = 0.350$ (35.0%) which is the percentage variation accounted for by democratic leadership style in employee performance according to the stakeholders. According to the principals, regression (= explained) Sum of

Squares (SS) =0.304 and residual (=unexplained) SS =1.238. The ratio of regression sum of squares of the total sum of squares which is $0.304/1.542 = 0.197$ (19.7%) which is the percentage variation accounted for by democratic leadership style in employee performance.

The F test which is the ratio of the average deviations of the regression line from the sample mean (mean regression SS) and the squared deviations from the regression line (= mean residual SS) is presented in the table for all the three strata. It represents the relative magnitude of explained to the unexplained (Basheka, 2008). From the table above, The F value of 2.366 for employees, $F = 33.426$ stakeholders and $F=1.229$ for principals. According to Clene, et al (2003) the bigger the F value, the more significant the relationship and the smaller the P value, the more significant the statistic. The F test for stakeholders is statistically significant since $p=0.000$ a value smaller than the predetermined 0.005 confirming the existence of a positive statistically significant relationship between democratic leadership style and employee performance. The F values for employees and principals are low and the P values are high which means that the positive relationship that exists between democratic leadership style and employee performance is not statistically significant for these two strata.

Table 4.15: Coefficients output between democratic leadership style and employee performance

Coefficients ^a							
category	Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Employees	1	(Constant)	3.487	.229		15.225	.000
		DEMOCRATIC LEADERSHIP STYLE	.099	.065	.200	1.538	.130
Stakeholders	1	(Constant)	2.398	.228		10.497	.000
		DEMOCRATIC LEADERSHIP STYLE	.367	.064	.592	5.782	.000
Principals	1	(Constant)	-.987	4.269		-.231	.826
		DEMOCRATIC LEADERSHIP STYLE	1.167	1.052	.444	1.109	.318

a. Dependent Variable: EMPLOYEE PERFORMANCE

Source: Primary data

The regression coefficients table 4.13 shows results of the regression analysis. In this study it was intended to find an equation that could be used to find the impact of democratic leadership style on employee performance. Given the equation of a straight line as $y=a + bx$ where a is the constant and b is the slope of the line, for employees $a= 3.487$ and $b= 0.099$ this means that given any value of x which is the independent variable in this case democratic leadership style, the value of y which is employee performance can be calculated. These coefficients further emphasize the existence of a positive relationship but since $p = 0.130$ a value greater than 0.05 then the results are not statistically significant at a 95% confidence level. For stake holders $a=2.398$ and $b= 0.367$ which signifies a positive relationship between the two variables. With a being the predictive value when democratic leadership style is zero. Since the p value is 0.000, this confirms the existence of a statistically significant relationship between democratic leadership style and employee performance. Principals have $a=-0.987$ and $b=1.167$ since a is the predictive value when democratic leadership style is zero (0) it means that employee performance will be negative if there is zero level of democratic leadership style. The p value

of 0.318 a value greater than 0.05, the relationship is not statistically significant at a 95% confidence level.

4.5 To establish the moderator effect of Government policy on the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso districts

The third objective of the research was to examine the moderator effect of Government policy on the relationship between leadership style and employee performance. The purpose was to seek the opinions of respondents on how government policy affected the relationship between leadership style and employee performance. In order to do this, respondents were asked to respond to several statements which covered a number of aspects as regarding Government policy. The questions were constructed on a five point Lickert scale to make sure all possible responses were captured as follows; 1= strongly disagree, 2= disagree, 3= uncertain , 4= agree and 5 = strongly agree for employees and stakeholders. For the principals, the Lickert scale comprised of 1 = Almost Never, 2 =Seldom, 3 =Some times, 4 = Usually and 5= Almost Always.

Table 4.16: Government policy responses of employees

Variables	1= Strongly Disagree (%)		2 = Disagree (%)		3 =Uncertain (%)		4 = Agree (%)		5 =Strongly Agree (%)	
	f	%	f	%	f	%	f	%	f	%
Government Policy										
1. My performance is affected by the capitation grant released to the institution.	7	11.9	6	10.2	10	16.9	26	44.1	10	16.9
2. A change in the payment system is likely to affect my performance	4	6.8	5	8.5	12	20.3	27	45.8	11	18.6
3. An employees salary should be based on performance	7	11.9	6	10.2	4	6.8	25	42.4	17	28.8
4. Change in policy on recruitment is likely to improve performance positively	6	10.2	1	1.7	18	30.5	19	32.2	15	25.4
5. Result oriented management improves performance positively	0	0	2	3.4	5	8.5	26	44.1	26	44.1
6. The policy on safety at the workplace is excellent	4	6.8	9	15.3	18	30.5	21	35.6	7	11.9
7. The available policy on career development is good	5	8.5	9	15.3	21	35.6	15	25.4	9	15.3
8. The policy on career development encourages loyalty	2	3.4	7	11.9	21	35.6	21	35.6	8	13.6
9. The employee benefits contained in the workers compensation act are motivating	10	16.9	11	18.6	19	32.2	12	20.3	7	11.9

Source: Primary data

According to the results 36(60.2%) of the employees [10(16.1%) agree and 26(44.1%) strongly agree] agreed while 13(15.3%) [6(8.5%) disagree and 7(11.9%) strongly disagree] employees disagreed and 10(16.9%) employees were uncertain of their performance being affected by the capitation grant released to the institution.. Employees agreed at 38(64.4%) of employees [27(45.8%) agree and 11(18.6%) strongly agree] while 9(15.3%) [5(8.5%) disagree and 4

(6.8%) strongly disagree] were in disagreement and 12(20.3%) of the employees were uncertain that a change in payment is likely to affect performance while. In response to, ‘if an employee’s salary should be based on performance, employees agreed by a majority of 40(71.2%) [25(42.4%) agree and 15(28.8%) strongly agree] while those in disagreement comprised 13(22.1%) [6(10.2%) disagree and 7(11.9%) strongly disagree] employees and uncertainty was comprised of 10(16.9%). Results further revealed that a change in policy on recruitment was likely to improve performance positively had employee agreement at 34(57.6%) of the employees [19(32.2%) agree and 15(25.4%) strongly agree] in agreement, disagreement comprised 7(11.9%) [1((1.7%) disagree and 6(10.2%) strongly disagree] employees and uncertain consisted of 18(30.5%) employees. Result oriented management was shown to positively improve performance by a majority of 52(88.2 %) employees [26(44.1%) agree and 26(44.1%) strongly agree) in agreement while 2(3.4%) employees disagreed and 5(8.5%) of the employees were uncertain. In response to the policy on safety at the workplace being excellent, majority 30(47.5 %) of the employees [21(35.6%) agree and 7(11.9%) strongly agree] were in agreement while 13(22.1%) [9(15.3%) disagree and 4(6.8%) strongly disagree] employees disagreed and high levels of uncertainty were recorded high to the tune of 18(30.5%) employees.

Responses to the available policy on career development being good yielded 24(40.7%) of the employees [15(25.4%) agree and 9(15.3%) strongly agree] in agreement while 14 (23.8%) of the employees [9(15.3%) disagree and 5(8.5%) strongly disagree] were in disagreement and as observed above, the policy on career development yielded relatively high levels of uncertainty with 21 (35.6%) of the employees being uncertain. Analysis of whether the policy on career development encouraged loyalty yielded 29(49.2%) of the employees [21(35.6%) agree and 8(13.6%) strongly agree] in agreement while 9 (15.3%) employees [7(11.9%) disagree and 2(3.4%) strongly disagree] disagreed and levels of uncertainty remained high to the tune of

21(35.6%) employees uncertainty. Employees noted that employee benefits contained in the workers compensation act were motivating at 19(32.2%) of the employees [12(20.3%) agree and 7(11.9%) strongly agree] in agreement while 22(35.5%) of the employees [11(18.6%) disagree and 10(16.9%) strongly disagree] were in disagreement and. Still the levels of uncertainty remained high at 19(32.2%) employees uncertainty.

Table 4.17: Government policy responses of stakeholders

Variables	STAKE HOLDERS									
	1= Strongly Disagree (%)		2 = Disagree (%)		3 =Uncertain (%)		4 = Agree (%)		5 =Strongly Agree (%)	
Government policy	f	%	f	%	f	%	f	%	f	%
My performance is affected by the capitation grant released to the institution.	6	9.4	12	18.8	15	23.4	17	26.6	14	21.9
A change in the payment system is likely to affect my performance	2	3.1	8	12.5	10	15.6	29	45.3	15	23.4
An employees salary should be based on performance	3	4.7	15	23.4	2	3.1	24	37.2	20	31.3
Change in policy on recruitment is likely to improve performance positively	2	3.1	4	6.3	12	18.8	21	32.8	25	39.1
Result oriented management improves performance positively	1	1.6	2	3.1	6	9.4	25	39.1	30	46.9
The policy on safety at the workplace is excellent	5	7.8	10	15.6	14	21.9	21	32.8	14	21.9
The available policy on career development is good	7	10.9	12	18.8	13	20.3	26	40.6	6	9.4
The policy on career development encourages loyalty	2	3.1	8	12.5	20	31.3	26	40.6	8	12.5
The employee benefits contained in the workers compensation act are motivating	7	11.1	13	20.6	22	34.9	17	27.0	4	6.3

Source: Primary data

Results in table 4.17 show that 31(48.5%) of stakeholders [17(26.6%) agree and 14(21.9%) strongly agree] were in agreement while 10(15.2%) [8((12.1%) disagree and 2(3.1%) strongly disagree] stakeholders disagreed and 15(23.4%) stakeholders were uncertain that employee performance was affected by the capitation grant released to the institution, Stakeholders agreed at 44(68.7%) of the stakeholders [29((45.3%) agree and 15(23.4%) strongly agree] in agreement while 10(15.6%) [8(12.5%) disagree and 2(3.1%) strongly disagree) stakeholders disagreed and 10(15.6%) stakeholders were uncertain that a change in payment system was likely to affect their performance.

In response to 'if an employee's salary should be based on performance, stake holders agreed by majority of 44(68.5%) stakeholders [24(37.2%) agree and 20(31.3%) strongly agreement] in agreement while those in disagreement comprised 18 (28.1%) stakeholders [15(23.4%) disagree and 3(4.7%) strongly disagree] in disagreement and only 2(3.1%) stakeholders were uncertain. Results further revealed that a change in policy on recruitment was likely to improve performance positively had an agreement of 46(71.9%) stakeholders [21(32.8%) agree and 25(39.1%) strongly agree] stakeholders while those in disagreement comprised 6(9.4%) [4(6.3%) disagree and 2(3.1%) strongly disagree] stakeholders and uncertain consisted of 12(18.8%) stake holders.

Result oriented management was shown to positively improve performance by a majority 55(86.0%) of the stakeholders [25(39.1%) agree and 30(46.9%) strongly agree] in agreement while 3 (4.7%) stakeholders [2 (3.1%) disagree and 1(1.6%) strongly disagree] disagreed and 6(9.4%) stakeholders were uncertain. Majority of 35 (54.7%) stakeholders [21(32.8%) agree and 14(21.9%) strongly agree] agreed while 23.4% stakeholders (15.6% disagree and 7.8% disagree) disagreed and 14(21.9%) of stakeholders were uncertain about the policy on safety at the workplace was excellent

Responses to the available policy on career development being good yielded 32(50.0%) of stakeholders [26((40.6%) agree and 6(9.4%) strongly agree] in agreement while 19 (29.7%) of stakeholders [12(18.8%) disagree and 7(10.9%) strongly disagree) disagreed and 13(20.3%) stakeholder were uncertain. Analysis of whether the policy on career development encouraged loyalty yielded a majority 34(53.1%) of stakeholders [26(40.6%) agree and 8(12.5%) strongly agree] in agreement while 28 (43.8 %) of the stakeholders [8(12.5%) disagree and 20(31.3%) strongly disagree] were in disagreement and levels of uncertainty remained high to the tune of 20 (31.3%) stakeholder uncertainties. Stakeholders noted that ‘employee benefits contained in the workers compensation act were motivating at 21(33.3%) of stakeholders [17(27.0%) agree and 4(6.3%) strongly agree] in agreement while 20(31.7%) [13(20.6%) disagree and 7(11.1%) strongly disagree) stakeholder were in disagreement and still the levels of uncertainty remained high to the tune of 22 (34.9%) stakeholder uncertainty.

Table 4.18: Percentage Government Policy responses of Principals

Variables	Responses									
	1= almost never		2 = seldom		3 =sometimes		4 = usually		5 =almost always	
Government policy	f	%	f	%	f	%	f	%	f	%
Capitation grant is enough to cater for the school’s financial needs.	2	28.6	3	42.9	1	14.3	1	14.3	0	0
A change in the payment system affects performance of employees	0	0	0	0	3	42.9		57.1	0	0
Performance based pay is likely to increase performance	0	0	1	14.3	2	28.6	2	28.6	2	28.6
Change in policy on recruitment is likely to improve performance	0	0	0	0	0	0	3	42.9	4	57.1
Result oriented management improves performance	0	0	0	0	0	0	0	0	7	100

Source: Primary data

Results from principals showed that capitation grant is in most cases seldom at 3(42.9%), almost never at 2(28.6%), sometimes at 1(14.3%) and usually enough at 1(14.3%). They further observed that a change in payment system would affect performance of employees usually at 4(57.1%) and sometimes at 3(42.9%). In response to ‘if performance based pay was likely to increase performance’, principals response was that sometime at 2(28.6%), almost always at 2(28.6%), usually at 2(28.6%) and seldom by at 1(14.3%).According to the principals change in policy of recruitment was likely improve performance almost always at 4(57.1%) and usually at 2(42.9%). All principals were in favor of result oriented management improving performance by a response of almost always at 7(100%).

Kithinji (2002) asserts that, the global surge, political liberalization and pluralism enhanced democratic environment in the 1990's has provoked a demand for good governance. The voices for transparency, integrity and accountability have demanded of the public service BTVET institutions inclusive not just improved service delivery but also demonstrable value for money in public expenditures. The fight against corruption in service delivery, the observance of meritocratic principles in human resources management and greater participation from civil society. It is such pressures that hastened introduction of result oriented management component in 1997. the study findings show that all principals are in favorer of result oriented management improving performance a trend that shows a great positive influence of government policy on the relationship between leadership style and employee performance.

Table 4.19: Correlation between Government Policy and employee performance

Category		Supervisory staff		Stakeholders		Principals	
		Government policy	Employee performance	Government policy	Employee performance	Government policy	Employee performance
Government policy	Pearsons' correlation	1	.193	1	.244	1	.498
	Sig (2 tailed)	-	.143	-	.052	-	.255
	N	59	59	64	64	7	7
Employee performance	Pearsons' correlation	.193	1	.244	1	.498	1
	Sig (2 tailed)	.143	-	.052	-	.255	-
	N	59	59	64	64	7	7

Source: Primary data

Table 4.19 presents correlations between government policy and employee performance for the employees, stakeholders and the principals. The findings revealed that there was a positive moderator effect of government policy on employee performance represented by $r = 0.193$

according to the employees. The value of $r = 0.193$ is less than ± 0.30 which is indicative of a weak positive relationship with a p value of 0.143 which is greater than the predetermined significance level of 0.05 , the relationship is not statistically significant. This implies that we accept H_0 and reject H_1 (Mertler & Vannatta (2005)).

Results from stakeholders show a value of $r = 0.244$ which is a positive relationship but since this value is less than ± 0.30 it signifies a weak relationship. With $p = 0.052$ a value slightly greater than the significance level of 0.05 we accept we accept H_0 and reject H_1 . The principals results show $r = 0.498$ which is indicative of a positive moderate relationship since it is greater than ± 0.30 but less than ± 0.70 . With a p value of 0.255 a value greater than the significance level of 0.05 , the relationship is not statistically significant. We accept H_0 and reject H_1 . In this study, H_0 states that; *There is no modulator effect of Government policy on the relationship between leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts* while H_1 states that; *There is a positive modulator effect of Government policy on the relationship between leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts*. The correlation results show that government policy does not have a significant positive moderator effect on the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso districts.

Table 4.20: Regression Model summary results of Government policy and employee performance

Category	Model Summary				
	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Employees	1	.193 ^a	.037	.020	.38520
Stake holders	1	.244 ^a	.060	.045	.42287
Principals	1	.498 ^a	.248	.098	.48158
a. Predictors: (Constant), GOVERNMENT POLICY					

Source: Primary data

From the table above we see change in the dependent variable in this case employee performance due to the moderator variable Government Policy. According to Mertler & Vannatta (2005), the adjusted R square expressed as a percentage gives the change ratio. From the above table, it is realized that according to employees, Government Policy will bring about a change of 2.0% in the relationship between leadership style and employee performance with a unit shift in government policy. While stakeholders believed that a unit shift Government policy would lead to a 4.5% increase the relationship between leadership style and employee performance. In addition, the principals believed that a positive unit shift towards Government Policy would actually increase the relationship between leadership style and employee performance by 9.8%. From these results, the existence of a positive moderator effect of government policy on the relationship between leadership style and employee performance is further emphasized.

Table 4.21: Regression ANOVA results of government policy and employee performance

ANOVA ^b							
category	Model		Sum of Squares	df	Mean Square	F	Sig.
Employees	1	Regression	.327	1	.327	2.201	.143 ^a
		Residual	8.458	57	.148		
		Total	8.784	58			
Stakeholders	1	Regression	.705	1	.705	3.940	.052 ^a
		Residual	11.087	62	.179		
		Total	11.791	63			
Principals	1	Regression	.383	1	.383	1.651	.255 ^a
		Residual	1.160	5	.232		
		Total	1.542	6			
a. Predictors: (Constant), GOVERNMENT POLICY							
b. Dependent Variable: EMPLOYEE PERFORMANCE							

Source: Primary data

Multiple regressions were used to examine how Government Policy was likely to moderate the relationship between leadership style and employee performance. Table 4.21 above gives a summary of ANOVA results for the three strata. The ANOVA table decomposes the total sum of squares into the regression (= explained) Sum of Squares (SS) for employees (0.327) and residual (=unexplained) SS 8.458. The ratio of regression sum of squares of the total sum of squares which is $0.327/8.784 = 0.0372$ (3.72%) which is the percentage variation accounted for by Government Policy in the relationship between leadership style and employee performance according to the employees. Stakeholders had a regression (= explained) Sum of Squares (SS) (0.705) and residual (=unexplained) SS 11.07. The ratio of regression sum of squares of the total sum of squares which is $0.705/11.791 = 0.0598$ (5.98%) which is the percentage variation accounted for by Government Policy in the relationship between leadership style and employee performance according to the stakeholders. According to the principals, regression (=

explained) Sum of Squares (SS) =0.383 and residual (=unexplained) SS =1.160. The ratio of regression sum of squares of the total sum of squares which is $0.383/1.542 = 0.248$ (24.8%) which is the percentage variation accounted for by Government Policy in the relationship between leadership style and employee performance.

The F test which is the ratio of the average deviations of the regression line from the sample mean (mean regression SS) and the squared deviations from the regression line (= mean residual SS) is presented in the table for all the three strata. It represents the relative magnitude of explained to the unexplained (Basheka, 2008). From the table above, The F value of 2.201 for employees, $F = 3.940$ stakeholders and $F=1.651$ for principals. F tests for all the strata are not significant with $p=0.143$ for employees, $p=0.052$ stake holders and $p=0.255$ for principals. Since the p values are greater than 0.05 the relationships are not statistically significant. Thus we reject the alternate hypothesis that; there is a positive moderator effect of Government policy on the relationship between leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts

Table 4.22: Coefficients output between Government policy and employee performance

Coefficients ^a									
category	Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
			B	Std. Error	Beta			Tolerance	VIF
Employees	1	(Constant)	3.344	.331		10.092	.000		
		GOVERNMENT POLICY	.139	.094	.193	1.484	.143	1.000	1.000
Stakeholders	1	(Constant)	2.937	.385		7.625	.000		
		GOVERNMENT POLICY	.213	.107	.244	1.985	.052	1.000	1.000
Principals	1	(Constant)	.970	2.164		.448	.673		
		GOVERNMENT POLICY	.729	.568	.498	1.285	.255	1.000	1.000

a. Dependent Variable: EMPLOYEE PERFORMANCE

Source: Primary data

The regression coefficients table 4.22 shows results of the regression analysis. In this study it was intended to find an equation that can be used which can be used to find the moderator effect of government policy on the relationship between leadership style and employee performance. Given the equation of a straight line as $y=a + bx$ where a is the constant and b is the slope of the line, for employees $a= 3.344$ and $b= 0.139$ this means that given any value of x which is the predictor variable in this case Government policy, the value of y which is predicted variable in this case relationship between leadership style and employee performance can be calculated. These coefficients further emphasize the existence of a positive modulator effect but since $p = 0.143$ a value greater than 0.05 then the results are not significant ant a 95% confidence level. For stake holders $a=2.937$ and $b= 0.213$ which signifies a positive modulator effect of Government policy on relationship between leadership style and employee performance. With a being the predictive value when government style is zero. Principals have $a =0.970$ and $b=0.729$ since a is the predictive value when there is no Government policy, it means that the relationship between leadership style and employee performance will still be

positive if there is no influence of Government policy. At a p value of 0.729 a value greater than 0.05, the modulator effect is not statistically significant at a 95% confidence level.

Table 4.23: Summary of hypotheses testing

Study Dimension	Hypotheses	Employees	Stakeholders	Principals
Authoritarian leadership style	H ₀ : Authoritarian leadership style does not significantly affect employee performance in public BTVET institutions in Kampala and Wakiso districts.	Upheld	Upheld	Upheld
	H ₁ : Authoritarian leadership style significantly affects employee performance in public BTVET institutions in Kampala and Wakiso districts.	Rejected	Rejected	Rejected
Democratic leadership style	H ₀ : Democratic leadership does not significantly contribute to employee performance in public BTVET institutions in Kampala and Wakiso districts.	Upheld	Rejected	Upheld
	H ₁ : Democratic leadership significantly contributes to employee performance in public BTVET institutions in Kampala and Wakiso districts.	Rejected	Upheld	Rejected
Government policy	H ₀ : There is no positive moderator effect of Government policy on the relationship between leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts	Upheld	Upheld	Upheld
	H ₁ : There is a positive moderator effect of Government policy on the relationship between leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts	Rejected	Rejected	Rejected

Key: H₀; Null hypothesis

H₁ alternate hypothesis

4.6 Qualitative results

The qualitative data results were derived from interviews with principals and the open ended section of the employee and stakeholder questionnaires. The results are presented below with the various responses from the different strata in the order of employee, stake holders and principals. They are presented basing on the research objectives that were formulated to guide the study.

4.6.1 Effect of authoritarian leadership style on employee performance

Employees

In response to ‘I do my best to attain maximum performance.’ Employees noted that *‘they are always kept busy, their job description is well defined, and they also reported having deadlines like semester demarcations within which they had to complete their work schedules.* They reported having their performance affected at 50%, *not always* and *no* when posed with the question ‘does the principals leadership style affect your performance positively?’ with reasons for this response including *he de-motivates me. She is a leader who expects results and wants work done in time. She is a motivator, staff participation is sometimes limited. When he fails to delegate .he delays payment and at times doesn’t pay.*

Inquiring about what the principal does to make employees improve their performance, the responses included:-*assigns tasks to be done in time, tries to motivate and looks for performance related course. None, she is waiting to see me fail so she does absolutely nothing to improve my performance.* These responses show the tendency of principals to use authoritarian leadership style and this contributes to de-motivation of employees which in turn is likely to affect performance negatively.

Stakeholders

In response to ‘I always do my best to attain maximum performance.’ Stakeholders gave the response of *yes, though I go through various challenges.* The reasons given included: - *I always*

make sure that everyday I achieve a new thing. Because I presume that when I do that I will one day become a better and important person. When the work plan is accomplished. Complete assignments on time. Because when I do the best I get better results. Striving for the award of best performer. Because I follow matters strictly and closely. Sometimes I invest in more time and commitment to accomplish tasks and meet deadlines.

In response to the Principals' leadership style affecting performance positively, the following responses were realized *yes, not quite, not sure and no rather it affects it negatively*. With reasons given ranging from: *- I feel so inferior. He doesn't consult. He communicates. By communicating quite often. I do not participate in decision making. Sometimes I get embarrassed. Agreements are only reached after a long struggle. Because he does everything formally and that is what I like. Once he has made his suggestions, he can't understand other peoples view. The principal pressures us to complete tasks. He doesn't care about what I do. Sometimes the principal sounds harsh. The principal is the chief executive of the institution, poor leadership leads to poor performance and vice versa.*

In response to what the principal does to make employees improve their performance, stakeholders noted that *he increases lecturers' payment. Sets targets for the departments. Ensures regular monitoring of performance. Supervision, Motivation, and recognizing performance. Proper motivation of lecturers and other administrative staff. Intimidation, scaring and threatening all the time. She works towards results and gives briefs on contemporary issues*. From the stakeholders point of view there were mixed responses which could have been as a result of the limited interaction they have with the principals but it is generally noted that authoritarian leadership style leads to reduced performance.

Principals

When asked if employees were producing good quality work, principals responded with *usually they strive*. The factors thought to be responsible for this type of work were *professionalism*

and motivation. However some noted that there was *poor planning and time management.* To the question ‘is the quantity of work produced by your employees sufficient?’ responses generated included *adequate* and *no* with reasons for the responses including: - *understaffing* and *availability of insufficient materials.* The principals further noted that a good number of the employees are time conscious when carrying out tasks and that they always utilize available resources most efficiently because they *know their resources* and *what is expected of them.* They further noted that employees are committed to the improvement of the institution because *they implement institutional programs diligently.* The principals response shows a strong belief in authoritarian leadership style and a perception this leadership style actually improves employee performance.

4.6.2 Effect of democratic leadership style on employee performance Employees

Employees; noted that they always do their best to attain maximum performance with reasons that made them believe so including:- *regular attendance. I always do tasks and submit in time. I set goals and always achieve them. I try to accomplish my tasks with minimal supervision. I access myself at the end of work. Producing accurate and timely reports and I don't quit until all possible ways have been maximized.* Employees noted that the principals leadership style affected their performance positively by giving a *yes* response with reasons that:- *because subordinates are involved in decision making. The principal always consults and gives advises where I may be going wrong. His leadership style encourages my participation and involvement. Appreciates my performance, I relate and communicate with the leader. She is always available for consultation and her democratic tendencies make me feel that my contribution is valued.*

The question on what the principal does to make employees improve their performance received the following responses. *She appreciates when I do well and also tries to motivate. Rewards by paying responsibility allowance, she participates in perfecting my work.*

Encouragement and appreciation. Moral motivation and giving feed back on time. Asks where I have challenges and seeks to address them with frequent meetings. From these responses it is realized that employees who had democratic leaders actually had high motivation levels and really appreciated that jobs a factor that was likely to improve employee performance. The employees' contributions are valued and this improves their esteem and zeal for work.

Stakeholders.

Stakeholders gave a *yes* response to the statement ' I always do my best to attain maximum performance.' With reasons for this response including: *my level of education. Because success comes out of my struggle and dedication. Determination and devotion. Because we are involved in decision making. Because I was given a responsibility to serve. I believe in set targets and their accomplishment.*

In response to 'Does the principal's leadership style positively affect employee performance', stakeholders responded in *affirmative* with justifications given including: *because I achieve something reasonable. Because it improves on my standard. He is worthy it. He encourages us to be creative and disciplined. She is very supportive of my activities. Because I am recognized and rewarded for excellent performance. She has got all the qualities of a good leader. Joint decision making and sharing of ideas. Her patience. There is no hindrance when consulting her. Encourages and appreciates my feelings. She listens and explains.* In response to what the principal does to make employees improve their performance, stakeholders gave the following responses: *he counsels me. Allows me to participate in every activity. Considering my opinion positively. Organizing governing council meetings. He complements me and interacts with me as a leader once in a while.* Stakeholders noted that democratic leadership style positively affected the employee performance, they are consulted in the process of decision making , principals are patient, encourage creativity and generally the leadership style motivates the employees which results into improved performance.

Principals

When asked if employees were producing very good quality work, principals responded in *affirmative* and the reason given for this was *good leadership style*. To the question ‘is the quality of work produced by your employees’ sufficient?’ principals responded in *affirmative* with a justifications of the employees *being skilled and confident*. They noted that employees did their best as regards time consciousness when carrying out tasks. The principals further noted that employees’ utilized available resources cost effectively because *due to insufficient resources they work within what is available*.

Principals noted that employees are committed to the improvement of the institution because they *participate in innovative thinking, Exhibit teamwork, Contribute good ideas in meetings and put in extra time when there are funds or no funds*. Principals acknowledged the importance of democratic leadership style on improvement of employee performance, they had employees that were self motivated , showed teamwork, put in extra time at all times regardless of availability of funds. This showed that there existed a positive effect of democratic leadership style on employee performance.

4.6.3 Effect of Government policy on the relationship between leadership style and employee performance

Employees

About policies, employees noted that there are policies that would positively affect their performance and some thought this was not the case with responses of *yes* and *no*. those who responded *yes* listed the following as the policies: *motivation, delegation and transparency. Policy on career development. Recruitment and promotions. They also recommended Policy in ethical conduct and integrity. Teaching allowance should be given according to teaching load not salary scale. Official appointment, promotions and salary increments. Further studies,*

Increase on government grant. Training facilitation. policy on promotion, remuneration, research and infrastructure development. Personal decision, discrimination of workers. Workload policy be comparable with respective reward/ benefit. Improvement of human resource development (training). career development .safety at the workplace. Policy that individuals can not influence transfer. Encouraging teamwork. Employment of result oriented education policy. The workers rights and public service policies. Medical compensation act.

Employees were in agreement that government policy actually affects their performance and listed a number of policies that they thought affected their performance. Notably the policy on medical compensation for public servants is missing and this is an area that needs urgent attention since BTVET employees are public servants who are paid low salaries compared to their counterparts in the private sector. It is also noted that some policies that were mentioned were actually not policies but sections under existing policies while others were already passed policies but the employees were unaware of their existence which is an indication of poor policy awareness and implementation.

Stakeholders

Were there any policies that you think would positively affect your performance? In response to this question there were mixed responses of *yes* and *no*. and the policies that could affect performance positively included; *change in payment system and employees salary. change in policy recruitment, change in payment system. Recruitment policies. Employing qualified staff and good feeding policy at school. Requesting for accountability and setting targets. regular and close monitoring of effectiveness of lecturers. giving accountability. improve on allowance payments. team work/ openness. dictatorship in power. project schemes. attendance list. Funds pass through hands of many officials. informing in time through notice boards. not delaying workers salaries not banking wages because of bank charges. Promotion. not giving allowance especially marking allowance. Employees' medical insurance policy. Minimum worker's*

salary. Review of the recruitment policy. Policy on career development emphasized. Policies of changing staff in the middle of the year. Performance appraisal. paying lectures on time and getting full time lecturers. Encouragement and appreciation of best performers. Career development. A suggestion box. Proper planning and execution of planned activities.

Just like employees, stakeholders were in agreement that government policy affected the relationship between leadership style and employee performance and noted policies that they believed were relevant though they also listed policies that were actually sections of existing policies.

Principals

Principals further thought a change in government policy would affect the performance of your employees while *some responded with not necessarily*. Reasons given for this response included: *it depends on the policy change direction, it may be motivating and may redirect their thinking, if recruitment is readily done it would mean staff development and human beings fear change*. The principals were aware that government policy would positively moderate the relationship between leadership style and employee performance. Their responses showed awareness of government policy which conforms to the common belief that principals actually are aware of the existing policies but have not taken the time to pass on this information to their subordinates.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter examines the extent to which study findings accrued to the research objectives and answered the research questions. It gives a summary of the findings, discussions, conclusions and recommendations drawn. It also highlights limitations of the study, contributions of the study and areas for further research. The above items are presented following the research hypotheses that were developed to guide the study.

5.1 Summary

The study was carried out in 9(nine) BTVET training institutions which included Mulago School of Nursing, Butabika School of Psychiatric Nursing, Mulago Paramedical School and Health Tutors Collage from Kampala district. Institutions from Wakiso district included Fisheries Training Institute, Institute of Lands and Survey, Metrological Training School Entebbe, Kisubi Technical Institute and Bukalasa Agricultural College.

The total number of respondents was 130 categorized into principals 7, employees 59 and stakeholders 64 out of a sample size of 162. The sample was obtained by use of stratified sampling coupled with simple random sampling for employees and stakeholders. While principals were not sampled a census was conducted.

Validity was ensured by seeking expert guidance from the supervisors on the construction of questions and also the responses received from the pretest while reliability of the research instrument was established by use of Cronbach's reliability method following pre-testing. The research instruments used were questionnaires and an interview guide. Questionnaires were developed as key data collection instruments because self administered questionnaires are

invariably uniform and generate consistent data. The interview and open ended sections of the questionnaires were used to generate more knowledge on respondents' perception of the effect of leadership style on employee performance.

The raw data was summarized into frequency tables and graphs using statistical package for social scientists (SPSS) software 17 and Microsoft excel. Correlation and regression were conducted to examine the relationships between the two leadership styles and employee performance. They were also used to determine the modulator effect of Government policy on the relationship between leadership style and employee performance.

5.1.1 Effect of authoritarian leadership style on employee performance

From employee response, The correlation index of $r = -0.024$ and $p = 0.857$ helped to establish that there was a negative effect of authoritarian leadership style on employee performance and the regression coefficients of $a = 3.872$ and $b = -0.013$ further confirmed the existence of a negative relationship since the gradient for the line of best fit faces in the negative direction represented by $-b$ coefficient. This relationship was found to be not statistically significant at a confidence interval of 95% ($\alpha = 0.005$) hence the acceptance of the null hypothesis that 'authoritarian leadership style doesn't significantly affect employee performance in public BTVET institutions in Kampala and Wakiso district'.

Stakeholders had a correlation index of $r = 0.085$ and $p = 0.503$ which helped to establish that there was a positive effect of authoritarian leadership style on employee performance. The regression coefficients of $a = 3.509$ and $b = 0.9$ further confirmed the existence of a positive relationship. Since $p = 0.503$ a value greater than the statistical significance of 0.05 the then the relationship is not statistically significant hence the rejection of the alternate hypothesis and acceptance of the null hypothesis that 'authoritarian leadership style doesn't significantly affect employee performance in public BTVET institutions in Kampala and Wakiso district'.

Results of the principals show, a correlation index of $r = 0.409$ and $p = 0.256$ which is indicative of a positive relationship between authoritarian leadership style and employee performance. The regression coefficients of $a = 1.498$ and $b = 0.584$ further confirm the existence of a positive relationship. However, since the p value is greater than the statistically accepted 0.005 then relationship is not statistically significant. We reject the alternate hypothesis and accept of the null hypothesis that ‘authoritarian leadership style doesn’t significantly affect employee performance in public BTVET institutions in Kampala and Wakiso district’.

5.1.2 Effect of Democratic leadership style on employee performance

From employee response, the correlation index of $r = 0.200$ and $p = 0.130$ helped to establish that there was a positive effect of democratic leadership style on employee performance the regression coefficients of $a = 3.487$ and $b = -0.099$ further confirm the existence of a positive relationship. This relationship was not statistically significant at a confidence interval of 95% ($\alpha = 0.005$) hence the acceptance of the null hypothesis that ‘Democratic leadership style does not significantly contribute to employee performance in public BTVET institutions in Kampala and Wakiso district’.

Stakeholders had a correlation index of $r = 0.592^{**}$ and $p = 0.000$ which helped to establish that there was a positive contribution of democratic leadership style on employee performance. The regression coefficients of $a = 2.398$ and $b = 0.367$ further confirmed the existence of a positive relationship. Since $p = 0.000$ a value less than the statistical significance of 0.005 then the relationship is statistically significant at a 99% confidence level hence the rejection of the null hypothesis and acceptance of the alternate hypothesis that ‘democratic leadership style does significantly contributes to employee performance in public BTVET institutions in Kampala and Wakiso district’.

Results of the principals show, a correlation index of $r=0.444$ and $p=0.318$ which is indicative of a positive relationship between democratic leadership style and employee performance. The regression coefficients of $a=-0.987$ and $b=1.167$ further confirm the existence of a positive relationship since b which represents the slope is positive. However, since the p value is greater than the statistically accepted 0.005 then relationship is not statistically significant. We reject the alternate hypothesis and accept of the null hypothesis that ‘Democratic leadership style does not significantly contribute to employee performance in public BTVET institutions in Kampala and Wakiso district’.

5.1.3 Moderator effect of government policy on leadership style and employee performance

From employee response, the correlation index of $r = 0.193$ and $p=0.143$ helped to establish that there was a positive contribution of government policy to the relationship between leadership style on employee performance. The regression coefficients of $a= 3.344$ and $b= -0.139$ further confirm the existence of a positive relationship. However, this relationship was not statistically significant at a confidence interval of 95% ($\alpha= 0.005$) hence the acceptance of the null hypothesis that ‘government policy doesn’t have a significant modulator effect on the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso district’.

Stakeholders had a correlation index of $r=0.244$ and $p=0.52$ which helped to establish that there was a positive modulator effect of government policy to the relationship between leadership style and employee performance. The regression coefficients of $a=2.937$ and $b=0.213$ further confirmed the existence of a positive relationship. Since p value is greater than less than the statistical significance of 0.005 then the relationship is not statistically significant hence the rejection of the alternate hypothesis and acceptance of the null hypothesis that ‘government

policy does not have a significant modulator effect on the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso district’.

Results of the principals show, a correlation index of $r=0.498$ and $p=0.255$ which is indicative of a positive modulator effect of government policy to the relationship between leadership style and employee performance. The coefficients of determination of $a=-0.970$ and $b=0.729$ further confirm the existence of a positive modulator effect. However, since the p value is greater than the statistically accepted 0.005 then relationship is not statistically significant. We reject the alternate hypothesis and accept of the null hypothesis that ‘government policy does not have a significant modulator effect on the relationship between leadership style and employee performance in public BTVET institutions in Kampala and Wakiso district’.

5.2 Discussion

The discussion that follows gives insights from the results of the study, interpretation from the researcher’s perspective and supporting literature from local and international authors.

5.2.1 Authoritarian leadership style significantly affects employee performance in public BTVET institutions in Kampala and Wakiso districts.

Objective one of this research was to access the effect of authoritarian leadership style on employee performance. To be able to do this, information was collected regarding authority & control, communication and motivation. Through regression analysis it was established that authoritarian leadership affected employee performance negatively according to employees and stakeholders while the principals’ results indicated a positive effect. The coefficient results in table 4.8 established that a unit change in authoritarian leadership style brings about -0.013 change in employee performance, whereby $y = a + bx$ is equal to Authoritarian leadership style = $3.872 - 0.013$ employee performance according to employees. According to stakeholders, a unit change in authoritarian leadership style would lead to 0.059 change in employee

performance resulting into authoritarian leadership style = 3.509 + 0.059 employee performance. Principals results give a resultant equation of authoritarian leadership style = 0,584 + 1.498 employee performance. However all these relationships were found to be not statistically significant. This negative relationship was also brought out by the employee's response of having their performance affected at 50% not always and no in response to the statement 'Does the principal's leadership style affect your performance positively?' Donclark (2009) recommends that "*Authoritarian leadership style should only be used on rare occasions. If you have time and want to gain commitment and motivation from your employees then you should use the participative /democratic style*".

5.2.1.1 Authority and control

From the results, more than 30(50%)of both employees and stakeholders agreed that principals accurately define employees' job descriptions, closely monitor work being done by employees and requested to be continuously updated on the work of subordinates. Since employees were represented by supervisory staff, these responses imply that the principals actually work through the supervisory staffs which corresponds with Mullins (2007) who observed that '*Too wide a span of control may limit opportunities for promotion and result in slowness to adapt to change and new procedures.*' Hence principals try to limit and reduce their span of control.

Results also indicated that employees and stakeholders agree by majority that principals prefer to do sensitive tasks personally, a behavior which conforms to the findings of Whitner and Brodl (1998), cited in Kaur (2009) reporting that "*Research has indicated that sharing control is a key component of trustworthy behavior.*" This explains that levels of trust that principals have are limited to certain tasks that are not very sensitive.

As far as performance reviews were concerned, majority of employees were in the strongly disagree, disagree and uncertain response which could be explained by Culbert (2010)

observation that 'Employees need evaluations they can believe not the fraudulent ones they receive. They need evaluations that are dictated by need not a date on the calendar. They need evaluations that make them strive to improve not pretend they are perfect.' On the contrary, stakeholders believe that performance reviews are conducted regularly which could be explained by the performance reports that they receive in governing council meetings.

5.2.1.2 Communication

Responses to communication statements met majority agree on the side of employees which is an indication of effective communication. This is derived from the responses to communicating effectively with employees 28(47.4%), holds institutional meetings frequently 28(47.4%), provides appropriate feedback to employees / team members 28(47.4%) and shares information and resources 23(39%) employees in agreement. Morrison (1994) found that the more frequently employees interact with their supervisor; the more similarly employees and supervisors will define the employees job responsibilities. This would avoid role ambiguity / role conflict. However stakeholders disagreed by a majority 35(54.2%) to statements regarding communication especially holding institutional meetings frequently which received 17.5% strongly disagree, 37.5% disagree and 7.8% uncertain. From observation this could be a result of the monetary implications associated with holding governing council meetings and due to the nature of students in the institution where guild representatives are only met once in a while. Principals responded with majority usually and almost always to statements regarding effective communication with ' I ensure that information systems are timely , accurate and that information is fed directly to staff having 42.9% sometimes, 28.6% usually and 28.6% almost always. It is still realized that majority 6 (85.7%) of principals sometimes, usually and almost always encourage personal contact rather than mechanical alternatives and the same percentage inspire excitement with their communication style. This is an indication of the existence of two

way communication which is also clearly brought out by the employee response of majority in agreement that the principal communicates effectively with employees.

5.2.1.3 Motivation

As regards motivation, employees and stakeholders had majority disagreement to the principals building effective working relationship within and across departments. The same trend was observed for exercising courtesy and respect, recognizing and rewarding excellent performance on the part of both the employees and stakeholders. Perhaps this explains the negative correlation of authoritarian leadership and employee performance. Performance is considered to be a function of ability and motivation. Gilmore (2006) observed that sometimes a leader's personality plays a critical role in motivating a follower, the leader is able to influence the follower based on his or her intelligence.

Contrary to common belief money is not the prime motivator. The reward need not be cash; it could simply be praise from the supervisor or the continued success of the firm that gives them employment. There is need to find out what your employees really value as rewards. Make sure that you are monitoring performance and know when jobs are well done and give them rewards they want as best as you can. Have one on one meeting with employees. Employees are motivated more by your care and concern for them than your attention to them. Get to know your employees. This can only happen if you set aside time to be with each employees. Mullins 2007 notes that people can be praised to success, give full recognition and credit when it is due and let people know that they are appreciated.

Castellanos of IBM emphasizes *“a sincere thank you from the right person at the right time can mean more than money to an employee.”*

The effects of poor motivation are further reflected by the qualitative results where one respondent claimed that ‘The principal is waiting to see him fail so she does absolutely nothing

to improve his performance.’ However the positive effects are also reflected with the responses of ‘She tries to motivate, recognizing performance, proper motivation of lectures and other administrative staff.’ From the qualitative results it is further noted that some principals use intimidation, scaring and threatening all the time as a means of improving their employees. However as noted by McNamara (2010) Fear is a great motivation for a very short time. That is why a lot of yelling from the boss won’t seem to light a spark under employees for a very long time.

5.2.2 Democratic leadership significantly contributes to employee performance in public BTVET institutions in Kampala and Wakiso districts.

The second objective of this research was to access the effect of democratic leadership on employee performance in public BTVET institutions. To be able to do this information was collected regarding shared decision making, coaching & empowerment and delegation.

Through regression analysis, it was established that democratic leadership style significantly affected employee performance according to stakeholders. The coefficient results in table 4.15 established that a unit change in democratic leadership style brings about 0.99 change in employee performance, whereby $y = a + bx$ is equal to Democratic leadership style = $3.487 + 0.099$ employee performance according to employees. According to stakeholders, a unit change in democratic leadership style will lead to 0.367 change in employee performance resulting into democratic leadership style = $2.398 + 0.367$ employee performance. Principals results give a resultant equation of democratic leadership style = $-0.987 + 1.167$ employee performance. However for the principals and employees there was a positive relationship which was not statistically significant. Since stakeholders were the majority it was concluded that democratic leadership style positively contributes to employee performance this is further supported by Cook (1994) cited in Sesil (1999) as having found that the combination of employee

participation and group based compensation schemes fairly substantially affected firm performance

By utilizing more fully the unique production experience, knowledge and creativity of employees, organizations are expected to improve performance beyond what could be accomplished by more traditional autocratic management practices. Benefits to employees include increased intrinsic rewards of having a greater say in how work gets accomplished, heightened self esteem and production, reduced grievances and quicker resolution of problems, greater employment security and enhanced financial rewards from gain sharing and other incentive arrangements. This is further supported by responses from stakeholders and employees who agreed by over 50% that if the institution has money they should be rewarded. According to Goleman 2002 democratic leadership style is able to quickly build flexibility & responsibility and can help identify new ways to do things.

5.2.2.1 Shared decision making

Employees and stakeholders agreed by over 70% to freely expressing their opinions, to the leader being available for consultation. However agreement levels were slightly lowered with just above 50% in response to the leader working to discover and enhance professional capabilities of employees. However this is contrary to the principals' response where they noted that the good quality of work produced by employees being as a result of qualification and professionalism.

People want to be led, they want leaders with human values and respect for people's unique talents and their contributions can make employees want leaders who will create an environment that natures excellence, risk taking and creativity. Chitwod (2004). Principals reported building capacity of the next generation leaders by investing in the team by 57.1% almost always and 28.6% usually and 14.3% sometimes.

“Team work is so important that it is virtually impossible to reach the heights of your capabilities or make the money that it is that you want with out becoming very good at it.” Brian Tracy.

Andrew Carnegie “Team work is the ability to work together a common vision the ability to direct individual accomplishments towards organizational objectives. It is the fuel that allows common people to attain uncommon results.”

As quoted by the following Brian Tracy and Andrew Carnegie, teamwork is really very important for success in BTVET training institutions to be achieved and for improvement of employee performance in the institutions

From qualitative results, employees showed that they always do their best to attain maximum performance because they set goals and always achieve. This is an indication of employee involvement and shared decision making. This is supported by David (2005) who asserts that firms are discovering that people are really the most important asset. Cohen, Alang and Ledford (2007) cited in Kaur (2009) note that managers are encouraged to allow a high degree of employee participation and autonomy which are intended to increase workforce commitment and humanize the workplace with the intention of improving performance and good citizen behavior. Always work to align goals of the organization with goals of employees. Employees can all be fired up about their work and working very hard. However, if the results of their work don't contribute to goals of the organization then the organization isn't any better off than if the employees were sitting on their hands.

Respondents further noted that principal's leadership style affected their performance positively because they are involved in decision making, the principal always consults and gives advice where they may be going wrong and that the leadership style encourages participation and involvement.

They further noted that democratic tendencies make them feel that their contributions are valued. Respondents also reported frequent meetings as a way in which the principal helps employees improve their performance this is assign of involvement and shared decision making. In Participation the leaders challenge is to unleash the intellectual capacity of the organization. Getting everyone involved that makes each employee responsible for the success or failure of the company. Identifying goals of the organization is usually done during strategic planning. Ensure that employees have strong input to identifying their goals and these goals are aligned with the goals of the organization. Levine and Tyson (1990) as cited in Sesil (1999) assert that participatory programmes can result in improved firm performance. This is the case when employees have greater knowledge than management and can either act directly on this information or the information can be efficiently conveyed back to management. In the same view, Wegner (1994) cited in Somech A and wenderow M.(2006) as having concluded that the effect of participation of workers attitudes and performance is positive but small.

5.2.2.2 Coaching and empowerment

Employees and stakeholder noted that ongoing training is vital for institutional growth by over 80%. However they also noted that being offered training on a regular basis was not usually done with a high level of disagreement to a magnitude of 69% employees and 50% stakeholders. Thought they reported receiving encouragement for continuing education by 66.1% employees and 68.8% stakeholder and they further noted by 66.1%employee and 71.9 % stakeholders that the leaders emphasized learning , development and growth. In today's first paced, creativity is essential. The best leaders focus on the strengths of the company's employees and help them manage their weakness. The greatest contribution a leader can make is to help him discover his talents and how these talents relate to the job at hand. Create the environment for people to experiment, take risks and fulfill their creative potential. The secret is to discover what people do well and ask them to do more of it.

5.2.2.3 Delegation

Delegation includes conveying responsibility and authority to your employees so they can carry out certain tasks. However you leave it up to your employees to decide how they will carry out certain tasks. Skills in delegation can free up a great deal of time for managers and supervisors. It also allows employees to take a stronger role in their jobs which usually means more fulfillment and motivation in their jobs as well.

Respondents noted that principals' leadership style doesn't positively affect their performance when the leader fails to delegate. It is also noted that nothing was mentioned about leaders using delegation as a way of helping employees to improve their performance in the qualitative results. McNamara (2010) notes Delegation can sometimes be a major challenge for new supervisors to learn because they are concerned about giving up control or struggle to have confidence in the abilities of others. Supervisors that can effectively delegate can free up a great deal of their own time, help their direct reports to cultivate expertise in learning and can develop their own leadership skills. Skills that are critical for problem solving, goal attainment and learning.

On the contrary the quantitative results indicate to a high level of 71.4% employees and 65.2% stakeholders' agreement to the principal involving others and delegating effectively. This is further emphasized by the principals response with majority 57.1% sometimes stressing themselves because they have failed to delegate sufficiently, Almost always had a response of 0%. Still the principals noted focusing on priorities and recognizing when to delegate by 71.4% usually and 28.6% almost always.

Theodore Roosevelt ' *The best executive is the one who has sense enough to pick good men to do what he wants done and self restraint enough to pick from meddling with them while they do it.*'

The principals find sense in continuity through others by 57.1% usually and 28.6% almost always.

5.2.3 There is a positive moderator effect of Government policy on the relationship between leadership style on employee performance in public BTVET institutions in Kampala and Wakiso districts

The third objective of this research was to find out the moderator effect of government policy on the relationship between leadership style and employee performance. This was achieved by collecting information regarding capitation grant, payment systems, recruitment policy, and policy on safety at the workplace and workers compensation act. Principals were requested to respond to statements regarding capitation grant, payment systems, performance based pay, recruitment policy and result oriented management.

Results showed that employees and stakeholders were in agreement that performance was affected by capitation grant, that a change in payment system was likely to performance. That employee's salary should be based on performance and that Result Oriented Management improves performance positively.

However high levels of uncertainty of over 30% were recorded as regards policy on safety at the workplace being excellent, the available policy on career development encouraging loyalty and employee benefits contained in the workers compensation act being motivating. This is an indication that employees and stakeholders have limited exposure to work related policy documents.

From qualitative results, employees and stakeholders noted that there were policies that would affect their performance and noted down many policies that were important to them which notably included increase on capitation grant, medical compensation and policy on ethical

conduct and integrity all of which are already formulated and passes into laws but the respondents appeared ignorant about their existence.

Through regression analysis, it was established that government policy had a positive moderator effect on the relationship between leadership style and employee performance though this relationship was not statistically significant.

5.3 Conclusions

Basing on the findings of the study, the researcher made the following conclusions on each of the study objectives.

5.3.1 Authoritarian leadership style and employee performance

From the study it was concluded that authoritarian leadership style doesn't significantly affect employee performance.

5.3.1.1 Authority and control

That authority and control is fairly well managed and balanced in majority of public BTVET institutions through the establishment of departments within the institution.

5.3.1.2 Communication

It was further concluded that communication in these institutions still leaves a lot to be desired to meet the expectations of the employees and stakeholder

5.3.1.3 Motivation

As regards motivation, it was concluded that principals are using both positive and negative motivation under different circumstances.

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5.3.2 Democratic leadership style and employee performance

From the study it was concluded that democratic leadership style to a small extent positively affects employee performance.

5.3.2.1 Shared decision making

Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs. Employee involvement is not a goal nor is it a tool as practiced in many organizations; rather it is a management and leadership philosophy about how people are most enabled to contribute to continuous improvement and the ongoing success of their work / organization. From the study it was concluded that some principals actually value employee involvement yet minority preferred not to involve employees in decision making.

5.3.2.2 Coaching and empowerment

Employee coaching is a continuous process that empowers staff to overcome daily challenges and learn from experiences. Monitoring employee performance on a consistent basis helps to implement coaching techniques at the right time. It was concluded from the study that principals do their level best to carry out coaching of employees but empowerment through continued education leaves a lot to be desired.

5.3.2.3 Delegation

The key to successful delegation is to find a way build a feedback loop and a timeline into the process. The supervisor must also share any 'preconceived picture' he has of the anticipated outcome of the process. From the study it was concluded that delegation in BTVET institutions takes place to a great extent but still more is required in this area.

5.3.3 Government policy and the relationship between leadership style and employee performance

From the study, it was concluded that government policy did not have a statistically significant positive moderator effect on the relationship between leadership style and employee performance.

It was also concluded that knowledge about government policies among employees and stakeholders is still limited and at a low level.

5.4 Recommendations

After a careful analysis of the research findings and drawing conclusion, the following are recommended for the improvement of employee performance. The implications of the study are important for both principals and BTVET as a department. Given the continuous evolving environment in which higher educational institutions operate. This study has provided useful information for all principals.

5.4.1 Authoritarian leadership style and employee performance

5.4.1.1 Authority and control

Bureaucracy should not be wholly embodied in the running of BTVET institutions; allow people to give suggestions to what can be done and what they can do under the circumstances.

5.4.1.2 Communication

Clearly convey how employee results contribute to organizational results. Employees often feel strong fulfillment from realizing that they are actually making a difference. This realization often requires clear communication about organizational goals, employee progress toward those goals and celebration when goals are met.

5.4.1.3 Motivation

Motivation depends on the interaction of three related conditions one the belief that increased effort leads to better performance. Two that better performance will be recognized. Three that better performance will be recognized and rewarded. If any of the three conditions is not met then motivation will not improve

Support employee motivation by organizational systems. Don't just count on cultivating strong interpersonal relationship with employees to help motivate them. The nature of these relationships can change greatly especially during stress. Instead use reliable comprehensible systems in the workplace to help motivate employees. Establishing various systems and structures helps ensure clear understanding and equitable treatment of employees.

5.4.2 Democratic leadership and employee performance

5.4.2.1 Shared decision making

It is recommended that employees are involved in decision making as this will help in aligning individual goals to institutional goals which will in turn improve performance. Regular meetings should be organized to review the development of the project and to record the contribution of each team member. This will help in boosting the morale of the team members and make them understand their progress at work.

5.4.2.2 Coaching and empowerment

To create empowerment you need to develop a strategic framework for your company so that employees have a context within which to make decisions. When they clearly understand the direction, they make better decisions that are in accord with the company's direction.

5.4.2.3 Delegation

Whenever possible when delegating work give the person a whole task to do. If you can't give the employee a whole task make sure they understand the overall purpose of the project or task.

If possible connect them to the group that is managing or planning the work. Staff members contribute most effectively when they are aware of the big picture.

5.4.3 Government policy and employee performance

From the study it was recommended that government policies be more widely distributed so that the public can easily access them and get to know the laws that govern their livelihood.

Government policies should be more effectively implemented so as to bring out the intended positive effect conceived at policy formulation.

5.5 Limitations of the study

A methodological limitation of this study is the use of a cross sectional research design that prohibits the definitive establishment of cause – effect relationships [Gomez& Rosen (2001) cited in Kaur (2009)]

Like all self administered questionnaires, once the respondent receives the questionnaire the questioning process is beyond the researchers control and the answer recorded must be assumed to be complete.

5.6 Contributions of the study

The study has contributed in adding more knowledge to the already existing information about leadership styles. It has demystified the common belief that authoritarian leadership style causes poor performance. From the study it was discovered that much as authoritarian leadership style has a negative effect on performance it is not very significant to cause a big change in performance at a 95% confidence level. The study has further emphasized that democratic leadership style positively affects performance and in the absence of democracy in leadership, performance will decline. The study has further identified different ways through which employees in BTVET institutions feel motivated and de-motivated. The employees in

BTVET institutions can be motivated by praise, care and concern, success of the organization, establishing motivation mechanisms within organizational structures.

It has established employee perceptions on leadership styles and how they these affect employee performance. When the leaders have an ‘I don’t care attitude’ then employees perceive that the leaders are just waiting for them to fail and that their contributions are not valued.

5.7 Areas or further research

This study recommends areas for further research. It is recommended that future studies explore some other mediating variables that may affect employee performance in BTVET institutions for example staffing levels, inner motivation and performance, self efficacy and performance and levels of education and performance.

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Appendix 1: Questionnaire for Principals

TOPIC: LEADERSHIP-STYLES AND EMPLOYEE PERFORMANCE IN PUBLIC BUSINESS TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS OF KAMPALA AND WAKISO DISTRICTS

I am a participant of Uganda Management Institute carrying out research on leadership styles and employee performance. This is as a partial fulfillment of the requirement for the award of a Masters' Degree in management studies (Public administration and Management). I will be grateful if you spend a few minutes of your time completing this questionnaire. Your insights and responses will assist in the improving employee performance in future. Please answer all questions honestly and for confidentiality, do not indicate your name any where on this questionnaire. The information gathered is strictly for education purposes only.

Definitions:

Authoritarian Leadership style is where the focus of power is with the manager and all interactions within the group move towards the manager. The manager alone exercises decision making and authority for determining policy, procedures for achieving goals, work tasks and relationships control of rewards and punishments Mullins (2005).

Democratic Leadership Style is joint decision making or at least shared influence in decision making by the superior and his or her employees (Koopman & Wierdsman (1998) cited in Somech 2005)

SECTION A: BACKGROUND INFORMATION

Please tick or circle (Section A) or indicate your opinion on each of the statements.

1. What is your gender?

i) Male

ii) Female

2. What is your highest level of education?

i) Masters

iv) Postgraduate

ii) Bachelors

v) Ordinary Diploma

iii) Certificate

vi) Other (Specify).....

3. How long have you been in this institution?

i) Less than 2 years

ii) 2-4 years

iii) 5-7 years

iv) 8-10 years

4. Marital status

i) Single

ii) Married

(v) Widowed

iii) Divorced

iv) Separated

6. Age bracket of respondent

i) 21-30 years

ii) 31-40 year

iii) 40- 50 years

iv) Over 50 years

7. In your view which type of leadership style are you employing in your day to day management of the institution?

i) Authoritarian Leadership Style

ii) Democratic Leadership Style

SECTION B: LEADERSHIP STYLES AND PERFORMANCE OF EMPLOYEES.

The statements listed below describe the behaviors required to assess leadership style tendency. As you read the statements think of typical situations and how you usually react. It is important that you provide thoughtful and candid feed back. All individual responses are 100% confidential. Your answers will typically range from 1 almost never to 5 almost always. **Almost Never 1, Seldom 2, Sometimes 3, Usually=4, Almost Always= 5.** Please mark the number that corresponds to your answer.

Statements	1= almost never	2 = seldom	3 =sometimes	4 = usually	5 =almost always
Authoritarian leadership style	1	2	3	4	5
1. I effectively organize and coordinate work activities.	1	2	3	4	5
2. I accept accountability for actions and decisions made.	1	2	3	4	5
3. I understand the value of team work.	1	2	3	4	5
4. I understand individual differences inclusion.	1	2	3	4	5
5. I am Aware of the global impact on the workplace.	1	2	3	4	5
6. I schedule and coordinate work in a manner which ensures efficiency and productivity.	1	2	3	4	5
7. I make sure staff are aware of and understand all company policies and procedures.	1	2	3	4	5
8. I demonstrate each task involved in doing the job.	1	2	3	4	5
9. I check on staff’s work on a regular basis to assess their progress and learning.	1	2	3	4	5
10. I try to assign work in small, easily controlled units.	1	2	3	4	5
11. I set down performance standards fro each aspect of my staffs’ job.	1	2	3	4	5
12. I have staff report back to me after completing each step of their work.	1	2	3	4	5

Statements	1 = almost never	2 = seldom	3 =sometimes	4 = usually	5 =almost always
13. I follow ethical standards that will not be compromised even under pressure.	1	2	3	4	5
14. I utilize chain of command.	1	2	3	4	5
15. I set clear codes of acceptable conduct and take actions against breaches of them.	1	2	3	4	5
16. I ensure that information systems are timely and accurate and that information is fed directly to staff.	1	2	3	4	5
17. I use my influence to encourage two way communication at all levels in your organization.	1	2	3	4	5
18. I encourage personal contact rather than written mechanical or technological alternatives.	1	2	3	4	5
19. I encourage adversity of opinion and constructive criticism.	1	2	3	4	5
20. I inspire excitement with my communication style.	1	2	3	4	5
21. I understand that every member has a different set of motivational stimuli.	1	2	3	4	5
22. I explain your decisions in terms of their benefit to the organization and its members	1	2	3	4	5
23. I celebrate and reward individual and team achievements	1	2	3	4	5
24. I prefer to offer carrots rather than weirder sticks	1	2	3	4	5
Democratic leadership style					
1. I am fair and impartial with subordinates / viewed as approachable.	1	2	3	4	5
2. I helps subordinates to function as a team	1	2	3	4	5
3. I work hard at countering the them and us culture within the institution	1	2	3	4	5

Statements	1 = almost never	2 = seldom	3 =sometimes	4 = usually	5 =almost always
4. I stress that every one contributes to the success of the team they belong to	1	2	3	4	5
5. I emphasize the importance of quality but allow my staff to establish the control standards.	1	2	3	4	5
6. I ask staff to think ahead and develop long term plans for their areas.	1	2	3	4	5
7. I provide staff with clear responsibilities and allow them to decide how to accomplish them.	1	2	3	4	5
8. I realize that leadership is a process of upward as well as downward influence.	1	2	3	4	5
9. I meet with staff regularly to discuss their needs.	1	2	3	4	5
10. I recognize staffs achievement s with encouragement and support.	1	2	3	4	5
11. I hold periodic meetings to show support for company policy and mission.	1	2	3	4	5
12. I focus on opportunities not problems.	1	2	3	4	5
13. I take time to connect with each team member.	1	2	3	4	5
14. I encourage hard hitting debate and dialogue.	1	2	3	4	5
15. I put aside my personal ambition for the sake of the whole.	1	2	3	4	5
16. I set clear goals and success criteria allowing people to use their initiative.	1	2	3	4	5
17. I stay focused on priorities and recognize when to delegate.	1	2	3	4	5
18. I demonstrate trust in others to perform effectively.	1	2	3	4	5
19. I stress my self to meet the values of others and myself simultaneously.	1	2	3	4	5

Statements	1 = almost never	2 = seldom	3 =sometimes	4 = usually	5 =almost always
20. I am overloaded because I have failed to delegate sufficiently.	1	2	3	4	5
21. I demonstrate values by tangible and visible actions.	1	2	3	4	5
22. My staff perceive they have little responsibility and opportunity for achievement.	1	2	3	4	5
23. I take pride in winning as a team not just individually.	1	2	3	4	5
24. I foster development of a common vision.	1	2	3	4	5
25. I appear consistently enthusiastic and inspirational about the vision.	1	2	3	4	5
26. I build capacity of the next generation of leaders by investing in the team.	1	2	3	4	5
27. I hold myself accountable without blaming others.	1	2	3	4	5
28. I manage the ambiguity of leadership and power.	1	2	3	4	5
29. I find sense in continuity though others.	1	2	3	4	5
30. Believe that people generally respond well when given greater responsibility for their own performance.	1	2	3	4	5
31. I realize that the organization would still function if you were not there.	1	2	3	4	5
32. I listen to employees before making decisions affecting their areas.	1	2	3	4	5
33. I provide an environment conducive for teamwork.	1	2	3	4	5
Employee performance					
1. My staff Perform the job to best of their abilities	1	2	3	4	5
2. Employees are Consistently at work by the time a work day starts	1	2	3	4	5

Statements	1 = almost never	2 = seldom	3 =sometimes	4 = usually	5 =almost always
3. My employees Prioritizes so that most important things always get done	1	2	3	4	5
4. Employees Achieves the goals and objectives assigned to them	1	2	3	4	5
5. The employees Maintain a safe and clean work environment	1	2	3	4	5
6. Employees Always follows established work schedule	1	2	3	4	5
7. Employees' Present information /work in visually appealing and understandable format.	1	2	3	4	5
8. My employees Demonstrating neatness, thoroughness and accuracy in completing job assignments	1	2	3	4	5
9. Employees Adhere to company attendance policy / working hours	1	2	3	4	5
10. Employees Carry out assignments in a timely manner	1	2	3	4	5
11. We Schedule and plan the most efficient use of time.	1	2	3	4	5
12. Employees Complete assignments within established deadlines	1	2	3	4	5
13. Employees Takes appropriate calculated risks to make things happen.	1	2	3	4	5
14. Employees Think cost effectively	1	2	3	4	5
15. Employees Support organization's mission, goals and objectives.	1	2	3	4	5
16. Employees deals with stress in a positive manner.	1	2	3	4	5
Government policy					
1. Capitation grant is enough to cater for the school's financial needs.	1	2	3	4	5
2. A change in the payment system affects performance of employees	1	2	3	4	5
3. Performance based pay is likely to increase performance	1	2	3	4	5

Statements	1 = almost never	2 = seldom	3 =sometimes	4 = usually	5 =almost always
4. Change in policy on recruitment is likely to improve performance	1	2	3	4	5
5. Result oriented management improves performance	1	2	3	4	5

**THANK YOU FOR TAKING OFF YOUR TIME AND FOR YOUR
INVALUABLE CONTRIBUTION**

I AM FOREVER GRATEFUL TO YOU

Appendix 2: Questionnaire for Supervisory Staff and Stake Holders

TOPIC: LEADERSHIP-STYLES AND EMPLOYEE PERFORMANCE IN PUBLIC BUSINESS TECHNICAL VOCATIONAL EDUCATION AND TRAINING INSTITUTIONS OF KAMPALA AND WAKISO DISTRICTS

I am a participant of Uganda Management Institute carrying out research on leadership styles and employee performance. This is as a partial fulfillment of the requirement for the award of a Masters' Degree in management studies (Public administration and Management). I will be grateful if you spend a few minutes of your time completing this questionnaire. Your insights and responses will assist in the improving employee performance in future. Please answer all questions honestly and for confidentiality, do not indicate your name any where on this questionnaire. The information gathered is strictly for education purposes only.

DEFINITIONS:

Authoritarian Leadership style is where the focus of power is with the manager and all interactions within the group move towards the manager. The manager alone exercises decision making and authority for determining policy, procedures for achieving goals, work tasks and relationships control of rewards and punishments Mullins (2005).

Democratic Leadership Style is joint decision making or at least shared influence in decision making by the superior and his or her employees (Koopman & Wierdsman (1998) cited in Somech 2005)

SECTION A: BACKGROUND INFORMATION

Please tick or circle (Section A) or indicate your opinion on each of the statements.

1. What is your gender?

i) Male

ii) Female

2. What is your highest level of education?

iv) Masters

iv) Postgraduate

v) Bachelors

v) Ordinary Diploma

vi) Certificate

vi) Other (Specify).....

3. How long have you been in this institution?

i) Less than 2 years

ii) 2-4 years

iii) 5-7 years

iv) 8-10 years

4. What is your position in the institution?

i) Head of department

ii) Dean of Students

ii) Member of governing council

iv) guild representative

5. Marital status

i) Single

ii) Married

(v) Widowed

iii) Divorced

iv) Separated

6. Age bracket of respondent

i) 21-30 years

ii) 31-40 year

iii) 40- 50 years

iv) Over 50 years

7. In your view which type of leadership style is the principal employing in day to day management of the institution?

i) Authoritarian Leadership Style

ii) Democratic Leadership Style

SECTION B: LEADERSHIP STYLES AND PERFORMANCE OF EMPLOYEES.

The statements listed below describe the behaviors required to assess leadership style tendency. As you read the statements think of typical situations and how you usually react. It is important that you provide thoughtful and candid feed back. All individual responses are 100% confidential. Your answers will typically range from 1 Strongly Disagree to 5 strongly Agree. **1= Strongly Disagree, 2 = Disagree, 3= Uncertain, 4= Agree and 5= Strongly Agree.** Please mark the number that corresponds to your answer.

Statements	1= Strongly Disagree	2 = Disagree	3 =Uncertain	4 = Agree	5 =Strongly Agree
Authoritarian leadership style (The principal /leader)					
1. Accurately defines the employees job descriptions	1	2	3	4	5
2. Conducts regular performance reviews	1	2	3	4	5
3. Closely monitors work being done by employees	1	2	3	4	5
4. Requests to be continuously updated on the work of subordinates	1	2	3	4	5
5. Prefers to do sensitive tasks personally	1	2	3	4	5
6. Communicates effectively with employees	1	2	3	4	5
7. Holds institutional meetings frequently	1	2	3	4	5
8. Provides appropriate feedback to employees / team members	1	2	3	4	5
9. Shares information and resources	1	2	3	4	5
10. Seeks clarification to ensure understanding	1	2	3	4	5
11. Builds effective work relationships within and across departments	1	2	3	4	5
12. Exercises tact courtesy and respect	1	2	3	4	5
13. Recognizes and rewards excellent performance	1	2	3	4	5
14. Relies on threats and punishment to influence employees	1	2	3	4	5
In my opinion.....					

Statements	1 = Strongly Disagree	2 = Disagree	3 = Uncertain	4 = Agree	5 = Strongly Agree
15. The salary I receive is fair and equitable to my position	1	2	3	4	5
16. If the institution has surplus money I should be rewarded	1	2	3	4	5
Democratic leadership style (in this institution.....)					
1. I can freely express my opinion	1	2	3	4	5
2. The leader is always available for consultation	1	2	3	4	5
3. Ongoing training is vital to institutional growth	1	2	3	4	5
4. I am offered training on a regular basis	1	2	3	4	5
5. There is encouragement for continuing education	1	2	3	4	5
6. The leader works to discover and enhance the professional capabilities of employees	1	2	3	4	5
7. The principal provides useful coaching to improve the employees' performance	1	2	3	4	5
8. The principal involves others and delegates appropriately	1	2	3	4	5
9. The leader emphasizes employee learning, development and growth	1	2	3	4	5
10. The leader is willing to step aside for someone more qualified	1	2	3	4	5
Employee performance (in my opinion.....)					
1. Performance reviews are common in this institution	1	2	3	4	5
2. I take responsibility for getting things done	1	2	3	4	5
3. I always follow through every task to completion	1	2	3	4	5
4. My supervisor commends my work as good quality	1	2	3	4	5
5. The leader organizes our duties well	1	2	3	4	5
6. I always perform with minimal supervision	1	2	3	4	5

Statements	1= Strongly Disagree	2 = Disagree	3 = Uncertain	4 = Agree	5 = Strongly Agree
7. I handle a fair share of the work load	1	2	3	4	5
8. I think I would perform better under a different leader	1	2	3	4	5
9. I meet work schedule / attendance expectations	1	2	3	4	5
10. I usually provide feedback on assignments in a timely and effective manner	1	2	3	4	5
11. I always work to improve team performance	1	2	3	4	5
Government policy					
10. My performance is affected by the capitation grant released to the institution.	1	2	3	4	5
11. A change in the payment system is likely to affect my performance	1	2	3	4	5
12. An employees salary should be based on performance	1	2	3	4	5
13. Change in policy on recruitment is likely to improve performance positively	1	2	3	4	5
14. Result oriented management improves performance positively	1	2	3	4	5
15. The policy on safety at the workplace is excellent					
16. The available policy on career development is good					
17. The policy on career development encourages loyalty					
18. The employee benefits contained in the workers compensation act are motivating					

SECTION C: OPEN ENDED QUESTIONS (IN YOUR OPINION.....?)

1. I always do my best to attain maximum performance?

.....

2. What makes you believe so?

.....

3. The Principal's leadership style affects my performance positively?

.....

4. What makes you think in that line?

.....

5. What does the principal do to make you improve your performance?

.....

6. Are there any policies that you think would positively affect your performance?

.....

7. Which ones are these?

.....

**THANK YOU FOR TAKING OFF YOUR TIME AND FOR YOUR
INVALUABLE CONTRIBUTION.**

I AM FOREVER GRATEFUL TO YOU

Appendix 3: interview guide for principals.

1. Are your employees producing very good quality work?
2. Which factors do you think are responsible for this type of work?
3. Is the quantity of work produced by your employees sufficient?
4. Why is this so?
5. Are your employees always time conscious when carrying out tasks?
6. Do the employees always utilize available resources cost effectively?
7. Why is this so?
8. Are the employees committed to the improvement of this institution?
9. What make you think so?
10. Do you think a change in government policy would affect the performance of your employees?
11. Why is this so?

Appendix 4: Work plan

	2009	2010										
Activity	Aug-Dec	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV
Proposal writing												
Proposal Submission And Defense												
Pre-testing And Training Of Research Assistants												
Data Collection And Analysis												
Data Analysis And Discussion Of Results												
Report Writing												
Submission Of Report												

Appendix 5: Letter of commencement of field research



UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620
256-31-2265138 /39 /40
256-75-2259722
Telefax: 256-41-4259581 /314
E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

22 April 2010

Ms. Harriet Nakanwagi
09/MMSPAM/18/076

Dear Ms. Nakanwagi,

FIELD RESEARCH

Following a successful defense of your proposal before a panel of Masters Defense Committee and the inclusion of suggested comments, I wish to recommend you to proceed for fieldwork.

Please note that the previous chapters 1, 2 and 3 will need to be continuously improved and updated as you progress in your research work.

Wishing you the best in the field.

Yours sincerely,

A handwritten signature in cursive script that reads 'Benon Basheka'.

Benon C. Basheka

**HEAD, HIGHER DEGREES DEPARTMENT/
PROGRAMME MANAGER MMS**

Appendix 6: Introductory letters



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Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

22 April 2010

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Ms. Harriet Nakanwagi is a student of the Masters Degree in Management Studies of Uganda Management Institute 18th intake 2008/2009 specializing in Public Administration and Management, Registration number: **08/MIMSPAM/18/076**.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to her research.

Her Research Topic is: *"Leadership Styles and Employee Performance among Public BTVET Institutions in Uganda; A Case of Kampala and Wakiso Districts"*.

Benon C. Basheka
HEAD, HIGHER DEGREES DEPARTMENT/PROGRAMME MANAGER,
MASTERS DEGREES IN MANAGEMENT STUDIES

Nakanwagi Harriet,
Fisheries Training Institute,
P.O Box 124 Entebbe.
0774 -561209

10th May, 2010

To

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

Dear Sir/ Madam,

KIND REQUEST FOR YOUR PARTICIPATION IN MY RESEARCH.

I am a participant of Uganda Management Institute carrying out research on leadership styles and employee performance. This is as a partial fulfillment of the requirement for the award of a Masters' Degree in Management Studies (Public Administration and Management).I will be grateful if you spend a few minutes of your time completing this questionnaire. Your insights and responses will assist in the improving employee performance in future.

You were selected as a participant in this study as a **member of the Governing Council** and stakeholder in the activities of this institution which is a public BTVET institution. The purpose of this letter is to kindly request you to take some time off your busy schedule to complete the attached questionnaire.

Attached please find the Questionnaire and letter from Uganda Management Institute.

Thank you so much for your cooperation.

Yours faithfully



Nakanwagi Harriet

Researcher