

**LEADERSHIP SKILLS AND EMPLOYEES PERFORMANCE IN HIGHER INSTITUTION
OF LEARNING: A CASE STUDY OF KYAMBOGO UNIVERSITY**

BY

LUKE OKELLO

REG: NO 15/MPA/00/KLA/WKD/0024

DR. EDGAR MWESIGYE KATESHUMWA

DR. STELLA KYOHAIRWE

**A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT
SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE
AWARD OF MASTERS' DEGREE IN PUBLIC ADMINISTRATION OF
UGANDA MANAGEMENT INSTITUTE**

FEBRUARY, 2019

DECLARATION

I, Luke Okello, hereby declare that this is my original work and has never been submitted to any university or institution of Higher Learning for any academic award.

Signature: Date:

APPROVAL

This is to certify that this dissertation entitled “*Leadership Skills and Employees Performance in Higher Institution of Learning A Case Study of Kyambogo University*” has been accomplished under our guidance as supervisors.

Signature: Date:

DR. EDGAR MWESIGYE KATESHUMWA

Signature: Date:

DR. STELLA KYOHAIRWE

DEDICATION

I dedicate this dissertation to all people who helped me complete my research study especially my beloved uncle Ojok B'Leo and my supervisors: Dr Edgar Mwesigye Kateshumwa and Dr. Stella Kyohairwe and my beloved wife Braise Akwatukwasa and my son Jeremiah Ogwang and to all my brothers that is Herbert Ojok, Daniel Ogwal, Jimmy Okuja, Yubu Okello, Samuel Otima, Polycup Otima and late Joshua Odongo, not forgetting my biological parents, the late H/M Ogwang Otima John and late Lillian Akullu. May the Almighty Heavenly father bless them abundantly.

ACKNOWLEDGEMENT

First and foremost, I am most grateful to the Almighty God for giving me this opportunity to advance in my studies.

My sincere gratitude also goes to all lecturers of Uganda Management Institute for the skills and knowledge they have imparted in me during my study time.

My confidential and intellectual debts honestly are to Dr Edgar Mwesigye Kateshumwa and Dr Stella Kyohairwe who guided, supported and continuously advised me not only on academic matters but also on social issues as well. I sincerely appreciate their patience and commitment to see me through the Master's program.

Humble appreciation goes to all my respondents who provide me with data-Kyambogo University staff body. Without your assistance, I would not have completed my research study successfully. May God richly bless them!

LIST OF ACRONYMS

| | |
|----------|--|
| CVI | Content Validity Index |
| IGG | Inspector General of Government |
| ITEK | Institute of Teacher Education Kyambogo |
| KI | Key Informant |
| KYU | Kyambogo University |
| SMS | Short Message Service |
| Std. dev | Standard Deviation |
| UNISE | Uganda National Institute of Special Education |
| UPK | Uganda Polytechnic Kyambogo |
| US | United States |

TABLE OF CONTENTS

| | |
|--|-----|
| DECLARATION | ii |
| APPROVAL | iii |
| DEDICATION | iv |
| ACKNOWLEDGEMENT | v |
| LIST OF ACRONYMS | vi |
| LIST OF TABLES | xi |
| ABSTRACT..... | xii |
| CHAPTER ONE | 1 |
| INTRODUCTION..... | 1 |
| 1.1 Introduction | 1 |
| 1.2 Background to the study..... | 1 |
| 1.2.1 Historical Background..... | 1 |
| 1.2.2 Theoretical Background | 4 |
| 1.2.3 Conceptual Background | 5 |
| 1.2.4 Contextual Background | 6 |
| 1.3 Problem Statement | 8 |
| 1.4 Purpose of the Study | 9 |
| 1.5 Objectives of the Study | 9 |
| 1.6 Research Questions | 9 |
| 1.7 Hypotheses | 10 |
| 1.8 Conceptual Framework | 10 |
| 1.9 Justification | 11 |
| 1.10 Significance of the study..... | 11 |
| 1.11 Scope of the Study..... | 12 |
| 1.11.1 Content Scope..... | 12 |
| 1.11.2 Geographical Scope..... | 12 |
| 1.11.3 Time Scope | 12 |
| 1.12 Definition of Key Operational Terms | 13 |
| 1.12 Chapter Conclusion..... | 13 |
| CHAPTER TWO | 14 |

| | |
|--|----|
| LITERATURE REVIEW | 14 |
| 2.0 Introduction | 14 |
| 2.1 Theoretical Review | 14 |
| 2.2 Conceptual Review | 15 |
| 2.2.1 Leadership Skills | 15 |
| 2.2.2 Employee Performance..... | 16 |
| 2.3 Conflict Resolution Skills on Employee Performance..... | 17 |
| 2.3.1 Problem Solving and Employee Performance..... | 19 |
| 2.3.2 Negotiation and Employee Performance | 21 |
| 2.4 Communication Skills on Employee Performance | 23 |
| 2.4.1 Medium of Communication and Employee Performance | 25 |
| 2.4.2 Meaningful Feedback and Employee Performance..... | 27 |
| 2.5 Motivation Skills and Employee Performance..... | 29 |
| 2.5.1 Rewards and Employee Performance..... | 31 |
| 2.5.2 Capacity Building and Employee Performance..... | 33 |
| 2.6 Summary of Literature Review | 35 |
| CHAPTER THREE | 36 |
| METHODOLOGY | 36 |
| 3.1 Introduction | 36 |
| 3.2. Research Design..... | 36 |
| 3.3. Study Population | 36 |
| 3.4. Determination of Sample Size..... | 37 |
| 3.5. Sampling Techniques and Procedure | 38 |
| 3.5.1. Simple Random Sampling | 38 |
| 3.5.2. Purposive Sampling..... | 38 |
| 3.6. Data Sources and Collection Methods | 39 |
| 3.6.1 Interviews | 39 |
| 3.6.2 Document Review | 39 |
| 3.7. Data Collection Instruments..... | 40 |
| 3.7.1. Interview Guide | 40 |
| 3.7.2. Questionnaire..... | 40 |

| | |
|--|----|
| 3.7.3. Documentary Review Guide | 40 |
| 3.8. Validity and Reliability | 41 |
| 3.8.1 Validity of the Instrument..... | 41 |
| 3.8.2. Reliability of the instrument | 41 |
| 3.9. Procedure for Data Collection..... | 43 |
| 3.10. Data Analysis and Data Processing..... | 43 |
| 3.10.1. Quantitative data Analysis..... | 43 |
| 3.10.2. Qualitative Data Analysis | 43 |
| 3.11. Measurement of Variables | 44 |
| 3.12. Ethical Considerations..... | 44 |
| CHAPTER FOUR..... | 45 |
| PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS | 45 |
| 4.0 Introduction | 45 |
| 4.2 Response Rate | 45 |
| 4.3 Findings..... | 46 |
| 4.3.1 Bio-Data..... | 46 |
| 4.4 DESCRIPTIVE FINDINGS..... | 48 |
| 4.4.1 Employee Performance..... | 49 |
| 4.4.2: Perception on Conflict Resolution Skills and Employee Performance | 53 |
| 4.4.3: Perception of respondents on the Communication Skills on Employee Performance. 61 | |
| 4.4.4: Perception of respondents on the Motivation Skills on Employee Performance | 69 |
| 4.4.5 A grouped Coefficients Regression Analysis for all study variables | 76 |
| CHAPTER FIVE | 78 |
| DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS..... | 78 |
| 5.1 Introduction | 78 |
| 5.2 Summary of Results | 78 |
| 5.3 Discussion | 81 |
| 5.4 Conclusions | 85 |
| 5.5 Recommendations | 86 |
| 5.6 Areas for further research..... | 88 |
| 5.7 Limitations | 88 |

| | |
|---|----|
| References..... | 89 |
| APPENDIX I: QUESTIONNAIRE | a |
| APPENDIX II: INTERVIEW GUIDE | e |
| APPENDIX III: DOCUMENTARY REVIEW CHECKLIST | f |
| APPENDIX IV:WORK PLAN..... | g |
| APPENDIX V: RESEARCH BUDGET..... | h |
| APPENDIX VI: KREJCIE AND MORGAN (1970) MATHEMATICAL TABLE | i |
| APPENDIX VII: LETTER OF INTRODUCTION..... | j |

LIST OF TABLES

| | |
|---|----|
| Table 3.1: Composition of the respondents | 37 |
| Table 3.2: Validity Test | 41 |
| Table 3.3: Reliability Scores..... | 42 |
| Table 4.1: Response Rate..... | 45 |
| Table 4.2: Demographic Setup | 46 |
| Table 4.3: Respondents opinions on employee performance | 49 |
| Table 4.4: Perception of Respondents on Conflict Resolution Skills..... | 53 |
| Table 4.5: Regression results for Conflict Resolution Skills and Employee Performance | 58 |
| Table 4.6: Coefficients of Conflict Resolution Skills and Employee Performance | 59 |
| Table 4.7: Perception of Respondents on Communication Skills..... | 61 |
| Table 4.8: Regression results for Communication Skills and Employee Performance | 66 |
| Table 4.9: Coefficients of Communication Skills and Employee Performance | 67 |
| Table 4.10: Perception of Respondents on Motivation Skills..... | 69 |
| Table 4.11: Regression results for Motivation Skills and Employee performance | 75 |
| Table 4.12: Coefficients of Motivation Skills and Employee Performance | 75 |
| Table 4.13: Coefficients of Leadership Skills and Employee Performance | 76 |

ABSTRACT

The study focused on establishing the relationship between leadership skills and employee performance in higher institutions of learning, a case of Kyambogo University. It covered 5 years starting from 2013—2017. The study was guided by the following objectives: To establish the effect of conflict resolution skills on employee performance at KYU; To determine how communication skills influence employee performance at KYU; and, to explore the relationship between motivation skills and employee performance at KYU. A cross-sectional design was employed using both qualitative and quantitative approaches in order to collect detailed data. Both simple random sampling and Purposive Sampling techniques were applied to select respondents and key informants. Tools used to collect data included: Interview guide, Questionnaire and Documentary Review Guide. A total of 254 was reached. Study findings revealed that decision making was a shared phenomenon involving a wide range of stakeholders at KYU. It was established concerned leaders and managers cordially demonstrated quick recognition of problems and thus ensure to solve them promptly so as to create peace and continuity. Further, findings revealed that information sharing was effectively done among employees to improve their performance using mechanisms including though not limited to websites, the university blog pages, portal, social media especially Facebook and WhatsApp. At KYU, different communication technologies are applied to communicate across the institution using internet, intercom, notice boards and casual interpersonal interactions. It was established employees were not sufficiently rewarded which spelt out their dissatisfaction with the reward mechanisms in place which negatives influences employee performance. Findings also affirmed that sharing knowledge and experience among employees had an impact on employee performance at KYU as a result of learning from one another. It was thus recommended that KYU top management should build and strengthen relationships based upon humanistic values to motivate employees. The study found it expedient to provide regular and consistent feedback so as to give direction and guidance to subordinates. It was also established that satisfying the financial and monetary needs of employees would seemingly trigger employee effectiveness and efficiency. Conclusively, it was established that upholding appropriate leadership skills in the organization setting stands vital which in alignment nurtures employees' abilities and thus improves their degree of efficiency and effectiveness. Therefore, upholding good leadership skills would cover performance gaps among employees and thus contribute towards improved performance at KYU.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study focused on establishing the relationship between leadership skills and employee performance in Higher Institutions of Learning, a case of Kyambogo University. In the study, leadership skills were conceived as the independent variable while employee performance was treated as the dependent variable. This chapter presents the following: background to the study, problem statement, study purpose, objectives, research questions, hypotheses, conceptual framework, justification, significance, scope of the study, and the definitions of the key operational terms used in the study.

1.2 Background to the study

The background comprised of the historical background, theoretical background, conceptual background and the contextual background as described below:

1.2.1 Historical Background

Leadership as a practice has evolved over time since creation. Throughout the ancient times leadership was exacerbated under the yoke of traditional leaders such as kings as well as monarchy structures (Pinar & Girard, 2008). Kings in the olden times exercised leadership skills as based on the systems of governance built on succession or ability to command and lead armies. During biblical times, leadership skills exercised were more authoritarian than liberal or democratic whereby most leaders were heavily insulated, demanded utmost obedience, dominant and used their powers to instill fear as well as instigate abuse among their followers in demand for respect. Performance of university has been historically based on the form of leadership in place. Employee

performance has been highly dependent on leadership skills of university council members and board of trustees through the ancient times (Tessema, Gottschalk, Hunt & Griffin, 2006). In US context, employee productivity was based on the motivation skills and inspiration rallied by the growing education system in the early 1900s. In their role as mediators, leaders in the top universities in the world have demonstrated impactful headship and direction through effective communication to nurture employee effectiveness, efficiency and productivity. Equally, higher institutions of learning have a historic trend of steward dedication of effort to achieving academic missions and visions, (Klein, Knight, Ziegert, Lim, & Saltz, 2011).

Characteristically, employee efficiency in the higher institutions of learning followed the behavioral patterns of the leaders of with reference to getting others to follow or do certain things willingly (Kotlyar, Karakowsky & Ng, 2011). By interpretation, since biblical times leadership entails giving direction and using authority to make decisions in the perspective of persuasion of individuals to execute functions which they would otherwise not be able to. Tertiary institutional staff have exhibited performance in their duties by way of ensuring high efficiency, effectiveness and productivity to deliver functions as per their jurisdiction (Hackman & Johnson, 2009). Abilities to plan, initiate, coordinate, control, inform and evaluate organizational activities have been deemed necessary through effective leadership skills. Patently, Ariani (2012) found out that just like in any organization, employees cannot be able to effectively perform their duties in the university setting if they manifest unhappy orientation as a result of conflicts and this postulates to the kind of leadership skills in play which hamper attainment of organizational objectives. Developing leadership skills was found to be vital in the journey of performance by Maxwell

wherewith he asserted that “leadership has to do with casting vision and motivating people” (Streb & Gellert, 2011).

The decades of evolution of performance have made trendy circumstance in different anomalies of life including leadership with the improvements since colonial times in different countries on the African continent (Tchapchet, 2014). African university leaders in their efforts to derive performance led coalitions engage different styles and skills of leadership to prompt high levels of efficiency, responsiveness and productivity from their staff. In many African developing countries, university staff have leveraged on their leaders’ skills to shine a light of hope in the development of their institutions (Cecil, Regina & Riyaadh, 2013). Since the time of Africa’s scramble and partition, many universities have been struggling to enrich high employee performance wherewith it has not yet been realized due to the leadership and ethical trends among top and faculty leaders who manifest demotivation of staff in cases such as inappropriate rewarding schemes which impede their courage to perform common job obligations in terms of grading coursework assignments, attending staff meetings, etc. (Cecil et al, 2013; 3) MacGregor (2015) reported that for one to be well acquainted with leadership, they have to seek advice and counsel from strong leaders in quest to know more about their personal wisdom, experiences in the journey of leadership. Ugandan institutions of higher learning have since their inauguration changed leadership structures and had reigns of both poor and good leaders. Makerere University, Kyambogo University and other government institutions have exhibited leadership challenges with the manifestation of demonstrations which directly accounts to the cordial employee performance (Tumuhimbise, 2017).

1.2.2 Theoretical Background

The study will be guided by the Contingency theory advanced by Fiedler in 1964 and gained popularity in the 70s (Wadongo, 2014). The theory states that one's ability to lead is depending upon various situational factors. It arrays the leader's preferred style of leadership, workers' behaviors and capabilities which are profoundly dependent on the prevailing situation at hand. By proposition, the theory takes intimate mechanisms that require management to lay much focus on the situation at hand other than the organizational means with respect to the style of leadership so as to stimulate employee performance (Betts, 2011). The theory therefore assumes that application of specific leadership skills should ultimately base on the situation in the organization. It also assumes that leaders who make attempts to influence subordinates must exhibit both supportive (relationship) and directive (task) behaviors although they might change inherently.

Considerably, the theory postulates that three dimensions in reflection i.e. leader's characteristics, situation evaluation of the key variables and matching the situation with the leader's skills (Brkic, Klarin, Brkic, Anin & Milanov, 2011). To generate efficiency and effectiveness from employees, leaders need to take heed of the situation to influence employee performance behaviors in organization. In the university setting, managers and leaders apply various leadership skills and styles with a view on the type of employees being dealt with at a time. In essence, the theory also identified that in order for leaders to influence employee performance, focus must be laid on people, power and tasks (Rogers, 2005).

1.2.3 Conceptual Background

For this study, Leadership Skills refer to the fundamental components that enable organizational managers to make well-thought decisions about the realization of the organization's goals, mission and objectives with consideration of proper allocation of resources (Robinson & Timperley, 2007). Leaders therefore engage to inspire, motivate and convey passion into employees' operations with optimism to achieve the organizational vision under defined characteristics. Appropriate leadership skills foster inclusiveness of employees at all levels of the organization. In the university setting, skills upheld by majority of managers may include though not limited to delegation, inspiration, communication, conflict resolution, motivation, etc. (Van Velsor, McCauley & Ruderman, 2010). With commitment to the stated skills, organizational managers instill a sense of empowerment among their subordinates in toleration of their mistakes and ensure correction in order to generate better future performance in an efficient and effective way. Exhibition of good leadership skills therefore rewards efforts of efficient employees to prompt high productivity in meeting their job goals and objectives (Asree & Zain, 2010). Atwater and Waldman (2008) shared that good leadership influences subordinates to willingly strive with enthusiasm towards meeting organizational goals.

Employee Performance entails the degree of accomplishment of tasks under one's jurisdiction as contrasted to the set standards of completeness, accuracy and time. It has deemed to be a gratification of given obligations as contracted or agreed upon set terms and conditions (Yielder & Codling, 2004). The level of productivity exhibited by employees is a precondition determining the quality of their esteemed services provided in the university setting (Chen, Eisenberger, Johnson, Sucharski & Aselage, 2009). Thus, achieving high performance among employees is

depended on the circumstance including leadership skills exhibited among organization managers especially top managers such as the Chancellor, Vice Chancellor, University Secretaries, etc. (Tumuhimbise, 2017; 10). For this study, employee performance describes the extent of achievement of set institutional goals with effort to delineate efficiency, effectiveness and productivity in relation to fulfilling the mandate within the parameters of job descriptions.

Leadership generally focuses on employee attributes in the organization setting to which everyone has to prove efficient and effective in their work roles and responsibilities. The processes through which employees are influenced to perform better depend on the leadership skills and mechanisms set in place to stimulate performance. Characteristically, the university leaders' attempt to develop and institute viable strategies through with regard to conflict resolution, communication and motivation would seemingly impact employee performance at KYU.

1.2.4 Contextual Background

Kyambogo University was established under the Universities and Other Tertiary Institutions Act (2003) bringing together three institutions i.e. Uganda National Institute of Special Education—UNISE, Uganda Polytechnic Kyambogo—UPK and the Institute of Teacher Education Kyambogo—ITEK (Uganda's Inspectorate of Government, 2015; iv). KYU as a public university was established in 2003 with a total of 488 staff members and a student population of 25000+ students at that time. Currently, KYU has a total of 429 staff of which 336 are lecturers; 37,689 students across the different schools offering certificate, undergraduate and postgraduate courses. The university has faced a number of turbulences since its inauguration manifested in form of strikes and demonstrations by both students and staff due to implausible leadership by its top

managers. The dissatisfaction as exhibited by the different stakeholders have been portrayed since 2006 through 2013 with 12 evident strikes in attribution to the massive irregularities practiced among the university leaders such as corruption, uneven admissions, nepotism, awarding false marks and grades and the high rates of financial mismanagement by majority university managers (IGG Report, 2015: 07). Such postulations have significantly been as a result of poor leadership among the university top managers for their failure to yoke university affairs across the three institutions as formerly conjoined. The unclear rewarding scheme of university staff at KYU affects staff effectiveness with the low pay grades. Also, the failure of the university body of staff to adhere to the set rules and regulations in place led to the mismanagement of university resources in turn stalling staff productivity (Tumuhimbise, 2017).

Thus far, Tumuhimbise (2017) revealed that the university lacked a shared vision with its demonstration of non-inclusiveness and incoherent leadership skills which led to inefficient service delivery among staff. The trend has led to increased employee absenteeism due to the hypothesized ways of leadership exercised by top management. The aftermath of the strikes and demonstrations translated into staffs' failure to complete their tasks on time in instances such as; in 2013, lecturers have laid down tools to set and supervise exams following failure to be paid in time and the trending confusion due to the termination of the university vice chancellor coupled with the reshuffle (IGG Report, 2015). To this end, university activities came to a standstill due to the poor scheduling and planning as based on the poor leadership skills. Many students could not sit exams due to the confusion in the accounts department and the examination coordination committee in clearance of those that were eligible and fully paid up registered students. The action by the Parliament's Public Accounts Committee to summon the top management specifically the

Vice Chancellor necessitated the unearthing of mysterious facts of poor leadership among staff to manage university activities justifying the challenges resulting from the University's leadership failure (IGG Report, 2015). The poor communication and coordination patterns exhibited among university staff amounted to the confusion in the Nakawa based public institution. The heated conflicts between the top management and lower level management on issues related to problem solving and inefficient negotiation skills disintegrated harmony among the staff which wholesomely had a negative bearing on the staff productivity (Staff Evaluation Report, 2012). It is upon this background that the researcher seeks to find out the relationship between leadership skills and employee performance at KYU.

1.3 Problem Statement

KYU has had manifestations of weak leadership with clear evidence such as rampant strikes and demonstrations which have affected staff performance due to the associated risks and consequences. The IGG (2015) reported that due to the 60% vacancy deficit at KYU, meeting performance targets has been quite difficult wherewith the institution has requested for government intervention to cover the gap. This trend has affected academic programs such late commencement of semesters and delayed publishing of exam results (pg. 18). Notably; failure to meet university deadlines in the aftermath of the strikes, financial misappropriation, confusion among staff, increased absenteeism and the failure to deliver appropriate teaching programs across the three merged institutions which has been a haven of the increasing tension to change leadership especially top management (Tumuhimbise, 2017). Complaints about top management i.e. vice chancellor's failure to demonstrate good leadership skills led to a high turnover of university staff with some opting not to attend to their esteemed duties as per their job descriptions. Additionally,

in 2012 KYU staff raised countless complaints against the outgoing vice chancellor revealing poor leadership traits exercised which duly escalated conflicts rather than resolving them. Justifiably, a demonstrable leadership gap was manifested in the turmoil of strikes happening that portrayed bad skills in terms of motivation, communication and conflicts resolution at KYU which has apparently affected the efficiency and effectiveness of employees thereof. In the same vain, university staff offered to lay down their tools in protest of the recurrent treatment by top management which negatively affected staff orientation to execute their duties efficiently not until management had to be reshuffled. Employee productivity was highly affected in the rounds of recurrent wrangles to change leadership (IGG Report, 2015: 11).

1.4 Purpose of the Study

The study aimed at determining the effect of leadership skills on employee performance in Higher Institutions of Learning, a case of Kyambogo University

1.5 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the effect of conflict resolution skills on employee performance at KYU
- ii. To determine how communication skills influence employee performance at KYU
- iii. To explore the effect of motivation skills on employee performance at KYU

1.6 Research Questions

1. What is the effect of conflict resolution skills on employee performance at KYU?
2. How do communication skills affect employee performance at KYU?
3. What is the effect of motivation skills on employee performance at KYU?

1.7 Hypotheses

H1 Conflict resolution skills positively affect employee performance

H2 Communication skills greatly influence employee performance

H3 Motivation skills have a positive relationship with employee performance

1.8 Conceptual Framework

Below is the conceptual framework for the study illustrating both independent and dependent variables:

Independent Variable: **Leadership Skills**

Dependent Variable: **Employee Performance**

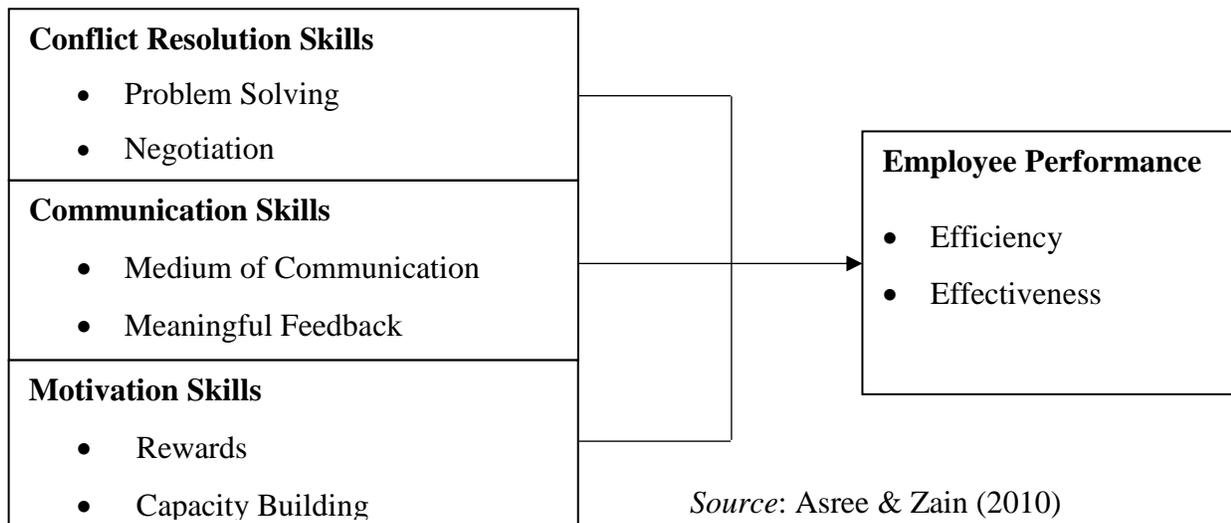


Figure 1: Conceptual Framework

Shown above, is the conceptual framework illustrating the relationship between leadership skills and employee performance. As demonstrated, the independent variable was leadership skills being operationalized by conflict resolution skills, communication skills, and motivation skills; which are directly having a bearing on employee performance through the levels of efficiency, effectiveness and productivity. The researcher adopted a many-to-one approach to describe the relationship between leadership skills and employee performance at Kyambogo University.

1.9 Justification

Following the trends of violence and strife at KYU manifested in the strikes that happened and led to the changes in management, the institution's body of staff went through a reshuffle in order to realign the leadership styles and thus foster effectiveness and efficiency in the way they conduct their duties. The change of management, especially top officials in 2014 was thought to check and thus revitalize the leadership skills and styles of top management in order to stir the institution into the right direction (Tumuhimbise, 2017; 88). The demand for the resignation of the university vice chancellor by university teaching body as triggered by the recurrent demeaning and bad skills of leadership practiced was tabled in Parliament before the Public Accounts Committee wherewith the panelists demanded to ascertain the leading causes of strikes at the university which were affecting its success in delivering its mandate. It was thus reported that bad leadership skills as exercised by top management led the chaotic environment necessitating change of leadership in order to neutralize tensions among staff and consequently rejuvenate employee performance (IGG, 2015).

1.10 Significance of the study

The study aimed at basically providing an in-depth understanding on how leadership skills can influence employee performance at KYU

Since KYU is a public university, the study aimed at providing detailed evidence to aid government policy makers in the development of appropriate policies and strategies to nurture and promote good leadership among employees in higher institutions of learning.

The study aimed at bridging the knowledge gap with regard to leadership skills and employee performance.

It also aimed at identifying the leadership capacity needs for employees across the entire university and suggest appropriate capacity development initiatives to be undertaken.

Upon completion of this study, it was aimed at generating detailed literature to be used for reference purposes by future scholars hoping to conduct research in line with the research study.

1.11 Scope of the Study

This section presents the scope of the study including content, geographical and time scope:

1.11.1 Content Scope

The study focused on leadership skills and employee performance in higher institutions of learning, a case of Kyambogo University. It explored Conflict Resolution Skills, Communication Skills and Motivation Skills.

1.11.2 Geographical Scope

The study was carried out at Kyambogo University located at Banda, Nakawa division, Kampala. The university is approximately 6 kilometers by road along Kampala-Jinja Highway from the city center on the eastern.

1.11.3 Time Scope

The study basically covered 5 years starting from 2013—2017 because during this period there had been a lot of strikes and change of leadership at Uganda's second largest university (IGG, 2015).

1.12 Definition of Key Operational Terms

Leadership skills refers to a person's ability to effectively inspire, delegate, communicate and make shared decisions with regard to the organization's goals, objectives and mission (Robinson & Timperley, 2007).

Conflict Resolution Skills may entail individual's ability to facilitate peaceful agreement and understanding between two or more parties involved in a dispute of disagreement of any kind (Kotlyar, Karakowsky & Ng, 2011).

Communication Skills refer to the ability to effectively convey information, feelings and ideas to different stakeholders with respect to organizational cultures and values which significantly help to meet needs of both the organization, employees and other stakeholders (Russ, 2008).

Motivation Skills refer to the inherent strategies and actions used by leaders and managers to stimulate desired response or behavior of employees and other stakeholders to nurture their orientation towards pursuing organizational goals and objectives (Kurose, 2013).

Employee performance refers to the extent to which organizational employees execute their duties and responsibilities as per their jurisdiction. Also, it is the compelling force which energizes employees to do their best as prescribed in their job description (Sturman, 2011).

1.12 Chapter Conclusion

Chapter one presents the introduction comprising of the study gap and the objective hierarchy guiding the research. An account of clear understanding of the study concepts was established. In the chapter, the gap was identified and more clarification was set to be made in chapter two.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents majorly the literature review as based on the theoretical review, conceptual review and related literature as aligned to the study objectives. The literature content reviewed in this chapter was sourced from the journals, textbooks, magazines, annual reports and the Worldwide Web (internet).

2.2 Theoretical Review

By structural design, the Contingency Theory entails that leaders' skills should fit the contingencies and dimensions in place. As such, the theory is premised on the foundation that there exists no universal appropriate functional system of leadership (Wadongo, 2014). Although it may apply to all environments, particular characteristics normally depend on specific contextual and dimensional factors. Variably, the theory relates to both internal and external spheres of the organization to nurture leaders' skills. In their interaction with external environment, leaders expedite variables such as organizational culture, size, structure, strategy and technologies to impact their subordinates (Speckbacher & Offenberger, 2010). Other factors in the environment act as controls. In consideration of the situation at hand, leaders are enabled to make decisions on what behaviors to exhibit to foster employees' productivity. Leaders' endeavors to influence subordinate performance ultimately hinges on the direction and support rendered in the process to adopt certain behaviors and actions (Brkic et al, 2011). Ostensibly, dimensions of the theory including leaders' characteristics, situation evaluation and matching situations with the skills possessed by the leader bear strongly on the generation of employee effectiveness and efficiency.

Different leadership skills can be used by university administrators and managers based on the apparent situations in order with prospects of enhancing employee productivity and influencing effective behavior towards university activities. Striking a balance between the power, people and tasks helps leaders to offer great service and support to their subordinate in quest for good performance (Chenhall, 2007).

2.3 Conceptual Review

This section presents the conceptual review of the study variables: leadership skills and employee performance as discussed below:

2.3.1 Leadership Skills

Leadership skills are cultivated based on traits and situations since they cannot just be adopted at a glance as they take precedence to get deeply rooted to the organizational culture (Robinson & Timperley, 2007). Fundamentally, enhancement of employee performance takes into consideration the culture of the organization as created by the leaders' efforts to provide the workforce with the best manner to react and behave. Leaders' initiative to resolve conflicts sets a calm environment warm enough to support employee efficacy. Operating within the planned and emergent environments provides leverage in the process of change and thus calls for employee commitment (Kickert, 2010). Distinguishing between prudent and divergent leadership skills empowers employees to act in the best interest of the organization. Strategic leadership initiatives to improve employee efficiency place central the aspect of equilibrium expectations which in turn enhances effectiveness, competitiveness, flexibility, quality service delivery and reduced operating costs (McGreevy, 2009). Expedition of problem-solving skills in the organization setting places leaders at the helm controlling conflicts and disagreements among employees which increases his/her urge

to negotiate a neutral position for the perpetrators. Good communication skills exhibited by leaders heavily impact organizational performance (Atwater & Waldman, 2008).

2.3.2 Employee Performance

Employees feel supported and informed if leaders make effective communication in the organization. Good leaders take step to disseminate information to stakeholders about the organizational activities, purpose, mission and objectives so as to improve their efficiency and productivity (Russ, 2008). The ability to make good decisions by leaders gives direction to employees which is crucial to achieving organizational goals and objectives (Oakland & Tanner, 2007). It is ideal for leaders and managers in the organization to agree on the type of leadership styles to adopt in order to effect change. In the domain of higher institutions of learning, leadership skills practices must offer a great deal of significance with regard to transformation of values-based leadership among employees and foster team work as well as effective communication. In their findings, Namubiru, Onen and Oonyu (2017) asserted that successful leadership should embrace team work as a core value in order to prompt effectiveness and efficiency among employees. Working together would help the teams to identify best ways of collaboration, identify opportunities for enhancing productivity, effectiveness and efficiency in the organization. The dynamic work environment contingently determines the leadership skills to be applied in order to cultivate good behavior and performance among employees (pg. 79).

2.4 Conflict Resolution Skills on Employee Performance

Kavanagh (2006) discovered that, lack of good leadership among leaders and managers in the university setting leads to dissatisfaction of employees which may cause conflict and thus degenerate their performance. In association with lecturers and teachers' effectiveness in executing their roles to exhibit good learning outcomes. The characterization of conflict management among leaders in higher institutions is premised upon the social construction and reproduction of self-reflective behavior which prompts subordinates to act in line with what leaders practice (Yielder & Codling, 2004). The exchange of power or leadership unequally is incumbent in the educational systems of world based on prejudice and corrupt practices which may necessitate conflict. Given that higher institutions of learning are expected to deliver an increased array of priorities and goals, leaders' effort to prioritize conflict resolution as a core skills and practice should be aligned with the fundamental mandate of the institution leaders. Leadership skills exhibited among organizational employees depict the corporate expectations with respect to the organization's core values generating an essential strand of employee effectiveness. The styles of leadership as adopted by leaders and managers have an influence on their way of resolving conflict depending on the level of collaborative decision making (Fusch & Fusch, 2015). The landscape of leadership in educational institutions operates under unprecedented uncertainty with regard to the welfare of employees. Allocation of multiple uncoordinated roles to employees may result into conflict. Leading merged institutions requires the leaders to develop comprehensively appropriate visions as well as strategies aimed at achieving the common goals. Leaders who promote participation of employees in all organizational processes provide appropriate direction as well as conflict control thus protecting their subordinates (Manfred, 2008).

The academic professional identity based on leadership skills possessed by organizational employees suggests inter-departmental synergies to resolve conflict and ensure propagation of inter-disciplinary roles congruent with the institutional frameworks (Kurose, 2013). The neutralization of performance dilemmas among employees hinges strongly on the leadership skills and styles as adopted in situations of need. In affiliation with the different interests of employees, conflict of interest is inevitable and it is upon the leadership discretion to ensure cordial steps are taken in order to solve the conflicts at hand. In acknowledgment of the existing situation, leaders are expected to demonstrate potentially viable solutions with accuracy, honesty and transparency which would eliminate bias and discrimination among employees (Fusch & Fusch, 2015). Thus far, employees feel valued if conflicts arising are solved cordially and promptly. As based on the style of leadership, leaders exhibit i.e. authoritative, laissez-faire or corporate styles, it may be influenced by political structures especially in public institutions where most leaders tend to prefer the laissez-faire style which may later be abused in the process thus affecting the employee effectiveness and efficiency. On a personal level, leaders may wish to integrate personal conflict into institutional matters and as such limit employee's freedom of interaction in the organization. Good leadership fosters positive change in conflict environments such as demonstrations or strikes and helps employees associate with each other professionally hence increasing their effectiveness in performance. Edwards and Gill (2012) established that making decision making participatory helps in conflict resolution and keeps inclusive of all final decisions made thereby reducing leadership challenges especially in merged institutions. Leaders' role to resolve, prevent and reduce conflict among university employees is a core skill (Nebo, Nwankwo & Okonkwo, 2015).

2.4.1 Problem Solving and Employee Performance

Yuan (2010) point out that leaders' ability to adopt sound problem solving skills is fundamental to their power in influencing employees to perform. It is a clear feature of employee performance if leaders create and maintain an orientation of a problem solving. As an anomaly of human performance, problem solving skills form a framework of actions and reactions that leaders exhibit to expedite individual experience as well as the requirements to improve employee performance (Kotlyar, Karakowsky & Ng, 2011). It basically takes into account the form of effective decision-making skills that leaders exercise in response to the prevailing situations necessary for solving and or exploiting existing opportunities. In recognition of the appropriate direction leaders set, employees are energized to operate within the confines of the decisions made and steps taken to solve conflicts in the organization (Erozkan, 2013). Fauzah, Noryati and Zaharah, (2011) assert that for leaders to prompt good results, they present appropriate solutions for the challenges and problems to utilize the creativity and experience among all employees engaged in the organizational affairs wherewith such kind of participation may make it easy to solve problems easily. This trend energizes employees as it appreciates and recognizes employees' ideas and opinion with regard to the problem which in turn may result into invention and innovation. Employees' practical skills and capabilities could provide a good platform for leaders to effect change in the organization if well utilized which by far initiates employee effectiveness and efficiency. Tapping into employee productivity therefore considers leaders' support and nurturing (Aurah, Cassady & McConnell, 2014).

Edwards and Gill (2012) found out that organizations are susceptible to making ineffective and superficial decisions on problems at hand if leaders stand unprepared to counter against them. As

such, leaders seem engaged in stormy situations that change according to the operating environment in which the organization is and hence different complex problems arise requiring immediate solutions. Leaders however endeavor to empower employees with the necessary resources and skills to overcome them. As inseparable elements of work and general human life, solving problems should be a priority to all leaders and find equilibrium positions that may enable employees to perform their designated roles and responsibilities efficiently and effectively (Erozkan, 2013). Equally, Kickert (2010) realized that problem solving is a fundamental component in the journey of performance that revamps employees psyche to be more productive in executing organizational functions. Leaders offer problem solving strategies that follow a cyclic step-by-step process to support employees in accomplishing organizational obligations. Such skills are possessed by leaders to help employees to move towards the desired goals and objectives on the path of performance. Ghorbani and Amirzadeh (2011) asserted that leaders engage their subordinates in the development of strategies and planning processes tailored towards reaching plausible solutions to the problems at hand in which employee productivity is emphasized. Dynamically, leaders apply different problems solving skills to create a supportive environment for their subordinates in the expedition of the existing resources and inputs. Participative leadership engages collaborative problem-solving mechanisms which are cooperative in nature and require team approach to involve all employees and win their ownership (Gosling, Bolden & Petrov, 2006).

2.4.2 Negotiation and Employee Performance

Jalilvand (2015) found out that negotiation is an undeniable part of leadership and business functions and its insufficiency negatively affects employee effectiveness and effectiveness. Being integral to organization functioning, negotiation skills put firm interests at stake and thus a unit improvement in negotiation skills has a great impact on the preservation of employee productivity and efficiency in the organization. It was asserted by Stech (2008) that if leaders and managers in an organization fall short of the right combination of negotiation skills, enriching organizational goals and objectives seems difficult and this accounts to their degree of performance. Just like any other task, negotiation requires leaders and managers to have specific knowledge and skills to engage in winning situations with a great deal of familiarization with the appropriate skills (Bryman, 2007). Critical to successful organizations are leaders with good negotiation skills who can ably communicate with top managers, subordinates and other individuals within the organizational realm in pursuit to fulfill organizational tasks inevitably. In Mahabad City, good negotiation skills had a significant effect on teachers' attitudes in regards to organizational health (Moqadam, 2006). It is substantial for leaders and managers to learn negotiation skills and ensure to be well-equipped to engage in individuals or groups having either consistent or inconsistent objectives to reach an agreement. At Harvard University, negotiation is considered to mean the process of revival of humanistic, renewal of trainings, work packages and relationships within or outside the organization with a purpose of creating conducive environment that fosters employee productivity and effectiveness (Fisher, 2006).

According to Lindsay, Day and Halpin (2011), the US Army leadership structures regard negotiation as a vital skill that determines one's competency to communicate, relate and serve

others. As an inherent skill, negotiation skills have become more integral to employee needs as they progress through their careers. Increased interaction among employees and managers improves their negotiation skills with a point in reference of the frequent learning opportunities among US army leaders who take obligation to develop the knowledge to apply in the diverse situations in dynamic profession. Nevertheless, Chike-Okoli (2009) revealed that employee's behavior and thinking on negotiation could be premised on motivational, cognitive and emotional biases regardless of the situation at hand. Jalilvand (2015) stated that leaders' and managers' interests prompt them to acquire negotiation skills to fuel employee effectiveness and efficiency as part of their day-to-day work (Catler, 2009). Upholding realistic negotiating styles expresses employees' realities with utmost accuracy in their endeavors. Moqadam (2006) recommended the adoption of intuitive negotiation skills on the account of its success in considering future opportunities and imaginations of other stakeholders. Analytically, leaders' demonstration of patience in the process of analyzing the patterns of elements supports them to make rational inferences during negotiation and suggest plausible and evidence-based options that may justify employee effectiveness and efficiency. As accounted by Toor and Ofori (2009), negotiators (leaders) provide a living example to employees in their struggle to minimize losses and maximize gains with well-defined preferences. Building the practice of implementing foundational negotiation skills and knowledge develops the leaders' motivation and cognitions with suggestion of alternative approaches contextualized to the impactful interventions in the organization (Fusch & Fusch, 2015).

2.5 Communication Skills on Employee Performance

Leadership style should considerably comply with the situation at hand in order to achieve efficiency by exercising influential communication skills. Leaders should hence build relationships that influence subordinates to execute their designated tasks because effective leadership is largely dependent on the fact that competent people are in the place at the right time doing the right thing (Robbins & Judge, 2010). Communication as a requirement to generate results is highly required to establish as well as help leaders to disseminate goals and objectives of an organization. Communication therefore plays a significant role in the accomplishment of failure to higher institutions of learning because it is a tool to fighting or resolving contradictions in the work place to streamline work processes and promote efficiency and effectiveness. The failure by leaders to use communication as a means to bring together subordinates disintegrates their bond and destroys the chords of ownership of the work assigned to them. Arsenault (2007) found out that leaders and managers are obliged to meet and communicate to their subordinates in the most preferable and understandable language to increase their level of awareness which resultantly increases productivity and efficiency. The adoption of good communication mechanisms helps managers and leaders to foster good human interactions which assists them forge new prospects to explore the diverse possibilities in their midst. It was revealed by Bryman (2007) that effective communication is successful if subordinates support their leaders with assurance of rewarding their cordial efforts in supporting the realization of the organizational goals especially in higher institutions of learning. Good communications as adopted by leaders inextricably improves organizational credibility and nurtures willingness of subordinates to deliver good services in tertiary institutions (Arvanitis & Loukis, 2009).

According to (Tejari & Alizadeh, 2013), the representation of good leadership entails intellectual excellence which builds a culture of communication which fosters employee efficiency. Communication assists leaders to build a positive attitude towards their roles which characteristically satisfies employees and increase efficiency in performing their job. It thus engages employees and builds a strong leader-employee relationship which can be expedited to influence employee performance behavior (Lee & Chuang, 2009). They further stated that the way leaders communicate determines how they lead as they pose a guiding force within the organization. In view therefore, leadership skills as based on their ability to relay communication should resonates with employees' will to achieve high productivity. Conversely, poor communication negatively affects employee performance and reduces productivity because members are left unaware of organizational goals and objectives as well as their level of involvement in achieving remains blur (Yukl, 2008). Leaders' capability to communicate properly builds employee confidence and helps them understand and appreciate the general organizational strategy in which they will identify with their specific contribution. The workforce can give an enthusiastic response if their leaders ably and clearly communicate both internally and externally which in turn reduces absenteeism, increases innovation, lessens conflict (of interest) and wholesomely improve employee productivity (Nauman, Mansur & Ehsan, 2010). As a discrete task, leaders must ensure to continuously communicate internally and offer proper direction to their subordinates consciously. In the process of sharing ideas and opinions among university leaders, effective communication has to be upheld to provide knowledge to staff so as to overcome any resistances. Leaders therefore generate dialogue among organization stakeholders to foster employee efficiency and effectiveness in executing their designated tasks with certainty (Nazari, Ehsani, Ganjuyee and Qasemi, 2012).

2.5.1 Medium of Communication and Employee Performance

Selection and adoption of appropriate media of communication is a strong predictor of leadership capacity. Leaders' orientation to adopt new and efficient means of communication in the digital age accounts for employee productivity and efficiency. The Global Information Technology Report of 2009-2010 stated that Finland being ranked 6th the whole world as among the most networked countries, employee efficiency had improved due to the quick and more reliable mediums of communication transmitted electronically. The expedition of new media and technology platforms has empowered leaders to offer proper direction and guidelines to their subordinates in the shortest period of time which has inherently improved employee performance and productivity (Hackman & Johnson, 2009). The increasing competitiveness in the world today necessitates leaders' creativity in communicating with their subordinates so as to improve their productivity which has heavily relied on the ever-changing information and communication technologies in the world today with a purpose of improving flexibility, efficiency and effectiveness in the work place (Russ, 2008). Wherefore, leaders' expedition of communication technologies has enabled them to relay information and messages over time and space thus impacting employee productivity. The use of computer media has enabled leaders to ensure concurrency of communication across all levels of the organization as opposed to the traditional media. Namubiru, Onen and Oonyu (2017) pointed out that the ineffective communication among Kyambogo University administrators challenged employee performance and led to riots and strikes at its infancy. This was based on the application of inappropriate communication channels without expedition of new and improved mechanisms which created a crisis and affected employee performance (pg. 83). In the world today, most organizational leaders have adopted the trending and efficient channels of communication to foster employee performance including though not

limited to; video conferencing, chat, phone, SMS, email, memos, standardized reports and periodicals in addition to the traditional face-to-face interface (Nauman, Mansur & Ehsan, 2010).

Ertel (2009) points out that leaders' ability to initiate and efficient and effective communication is considered paramount to bring success in the organization wherewith it enables him/her to create an effective relationship among employees and inspire them to perform their designated duties. At Nnamdi-Azikiwe University, the exploration of the e-learning communication and lecturing systems has empowered staff as well as the students in achieving their goals. Conversely, the breakdown of such networked systems would pose an adverse impact on employee and organizational performance. As a leader, it is vital to emphasize the idea of effective communication and innovation in order to generate high productivity among employees (Nebo, Nwankwo & Okonkwo, 2015). The selection of appropriate communication channels is determined by the situation and nature of information to be communicated by the leaders plus the language most preferred. They further shared that exposure of organizational employees to sound innovations with regard to communication media in work place is challenged by their level of awareness and willingness to use or apply them thus amounting to a negative bearing on their level of productivity and efficiency (pg. 133). It was posited by Robbins and Judge (2010) that the use of appropriate communication channels as preferred by leaders nurtures good relationship with subordinates and improves service efficiency. In the organizational structure, communication channels provide a basic infrastructure with which its functionality is hinged wherewith leaders are enabled to convey the preferred messages in a timely fashion and have feedback promptly (Weimann, Hinz, Scott & Pollock, 2010). Although majority of leaders prefer the face-to-face communication medium as the best interface, the recurrent developments made in communicate

have necessitated and proved worthwhile better ways to communicate organizational information and messages simultaneously to offer direction and guidelines to subordinate and enable them to perform their esteemed roles and responsibilities effectively and efficiently (Gondal & Shahbaz, 2012).

2.5.2 Meaningful Feedback and Employee Performance

Casas-Arce and Lourenço (2015) shared that employees require positive feedback in order to build a relationship with their line managers which should nurture social support and democratic style of leadership. Meaningful feedback is a prerequisite of good employee performance. With regards to detailed feedback, employees gain base to achieve high levels of productivity most saliently overweighing their deficiencies with the amount and intensity of information received during feedback from their supervisors. On the other, infrequent and less-detailed feedback may create an information gap that can bar employees to expedite their potential and thus shorten their horizon to achieve efficiency (Northcraft, Schmidt & Ashford, 2011). In association with feedback, employees feel unvalued with no or less of it which negatively impacts productivity in addressing work related issues. In the university setting, employees need instant and constant feedback to efficiently and effectively conduct educative activities as obliged by jurisdiction (Arsenault, 2007). Similarly, Weimann et al (2010) pointed out that feedback stimulates behavioral responses consistent with the nature of challenges and problems faced by employees which easily accounts to improving their productivity saliently. Leaders use feedback as a means to enhance employees' ability to process information if detailed for purposes of making informed decisions specific to the situation at hand. However, Atwater and Waldman (2008) objected that very frequent feedback may lead to making worse decisions and the reverse is true-improves employee performance. Employees expedite the

feedback given to them to update their beliefs and knowledge about the consequences of their choices which in turn improves learning and motivation. Employees' attention to feedback provides incentive to realizing individual goals and helps in maintaining credibility of their output (Lurie & Swaminathan, 2008).

The Bayesian updating view postulates that detailed feedback improves employee performance which has an indirect impact on the level of productivity of human resources (Casas-Arce & Lourenço, 2015). With meaningful feedback, there is necessitation for career planning, compensation or even training activities which directly result into improved employee performance. Leaders engage to provide constructive feedback in order to reduce ambiguity and create a clear picture to direct employees' efforts to achieving organizational goals. It thus also support the nurturing of supervisor-subordinate relationship which in tune builds the bond across the different levels of management (Lourenço, 2014). The phenomenon changes the effects that are occurring in the employee dimension of effectiveness serving as a reward to the individual recipient. Tumuhimise (2017) found out that feedback communication helps university managers to underpin the success-creating behavior and obliges replication. If employees are given feedback, it is a sign of personal achievement as well as recognition which serve as motivating factors that build confidence and inhibits slippage. Leaders use feedback as a communication tool to reduce the levels of uncertainty among subordinates and redirect their efforts towards performing as desired. Arsenault (2007) maintained that if feedback has not been obtained, job motivation and satisfaction are undesirably affected wherewith redirection is necessary to correctly communicate informatively to ensure employees deliver efficient services. Feedback communication influences subordinates attitudes and enables specific actions to be taken such as training or coaching as the situation may

demand. When supervisors give positive feedback, they hold their subordinates accountable which inherently instills the sense of commitment and confidence to perform duties geared to their jurisdiction (Northcraft, Schmidt & Ashford, 2011).

2.6 Motivation Skills and Employee Performance

Shahzadi et al (2014) affirmed that leaders' exhibition of motivation skills lies in their ability to discern individual effort towards achieving organizational objectives and goals wherewith employees need a great deal of encouragements to stimulate their performance. Thus far, good motivation skills improve employees' level of efficiency in the organization in addition to their experience, qualifications and individual abilities (Guest, 2012). The nature of motivational behavior adopted by supervisors determines the level of employee productivity which helps to fill the gap existing between his ability and willingness to perform his designated roles and responsibilities. Improving employees' efficiency can be prompted by the manner of motivated in pursuit to improve productivity which puts them into action to deliver in accordance with the prevailing condition (Gardner, Wright & Moynihan, 2011). Motivation takes two forms i.e. financial and non-financial motivation. Application of each form takes specific terms and orientation concerning what suits the individual to stay focused and committed to enrich the organizational goals. Leaders' support towards employees to meet their goals assists to make them stay motivated to continue producing good results. Similarly, good motivation facilitates high achievement or personal goals to cultivate self-development and build a link between individual efforts and the results thereof (Stanley, 2012). Incentivizing performance stimulates employee performance and makes all staff ready and commitment to meet their objectives. Intrinsic and extrinsic forms of motivation as exhibited by supervisors seek to empower employees through monetary and non-monetary terms which in the end draw employees closer to the organization.

Promotional opportunities and facilitation of employees attract their attention and focus to offer excellent services (Steers & Porter, 2011).

Organizational managers and leaders should endeavor to offer intrinsic motivators such as recognition, responsibility, achievement, promotion, etc. Equally, there is need to offer extrinsic motivators such allowances, salary increase, fringe benefits, etc. With a wide array of motivators, employees feel valued and thus satisfied as a prompt for good performance (Levy, 2013). Employees are highly motivated when accorded leadership opportunities as a compensation for their outstanding performance to keep their spirit and focus high. Riel (2010) revealed that offering promotional opportunities to employees to higher positions of authority motivates them to continue delivery excellent service to the organization. Great employees can therefore be retained if well motivated and presented with new job challenges in a dynamic work environment like a university setting (Kurose, 2013). As opined by Fincham and Rhodes (2015), employees need to be equipped with the necessary tools required to execute their duties. On top of the weekly/monthly paychecks and wages, leaders endeavor to offer additional incentives that prompt employee effectiveness and efficiency. Cultivation of a career path for employees fosters creativity and productivity among university staff which keeps them highly motivated. Existence of an incentive plan with periodical rounds of motivation high influences productivity in bid for individual appreciation through both tangible and intangible tokens like month or annual awards would serve to motivate employees periodically. Guest (2012) concluded that subordinates are likely to exhibit more productivity if their performance efforts are cordially rewarded in valuation of their contribution to the realization of the organizational goals and objectives. He further shared that, financial rewards positively influence employee commitment and loyalty (pg. 266).

2.6.1 Rewards and Employee Performance

According to Sturman (2011), organizational managers and leaders use rewards to rejuvenate their subordinates' morale and also apply them as motivational tips to attract as well as retain suitable and efficient employees. They further stated that rewards entice employees to comply with the set legislations and regulations in place. Reward schemes instituted by supervisors may be in form of programs, systems or practices that aim at influencing the actions of employees with a purpose of prompting positive results and consequences geared towards contributing to the organizational goal (Elnaga & Imran, 2013). Employees feel encouraged to exhibit positive actions if well rewarded to reinforce positive contribution in their efforts to achieve the goals. Intrinsic rewards such as, recognition, appreciation, autonomy and sense of achievement, as used by supervisors, helps employees to feel their worth towards realizing the organizational goals hence improving their efficiency, productivity and effectiveness (Tippet & Kluvers, 2010). Managers and leaders ensure to provide appropriate rewards to motivate their subordinates to pursue the strategic goals in response to the competitive and dynamic environment in which the former feel energized to deliver efficient services. Njoya (2017) found out that rewarding employees increases their level of creativity and flexibility and fosters innovation to meet organizational goals wherewith proficient employees endeavor to go an extra mile to tremendously perform their duties while highly motivated. Any form of rewarding system influences employee self-actions and thus instilling positive behavior which in resultantly improves individual efficiency (Grant, 2008). Increasing the degree of job autonomy for an employee to exercise power, initiatives, own effort and make personal decisions at his discretion improve the way they act and react towards work

related tasks which creates comfort in the work place and generates positive outcomes (Shahzadi et al, 2014).

Extrinsic rewards are another form by which leaders endeavor to motivate their subordinates. Through compensation and appreciation of efforts, leaders often provide fringe benefits, financial benefits, and social benefits accrued to one's effort in achieving organizational goals (Helgesen, Nest, & Volsund, 2008). In Uganda, most health workers are provided with accommodation near the hospital in order to offer response to emergency situations that may arise at any time of the day which motivates them to even take up hard to reach areas. Reward schemes in form of though not exhaustive; payment, insurance cover, accommodation, fuel, meals, etc. can fundamentally stimulate employee performance (Kurose, 2013). By principle, employees are entitled to leave such as annual leave, compassionate leave, maternity leave, paternity leave, etc. which by far motivate employees to deliver quality and effective services as per their jurisdiction. In essence therefore, leaders should ensure that the rewards are fair and inclusive in accordance with policy, processes, rules and regulations in place. It was stated by Yousaf et al (2014) that pay structures are not the only forms of stimulating employee performance but also things such as insurance cover, fuel cards, Christmas hampers, retreats etc. would seemingly play a great role in motivating employees. Job security makes an employee feel valued if there is an obligatory contract signed covering a particular period of time. Competitive salaries are used by employers to prompt high levels of proficiency, efficiency and effectiveness even in a university setting. Equipping employees with items to simplify their work such as vehicles, motor cycles, phones, printers, etc. positively influences their performance and the reverse is true (Ashfaq & Muhammad, 2013).

2.6.2 Capacity Building and Employee Performance

Torrington et al (2011) revealed that it was found expedient to offer capacity building among employees in order to improve their skills and knowledge required to deliver services in the most efficient and effective manner. As a conceptual approach, employers apply capacity building strategies to motivate employees through social and personal growth initiatives with a core focus on the deficiencies recognized as well as obstacles hampering performance. Efforts to capacity building enhance employees' abilities to pursue both personal and organizational goals (Pulakos, 2009). Leaders' efforts to carry out induction programs essentially cultivate employee motivation by reducing their errors and level of awareness regarding their specific roles and responsibilities. This anomaly increases the level of commitment that employees exhibit thus influencing their attitudes. Through capacity building strategies, leaders endeavor to reduce employees' human errors through inductions and mentoring schemes implemented in the work place (Anthony & Govindarajan, 2007). Conversely, poor mentorship and induction pose cordial risks and stagnates deficiency among employees which impedes their level of productivity causing losses to the company. Higher institutions of learning involve a progressive urge for their employees especially lecturers to continuously upgrade their education with the expedition of their position and opportunities given by the institutions as a way to tap into the talents and hidden knowledge of various individuals (Kurose, 2013). With good leadership, induction and mentoring programs help employees to learn and adapt to their new roles and responsibilities as well as the culture of the organization. Capacity building strategies and practices should be perceived from the organizational and personal perspectives as deemed necessary to improve employee performance (Levy, 2013).

Scandura and Pellegrini (2007) revealed that leaders' take lead in carrying out employee coaching to inspire them to assume responsibilities geared to their job design and help them identify quick solutions to sustain efficient and effective service delivery. Coaching stands central to the interactive style of leadership as adopted by the leaders thereof. It motivates employee efficiency with basis on active listening and reaction upon feedback given to nurture and improve skills and knowledge required to perform specific tasks (Guest, 2012). To improve career development, leaders are encouraged to carry out coaching as well as advise employees to take on mainstream academic programs so as to improve their level of skills and knowledge as required to serve as expected. Formal and non-formal capacity building programs are often promoted by organizational managers to help employees improve their skills and orientation to enhance their productivity meaningfully. Cummings and Worley (2009) shared that there is a token of role modeling in coaching offer by senior personnel which significantly contributes to their performance and the organization's as ultimately. As another form of capacity building, delegation is a vital element that justifies the level of autonomy entrusted to the employee by the supervisor with assurance and support required to deliver such an activity efficiently. Employees to whom work packages have been delegated feel motivated to act upon the precepts prescribed to achieve the desired goals (Gaudreau & Blanchard, 2012). By implication, delegation positions employees for training which fosters their innovative behavior and assists them in making complex decisions with prospective orientation of meeting the same challenges in senior positions. Induction therefore integrates new subordinates with others in the work place and initiates them into the organizational culture, values, vision and processes thereof (Wadi, 2009).

2.7 Summary of Literature Review

As reviewed above, the literature presents precepts about the relationship between leadership skills and employee performance in higher institutions of Uganda. The inherent relationship between the two variables is hinged upon skills including conflict resolution, communication and motivation. Establishment of the literature gap was justified by the extent to which leaders exhibit high levels of skills application to motivate their subordinates in the organization. Proper application of leadership skills positively influences employee performance as evidenced in the literature from other scholars' postulations. Leadership skills were found to be key in enhancing employee efficiency with assurance of a conducive environment created by the leaders through the meek appropriate application of such skills. It was clearly established that without good leadership skills, employee performance is at stake which wholesomely can affect performance of higher institutions of learning in Uganda Kyambogo University inclusive. Therefore, leaders' commitment to adopt appropriate skills will definitely yield good employee performance and the reverse is true. Therefore, leaders' failure to implement sound leadership skills would create a formidable gap which negates employee performance. As discussed above, the views are representative of the global and local context on possibilities and impossibilities in as far as leadership skills and employee are concerned.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Chapter three deals with research methodology used in carrying out the study on Leadership Skills and Employees Performance in Higher Institution of Learning: A Case Study of Kyambogo University. Presented in this chapter is; the research design, study population, determination of sample size, sampling techniques and procedure, data sources and collection methods, data collection instruments, Validity and Reliability, procedure for data collection, data analysis, measurement of variables and ethical considerations.

3.2. Research Design

A cross-sectional design was employed to establish the relationship between leadership skills and employee performance at Kyambogo University. A cross-sectional design requires observing a study sample once. It was timely and cheap to use as per Babbie (2007). Both qualitative and quantitative approaches were applied to collect detailed information. For the quantification of research findings, the researcher employed quantitative approach whereas collating descriptive and narrative information a qualitative approach was used to make an in-depth exploration on how leadership skills influence employee performance at Kyambogo University.

3.3. Study Population

The study population comprised of the KYU body of staff, guild council, students and deans of faculties. As per Kothari (2009), a population refers to a whole set of individuals or cases with common observable characteristics. The general body of staff was targeted because they were the

main subjects affected by poor leadership before it transcends to the students. The guild council presented the students' leadership views, students leaders provided grass root responses and the deans of faculties provided a more supervisory oversight view. The study was set to involve 429 staff members, 9 guild council members, student leaders and 7 deans of faculties. In total the study involved 511 respondents.

3.4. Determination of Sample Size

Fraenkel and Wallen (2009) provided that a sample refers to a subsection of a given population. Given that the population is large, Roston (2008) advised that it is not practical to collect data from all. Therefore, it was suggested that principled decisions need to be applied in the determination of the sample on what category and quantity of respondents to involve in the study. The researcher used Krejcie & Morgan (1970) Table of sampling.

Table 3.1: Composition of the respondents

| Category of respondent | Population | Sample size | Sampling technique |
|-------------------------------|-------------------|--------------------|---------------------------|
| KYU General Staff | 429 | 200 | Simple random sampling |
| Guild Council Members | 9 | 9 | Purposive |
| Deans of Faculties | 7 | 7 | Purposive |
| Students Leaders | 66 | 56 | Simple random sampling |
| Total | N=511 | S=272 | |

Source: Kyambogo University Population Abstract (2017/18) and Krejcie & Morgan (1970)

3.5. Sampling Techniques and Procedure

Kothari (2009) defined a sampling technique as a solicited plan for obtaining an absolute sample from a study population. The researcher applied both purposive and simple random sampling techniques.

3.5.1. Simple Random Sampling

Simple random sampling entails giving an equal chance to all subjects to participate in the study as provided by (Fraenkel & Wallen, 2009). Due to financial implications of selecting big samples, the researcher opted to take relatively small proportions of the total population. As shown in the table above, 200 KYU general staff members and 56 of student leaders were randomly sampled to obtain a manageable sample to include in the study. A list of staff members obtained from the university secretary and subjected to sampling criteria after arranging the names in alphabetical order. Then the researcher used the RandBetween in MS Excel to select the preferred number of staff. The researcher visited the institution and use the first come first serve approach to select university students.

3.5.2. Purposive Sampling

This form of sampling was applied to select the key informants including guild council members and the deans of faculties at KYU. These subjects were opined given their level of awareness with respect to the wealth of knowledge and information they had in regards to the study objectives. By proposing this sampling technique, the researcher used subjects having the required information regarding leadership skills and employee performance at KYU as suggested by Fraenkel and Wallen (2009).

3.6. Data Sources and Collection Methods

This section presents data sources and data collection methods used in the study.

3.5.1. Data Sources

In the study, the researcher employed both primary and secondary approaches for data collection. Secondary data was gathered through document review of archived records from KYU and the national library (Kothari, 2009). This type of data was available and easy to access with evidence-based researched work. Remarkably, primary data was gathered for the first time as it never had been reported anywhere by anyone (Fraenkel & Wallen, 2009).

3.6.1 Interviews

The researcher employed the interview method to collect data from the key informants. This method helped the researcher to collect in-depth data. It was very flexible as it allowed probing in solicitation for required data in due process (Roston, 2008).

3.6.2 Document Review

The researcher employed a document review to gather secondary data from existing records for purposes of contrasting with the primary data to ascertain the intensity of the research problem. This method was used to acquire archived data that was related to the study objectives at the researcher's convenience without interfering with the study process (Saunders, Lewis & Thornhill, 2012).

3.7. Data Collection Instruments

This section presents data collection instruments used in the study.

3.7.1. Interview Guide

Kothari (2009) urged that interviews conducted using an interview guide necessitates probing for more responses. The researcher used an interview guide to gather detailed data from key informants. 16 key informants were sampled including 9 guild council members and 7 deans of faculty. The researcher endeavoured to fix appointments with all the key informants on suitable dates upon their preference to interact between 15 to 25 minutes.

3.7.2. Questionnaire

Fraenkel and Wallen (2009) provided that questionnaires are cost-effective data collection tools that are easy to administer in a short period of time. The researcher designed a questionnaire containing close-ended questions to be distributed to 256 respondents including student leaders and KYU general staff members. The closed ended questions were used for reasons of high response rate. By virtue of their orientation and positions, the researcher considered them significant to provide sufficient and meaningful responses with regard to the research study.

3.7.3. Documentary Review Guide

Archived records found at KYU offices and outside the institution were sourced and reviewed to obtain secondary data about leadership skills and KYU employee performance. Archived records such as journals, annual reports, strategic plans, newspapers and university magazines were reviewed as supported by Saunders, Lewis and Thornhill (2012).

3.8. Validity and Reliability

This section presents the data control measures used in the study.

3.8.1 Validity of the Instrument

Data validity refers to the degree of appropriateness of research instrument as per Amin (2005). It therefore refers to the extent to which results attained from data analysis actually represent the research item. To this account, it involved assessing the concepts the research instrument is trying to measure to determine whether the set of items in the research instrument are accurately representative of the study item. A Content Validity Index test was computed using the formula below:

$$\text{CVI} = \frac{\text{Number of items declared relevant/ valid}}{\text{Total number of items}}$$

Amin (2004) found out that an instrument is valid if its CVI is greater than 0.7

Table 3.2: Validity Test

| Study Variable | Number of questions | Percentage |
|----------------------------|----------------------------|-------------------|
| Conflict Resolution Skills | 10 | 100% |
| Communication Skills | 10 | 100% |
| Motivation Skills | 10 | 100% |
| Employee Performance | 10 | 100% |
| Total | 40 | 100% |

3.8.2. Reliability of the instrument

According to Amin (2005), reliability entails the consistency of a research instrument in measuring what it is supposed to measure. Pretesting of data collection instruments enabled the researcher to

assess the degree of reliability of each research instrument. This was done in a place that had not been selected to participate in this study to avoid bias. The research instruments were pretested on a small set of subjects; ten (10) respondents. The researcher used the Statistical Package for Social Sciences—SPSS to aggregate the scores of the responses and then run a Cronbach’s Coefficient Alpha to determine how reliable the data instrument was. According to Mugenda and Mugenda (2012), a coefficient of 0.50 and more represents a high degree of reliability of data. After the pretest, the research instruments were edited and a fair copy was presented for approval to the supervisor.

Table 3.3: Reliability Scores

| Variable | Alpha | Number of items |
|----------------------|--------------|------------------------|
| Conflict Resolution | .897 | 10 |
| Communication Skills | .865 | 10 |
| Motivation Skills | .731 | 10 |
| Employee Performance | .678 | 10 |
| Total | 3.171 | 40 |

Source: Primary Data, 2018

As shown in Table 1 above, the reliability scores obtained are presented by variable. Presented in the table are: the variable name, alpha score and number of questions. The reliability score (alpha) was added up and then divided by number of variables thereof: $(\alpha/4) = (3.171/4)$ with 0.723. As per the reliability score obtained, data variables are adequately significant to the study per the high value of 0.723.

3.9. Procedure for Data Collection

The researcher collected a letter of introduction from Uganda Management Institute to be presented to the relevant authorities at KYU seeking permission to collect data from the sample population. Upon being offered permission, the researcher administered the data collection instruments as deemed necessary. The researcher scheduled appointments with the key informants to establish the most appropriate time to meet and discuss (Saunders, Lewis & Thornhill, 2012).

3.10. Data Analysis and Data Processing

Immediately after data collection, the researcher ensured to make sense out of the data using both quantitative and qualitative approaches of analysis.

3.10.1. Quantitative data Analysis

Descriptive statistics were applied to significantly explore the score distribution and be used to verify the stated hypothesis. SPSS was applied to analyse the collected data. By presentation, the data was displayed in tables with frequencies and percentages. The determination of the relationship between the leadership skills and employee performance of at KYU was based on regression analysis.

3.10.2. Qualitative Data Analysis

Statements, descriptions and opinions were analysed qualitatively. Upon completion of data collection, the researcher edited, summarized and cleaned the notes taken during the key informant interviews from which themes and patterns were generated. Given the adequacy of information coupled with its credibility, the researcher based on it to validate hypotheses (Mugenda & Mugenda, 2012).

3.11. Measurement of Variables

The researcher used a nominal scale for categorization of variables while the interval scale was applied in the measurement of respondents' age. Using the Likert scale (1—5) rating, the researcher was able to assess whether the study population strongly agreed or disagreed with regard to the set statements on a scale of 5 points (Saunders, Lewis & Thornhill, 2012).

3.12. Ethical Considerations

The researcher obtained a letter of introduction from Uganda Management Institute. The research team made introductions to all respondents and key informants explaining the research purpose as per Adams et al (2007). Utmost confidentiality was ensured in addition to seeking to obtain informed consent. The research team conducted interviews and administer questionnaires to the esteemed key informant and respondents respectively in safe and private locations to ensure privacy. The researcher carried out a plagiarism test upon finalization of the research dissertation to check on the degree of coherence in regards to other scholars. Findings were disseminated to the various key stakeholders by sharing a copy of a finished research dissertation as stressed by Sarantakos (2005).

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

4.1 Introduction

Chapter four presents an account of findings and analysis with regard to the relationship between leadership skills and employee performance in higher institutions of learning, a case of Kyambogo University. Major emphasis was put on the independent variables which included conflict resolution, communication skills and motivation skills whose influence on employee performance was being investigated. In structure, the chapter presents the reliability score, response rate, descriptive presentations, inferential statistics and hypotheses test as per the study objectives.

4.2 Response Rate

Having worked with a team of data assistants, 254 individuals were reached (243 respondents and 11 key informants). The overall response rate was 93.4% as shown in Table 2 below:—

Table 4.1: Response Rate

| Respondent Category | Planned | Actual | Response Rate |
|----------------------------|----------------|---------------|----------------------|
| KYU General Staff | 200 | 192 | 96.0% |
| Guild Council Members | 9 | 7 | 77.8% |
| Deans of Faculties | 7 | 4 | 57.1% |
| Students Leaders | 56 | 51 | 91.1% |
| Grand Total | 272 | 254 | 93.4% |

Source: Primary Data, 2018

As shown in the table above, 93.4% response rate was considered appropriate and representative. Implicitly, the data collected was adequate and thus can be relied upon. Respondents exhibited interest in the research study based on the history of leadership and situations in the past which promoted their conscience.

4.3 Findings

In this section, both descriptive and inferential findings are presented in depiction of the relationship between leadership skills and employee performance at Kyambogo University. Qualitative information obtained from key informant interviews was included in this section to support hypothesis testing.

4.3.1 Bio-Data

It was in the researcher's interest to establish the demographic characteristics of the respondents wherewith age, sex, marital status and educational level were registered. Demographic orientation was aimed at establishing how such characteristics were related leadership skills and employee performance at Kyambogo University. Demographic findings are shown in Table 3 below:

Table 4.2: Demographic Setup

| Category | Age | Frequency | Percent |
|-------------------|---------------|------------|--------------|
| Age | 18—30 | 94 | 38.7 |
| | 30—40 | 79 | 32.5 |
| | 41—50 | 57 | 23.5 |
| | 51 above | 13 | 5.3 |
| | Total | 243 | 100.0 |
| Sex | Male | 183 | 75.3 |
| | Female | 60 | 24.7 |
| | Total | 243 | 100.0 |
| Marital status | Single | 90 | 37.0 |
| | Married | 147 | 60.5 |
| | Divorced | 3 | 1.2 |
| | Widowed | 3 | 1.2 |
| | Total | 243 | 100.0 |
| Educational Level | Undergraduate | 85 | 35.0 |
| | Postgraduate | 119 | 49.0 |
| | Certificate | 39 | 16.0 |
| | Total | 243 | 100.0 |

Source: Primary Data, 2018

Shown in Table 3 above are the demographic characteristics of the sample population. The table shows that majority (38.7%, 94) were between 18—30 years of age, 32.5% (79) were between 30—40 years, 23.5% (57) were between 41—50 years and the least 5.4% (13) were 51 years and above. The trend lowers by the age increment.

The biggest proportion of respondents involved in the study were males (75.3%, 183) while females constituted 24.7% (60). Kyambogo university setting as per study findings was predominantly male as opposed to the female counterparts.

In the study, majority (60.5%, 147) were married, 37% (90) were still single and the divorced and widowed tied at 1.2% (3) each. Given that marriage status postulates sense of responsibility and leadership, majority of respondents were reportedly in the marriage age bracket.

For the highest education level, the biggest majority (49%, 119) were postgraduate holders, 35% were undergraduates while the least (16%, 39) were holding certificates. Most certificate holders were student holders and other support staff such as secretaries while lecturers ranged from undergraduate to postgraduate qualifications.

4.4 DESCRIPTIVE FINDINGS

Under the descriptive statistics, the degree of effect independent variables pose on the dependent variable are presented. Also, scores of mean and standard deviations are applied in depiction of the average impact and difference from the mean position. Qualitative information as obtained from key informant interviews is also presented here to support hypothesis setting. By interpretation of the ratings, scores less <3 portray disagreement with respect to the arguments while those >3 portray agreement. The standard deviation used necessitated that scores less than one (<1) depict response commonalities while those greater than one (>1) represent divergences (mixed responses). For easy interpretation, the researcher merged both strongly agree and agree responses to mean '*agree*' while strongly disagree and disagree were merged to mean '*disagree*'. Presented in this section are responses provided by KYU general staff, student leaders and key informants i.e. Guild Council members and Deans of faculties at Kyambogo University.

4.4.1 Employee Performance

As per the employee performance (dependent variable), the Likert scale was employed to capture respondents' opinions on the relationship between leadership skills and employee performance at KYU. The statements were contrasted on conflict resolution, communication skills and motivation skills.

Table 4.3: Respondents opinions on employee performance

| Employee Performance | N | Percentage of Respondents who agreed, undecided, and disagreed with notions on employee performance at KYU | | | Mean | Std. Dev |
|---|-----|--|------------|------------|------|----------|
| | | Agree | Undecided | Disagree | | |
| Staff competences have been enhanced | 243 | 94.7% (230) | 0% (0) | 5.3% (13) | 4.06 | 0.614 |
| There is improved productivity | 243 | 85.2% (207) | 6.2% (15) | 8.6% (21) | 3.86 | 0.692 |
| Student performance has improved | 243 | 95.1% (231) | 1.2% (3) | 3.7% (9) | 4.02 | 0.545 |
| Appropriate utilization of resources is exhibited | 243 | 57.6% (140) | 8.2% (20) | 34.2% (83) | 3.30 | 1.051 |
| Staff exhibit high level of proficiency in their operations | 243 | 88.9% (216) | 5.3% (13) | 5.8% (14) | 3.94 | 0.647 |
| Reduced conflicts such as strikes | 243 | 84.4% (205) | 2.1% (5) | 13.6% (33) | 3.83 | 0.828 |
| There is reduced staff absenteeism | 243 | 93.4% (227) | 1.2% (3) | 5.3% (13) | 3.98 | 0.589 |
| Appropriate and relevant lecturing programs are delivered | 243 | 60.9% (148) | 19.3% (47) | 19.8% (48) | 3.42 | 0.898 |
| Staff turnover has significantly reduced | 243 | 56% (136) | 13.6% (33) | 30.5% (74) | 3.21 | 1.093 |
| Staff attach high value to university programs | 243 | 91.8% (223) | 0% (0) | 8.2% (20) | 4.05 | 0.751 |

Source: Primary Data, 2018

As shown in Table 5 above, findings illustrate that majority (94.7%, 230) supported that staff competences had been enhanced and 5.3% (13) disagreed. The mean value obtained being 4.06 implied majority agreement and low standard deviation less than one (.614) signified a shared opinion among respondents. Study quantitative findings were further supported by opinions from key informants as follows:

“KYU encourages further education studies because it also sponsors some staff to study abroad.”.....KI8

“Performance appraisals have been carried out to evaluate staff performance and competencies. Short term trainings are carried out to improve employee abilities.”.....KI2

“The university has encouraged research studies from which staff are recommended for further studies such as PhD. Some staff have been chosen to represent the university at conferences and meetings”.....KI11

“The use of standard operating procedures like in the laboratories, there are set rules and regulations that govern the operations and conduct of staff and operations. Merit recruitment to get the right personnel for the various jobs. Capacity building through workshops, seminars and formal professional training. Leaders have adopted the practice of delegation.”.....KI1

85.2%—the majority agreed that there was improved productivity at KYU given the apparent leadership structure and skills exhibited, 8.6% (21) disagreed while 6.2% (15) were undecided. Given a mean score >3 (3.86), findings affirm that indeed there was an improvement in productivity while the low value of std. dev. (.827) implied response commonalities.

Findings revealed that majority (95.1%) supported in agreement that student performance had improved given the leadership skills upheld by university leaders and manager, 3.7% (9) disagreed while only 1.2% (3) stood neutral. The high mean (4.02) affirmed the improvement of student performance at KYU while score of std. dev. Being less than one (.545) confirmed shared opinion in the responses provided by respondents.

Shown in the table above illustrates that majority (57.6%, 140) affirmed that there was appropriate utilization of resources at KYU although a significant proportion (34.2%, 83) disagreed. 8.2% (20) neither agreed nor disagreed. A 3.30 mean score implied majority agreement with the item while a higher value of std. dev. Greater than one (1.051) was associated to divergent opinions among the respondents. By implication, this denotes that resources at KYU have not been fully utilized.

Majority (88.9%, 216) agreed to the notion that “*KYU staff exhibit high level of proficiency in their operations*”, 5.8% (14) disagreed while 5.3% (13) were undecided. The mean value of 3.94 implied majority agreement while and the std. dev. Being less than one .647 signified matched opinion across the response distribution.

From the findings, it was revealed that majority (84.4%, 205) supported in agreement that strikes had reduced in the reporting period, 13.6% (33) disagreed while only 2.1% (5) were neutral. A mean >3 (3.83) confirmed that reduction in strikes while the std. dev. <1 (.828) depicted that commonalities in the responses provided by respondents.

Findings further established that majority (93.4%, 227) revealed that staff absenteeism had reduced, 5.3% (13) disagreed while only 1.2% (3) were undecided. A mean value being >3 (3.98) signified majority agreement and std. dev (.589) affirmed to shared opinion.

60.9% (148) of respondents agreed that KYU delivers appropriate and relevant lecturing programs, 19.8% (48) disagreed and 19.3% (47) were undecided. A 3.42 mean signified majority agreement to the item and the .898 illustrates commonalities in the response distribution.

Study findings revealed that, majority (56% (136) supported that staff turnover has significantly reduced at KYU, 30.5% (74) disagreed while 13.6% (33) neither agreed nor disagreed. The mean of 3.21 revealed agreement by the majority despite the high std. dev—1.093 that represented divergent opinions among respondents implying that retention was not necessarily attained by virtue of leadership skills.

As per study findings shown in the table above, it was revealed that majority (91.8% (223) of respondents supported in agreement that KYU staff attach high value to university programs while 8.2% (20) were in disagreement. The mean value of 4.05 depicted majority agreement while std. dev. (.751) implied response commonalities.

Wholesomely, the majority agreement as revealed by study findings denotes that employee performance as exhibited among KYU staff as triggered by leadership skills has been enriched as a result in view of conflict resolution skills, communication skills and motivation skills. As such, the largest majority are as follows: 95.1%—Student performance has improved; 94.7%—Staff competences have been enhanced; 93.4%—There is reduced staff absenteeism; and, 91.8%—Staff attach high value to university programs. However, it is noteworthy to relay disagreement with the notions despite majority being in agreement wherewith a considerable proportion revealed otherwise i.e. 34.2%— Appropriate utilization of resources is exhibited and 30.5%—Staff turnover has significantly reduced which implies that despite efforts by leaders to exercise appropriate

leadership skills, utilization of resources had not been fully achieved as well as a reduction in staff turnover in the institution hence negatively impacting employee efficiency and effectiveness.

4.4.2: Perception on Conflict Resolution Skills and Employee Performance

Below are the perceptions of respondents on conflict resolution skills and employee performance:

Table 4.4: Perception of Respondents on Conflict Resolution Skills

| Conflict Resolution | Percentage of respondents who agree, undecided and disagree with the effects of Conflict Resolution Skills on employee performance | | | | | |
|--|--|-------------|-----------|------------|------|----------|
| | N | Agree | Undecided | Disagree | Mean | Std. Dev |
| There is shared decision making involving all employees at KYU | 243 | 85.6% (208) | 7.4% (18) | 7% (17) | 3.97 | 0.732 |
| Leaders and managers at KYU demonstrate good problem-solving skills | 243 | 86% (209) | 5.3% (13) | 8.6% (21) | 3.88 | 0.706 |
| Problems and challenges are solved quickly and efficiently | 243 | 78.2% (190) | 7.8% (18) | 14% (34) | 3.73 | 0.871 |
| Problems are solved satisfactorily at KYU | 243 | 79% (192) | 4.9% (12) | 16% (39) | 3.76 | 0.874 |
| Leaders and managers demonstrate quick recognition and solving of problems at hand | 243 | 72.8% (177) | 8.2% (20) | 18.9% (46) | 3.63 | 0.896 |
| KYU leaders and managers exhibit good negotiation skills | 243 | 85.6% (208) | 2.9% (7) | 11.5% (28) | 3.90 | 0.817 |
| There is cordial mediation in conflict situations at KYU | 243 | 83.1% (202) | 3.3% (8) | 13.6% (33) | 3.78 | 0.903 |
| Leaders work in collaboration to solve conflicts at KYU | 243 | 86.4% (210) | 0% (0) | 13.6% (33) | 3.86 | 0.928 |
| Team work is promoted among KYU leaders to manage conflicts | 243 | 85.2% (207) | 4.5% (11) | 10.3% (25) | 3.85 | 0.731 |
| There is quick settlement of conflicts in the institutions | 243 | 87.2% (212) | 2.1% (5) | 10.7% (26) | 3.91 | 0.766 |

Source: Primary Data, 2018

In Table 5 above, findings illustrate that majority (85.6%, 208) supported in agreement that decision making was shared among KYU employees, 7.4% (18) were undecided while 7% (17) disagreed. With a mean value of 3.97, it was affirmed that decision making was shared which was also affirmed by a std. dev of .732 illustrating commonalities in the response distribution.

From the study findings, it was revealed that majority (86%, 209) were in support of the notion that “*leaders and managers at KYU demonstrate good problem-solving skills*”, 8.6% (21) disagreed and 5.3% (13) were neutral. With a mean of 3.88, it implies a majority agreement that leaders and managers at KYU demonstrate good problem-solving skills which bears positively on employee performance. Also, the .706 value of std. dev. implies common opinion held among respondents. In addition to the quantitative findings, the following assertions from key informants were as follows:

“There is a staff committee instituted for settling disputes and cases of indiscipline that sits periodically to solve staff and student related problems”...KI5

“As leaders in the university, we engage student at all levels to make it more participatory because they represent the university at student level. Various heads of departments and personnel in charge of the different disciplines are engaged to evaluate the challenges faced at department level”KI1

“As university staff, we go ahead and engage student leaders on the matters arising and involve them directly in issues like abolishing strikes and demonstrations. Through understanding the problems of the students and then identifying various solutions for those problems”KI6

Majority (78.2%, 190) revealed that problems and challenges faced at KYU are solved quickly and efficiently, (18) 14% (34) disagreed and 7.8% (18) were undecided. Findings were supported by mean value of 3.73 depicting that KYU leaders and managers endeavor to quickly solve problems and challenges faced in an efficient manner to guarantee employee performance. Additionally, the .871 score of std. dev. illustrates that respondents had a shared opinion given that it was less than one.

As shown Table 5 above, findings revealed that majority (79% (192) supported in agreement that leaders and managers at KYU solve problems, 16% (39) were in disagreement while 4.9% (12) neither agreed nor disagreed. The mean value—3.76 implied affirmation to the notion that problems are indeed solved to employees' satisfaction which was also supported by the std. dev. less than one .874 whose implication triggered common opinion across the response distribution.

72.8% (177) of respondents agreed in support that *“leaders and managers demonstrate quick recognition and solving of problems at hand”*, 18.9% (46) disagreed and 8.2% (20) neither agreed nor disagreed. A mean value greater than 3 (3.63) postulated an implication that leaders and managers indeed ensure quick recognition and solving of the problems faced at the university as also affirmed by the std. dev. of .896 which signifies shared opinion among respondents.

Affirmations from key informants supported the quantitative findings as stated below:

“It is a common practice by university leaders to hold emergency meetings in case of any problem that requires immediate attention such as a demonstration happening at campus. It has also been a good practice to ensure reprogramming of systems such as the computer login attendance system that tracks employees reporting and departure time”.....KI1

“Through continuous follow up meetings on previously solved disputes and cities to ascertain whether implementation was done. There are also emergency meetings called.”.....KI5

“University managers and administrators engage student representatives and other support staff on a daily basis to identify problems affecting university operations. For instance, when students’ marks are missing, ad hoc meetings are convened to establish what might have gone wrong.”.....KI9

“Normally, we make quick reference of cases at hand if we cannot solve them. For example, immediate we sense a strike is about to start, we call up police because we have an internal police station within campus and others outside like at Banda and Kireka.”.....KI8

Study findings further revealed that a large proportion (85.6%, 208) supported that leaders and managers at KYU exhibited good negotiation skills in their endeavors, 11.5% (28) disagreed and only 2.9% (7) were undecided. A high mean value greater than 3 (3.9) implied that negotiation skills among KYU leaders and managers were expedited to better employee performance. Also, the std. dev. of .817 implied common idea shared among respondents.

Majority (83.1%, 202) revealed that there is cordial mediation of conflict situation experienced at KYU, 13.6% (33) disagreed while only 3.3% (8) stood neutral. In support of the findings, a mean value of 3.78 obtained implied that mediation of conflict situation was indeed ensured which was tailored towards improving employee performance. In addition, the std. dev. score obtained .903 implied that respondents had shared opinion.

From the study findings, majority (86.4%, 210) supported in agreement the notion that “*leaders work in collaboration to solve conflicts at KYU*” while 13.6% (33) refuted. Findings were supported by measures of central tendency i.e. mean (3.86) whose implication was that leaders worked in collaboration to solve different kinds of conflicts faced at KYU; std. dev. of .928 also indicated that respondents had a shared opinion. These findings therefore affirm that leaders and managers at KYU indeed ensure to collaborate in order to solve the conflicts faced by the institution. Findings by key informants were in line with assertions obtained from respondents as follows:

“Most decisions that are implemented to show joint effort and oneness since most of them are decided amidst all leaders in meetings.”.....KI10

“All stakeholders of the university are engaged to provide appropriate solutions to the problems /conflicts affecting the university. When salaries delayed in 2013 for over two months, the university council sat almost every week to find out why.”.....KI8

“University leaders collaborate amongst themselves and student leaders to solve student matters and ensure smooth operations on campus. Ad hoc meetings are called if there are pressing matters requiring immediate attention.”.....KI3

Study findings revealed that majority—85.2% (207) revealed that KYU leaders uphold team work in order to manage the conflicts within the institution, 10.3% (25) shared that there is no collaboration while the least 4.5% (11) were undecided. The mean value obtained (3.85) being greater than 3 affirmed that team work was exhibited in conflict resolution at KYU while the .731 std. dev. entailed shared opinion among respondents.

From the study findings, it was revealed that majority (87.2%, 212) supported that leaders at KYU ensure quick settlement of conflicts faced across the three merged institutions, 10.7% (26) disagreed while only 2.1% (5) neither disagreed nor agreed. The mean value of 3.91 implied majority agreement with the item as also supported by the std. dev lower than one (.766) whose orientation signified commonalities in the response distribution.

The biggest proportions as per findings on conflict resolution skills revealed that majority affirmed in agreement to the notions under investigation. This trend depicted that conflict resolution skills are considered important given the strong influence posed on employee performance at KYU. As such, the biggest majority include the following: 87.2%—There is quick settlement of conflicts in the institutions; 86.4%—Leaders work in collaboration to solve conflicts at KYU; 86%—Leaders and managers at KYU demonstrate good problem-solving skills; and, 85.6% shared between: shared decision making involving all KYU employees and leaders and managers exhibit good negotiation skills. This by implication entails that sound conflict resolution skills prove expedient to improving employee performance among KYU staff which would generate efficiency and effectiveness in the operations carried out at the institution.

Therefore, in support of the findings a regression analysis was conducted to determine the magnitude of effect conflict resolution poses against employee performance at KYU as shown in the table below:

Table 4.5: Regression results for Conflict Resolution Skills and Employee Performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Sig (2 tailed), 95%, confidence level (P<0.05) |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|--|
| 1 | .419 ^a | .176 | .173 | 3.649 | .000 |

a. Predictors: (Constant), Conflict Resolution Skills

Source: System Data, 2018

Shown in Table 6 above illustrates the Pearson Correlation ($R=.419^{**}$), $R^2 = (.176)$, Adjusted $R^2 = (.173)$ are significant at Sig (2 tailed, $P<0.05, 000$). Key findings obtained revealed Conflict Resolution Skills (.419) had a positive bearing on employee performance implying that consideration of appropriate problem-solving mechanisms and negotiation skills have a high likelihood of necessitating employee performance at KYU. Also, promoting sound conflict resolution mechanisms among leaders and managers would enable them give sufficient support to their subordinates and thus significantly lead to improved efficiency and effectiveness in their day-to-day operations.

Given that the adjusted R square as considered a better estimate, the researcher used it to draw a comparison between the between models with various independent variables in the study. The value of Adjusted R^2 as obtained of .173 reflects a 17.3% ($.173 * 100\%$) variation conflict resolution skills had on employee performance at KYU. The remaining percentage of 82.7% could be attributed other factors. This by implication denotes that conflict resolution skills are significant influence factors of employee performance at KYU.

Further regression analysis conducted illustrated the level of significance and relationship between conflict resolution skills and employee performance at KYU as shown in the table below.

Table 4.6: Coefficients of Conflict Resolution Skills and Employee Performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 26.847 | 1.526 | | 17.587 | .019 |
| 1 Conflict Resolution Skills | .283 | .039 | .419 | 7.173 | .000 |

a. Dependent Variable: Employee Performance

Source: System Data, 2018

In Table 7, results obtained further confirm the significant effect of conflict resolution skills on employee performance at KYU. By implication, the findings revealed that p-value of the unstandardized coefficient (0.283) was significant at ($p > 0.05$) but positive with Beta value of .419 at 95% level of significance. This denotes that conflict resolution skills affect employee performance by (7.173). Thus, this implicitly signifies that improving conflict resolution skills would significantly enhance employee performance at KYU.

Hypothesis Test One

The hypothesis test was that “*H1* Conflict resolution skills positively affect employee performance”. Based on the positive results obtained from the findings, it can be concluded that the alternative hypothesis was accepted while the null was rejected.

4.4.3: Perception of respondents on the Communication Skills on Employee Performance.

Below are the perceptions of respondents on communication skills and employee performance:

Table 4.7: Perception of Respondents on Communication Skills

| Communication Skills | Percentage of respondents who agree, undecided and disagree with the effects of Communication Skills on employee performance | | | | | |
|---|--|-------------|------------|------------|------|----------|
| | N | Agree | Undecided | Disagree | Mean | Std. Dev |
| There is effective information sharing amongst employees to better employee engagement | 243 | 77.8% (189) | 3.7% (9) | 18.5% (45) | 3.75 | 0.935 |
| Good Communication at KYU enables employees to respond enthusiastically to their job roles | 243 | 80.2% (195) | 5.8% (14) | 14% (34) | 3.82 | 0.921 |
| KYU culture is well communicated to the workforce to motivate them in accomplishing institutional aims | 243 | 91.4% (222) | 0% (0) | 8.6% (21) | 4.00 | 0.724 |
| Managers and leaders at KYU apply appropriate communication tools tailored towards meeting the specific needs of employees and students | 243 | 80.2% (195) | 10.3% (25) | 9.5% (23) | 3.81 | 0.738 |
| Different communication technologies are applied to communicate at KYU | 243 | 89.3% (217) | 3.3% (8) | 7.4% (18) | 3.94 | 0.742 |
| Line managers and superiors give constructive feedback on employee performance | 243 | 55.6% (135) | 8.2% (20) | 36.2% (88) | 3.28 | 1.069 |
| Employees are able to make direct communication with their superiors | 243 | 88.5% (215) | 1.2% (3) | 10.3% (25) | 3.98 | 0.909 |
| Feedback is highly prioritized for high employee engagement | 243 | 84.4% (205) | 7.4% (18) | 8.2% (20) | 3.88 | 0.797 |
| Leaders give feedback to keep employees up-to-date on institutional developments | 243 | 85.6% (208) | 4.9% (12) | 9.5% (23) | 3.82 | 0.674 |
| Leaders exhibit good communication skills at KYU | 243 | 85.6% (208) | 7.4% (18) | 7% (17) | 3.97 | 0.732 |

Source: Primary Data, 2018

As shown in the table above, findings illustrate that majority (77.8%, 189) supported in agreement information sharing was effective among employees in a bid to better employee performance while 18.5% (45) disagreed and 3.7% (9) were undecided. A mean value >3 (3.75) clearly implied that information sharing was requisitely ensured to improve employee efficiency and effectiveness while the std. dev. of .935 implied shared opinion among respondents. The findings were further supported by sentiments from key informants including the following:

“The university has a website, several blogs, portals, Facebook page and various notice boards. The guild council has got a WhatsApp group and several other unofficial groups upon which information is shared.”.....KI3

“Collaboration is through the meeting held both as staff and also with the student leaders. The guild council has meetings every quarter in which the deans of students and a few deans of faculties can attend to plan. Staff meetings involve all KYU employees including supportive staff such as the cleaners, security personnel, etc. There are several communication platforms on social media especially on WhatsApp for staff which are used to communicate emergencies and also ensure quick attention to issues at hand.”.....KI1

“Through sharing documents about the policies of the university in meetings. We talk during our break time when out of lecture rooms, we chat on our respective social media sites especially WhatsApp.”

80.2% (195) shared that good communication mechanisms exhibited at KYU has enabled employees to enthusiastically respond to their job roles, 14% (34) disagreed and 5.8% (14) were undecided. The mean value obtained being greater than three (3.82) implied majority agreement

while the lower std. dev value (.921) implied response commonalities across the response distribution.

Majority—91.4% (222) revealed that KYU culture was well communicated to the entire workforce as a way to motivate them to accomplish their designated duties while 8.6% (21) disagreed. From the distribution, given the mean score obtained (4), it was affirmed that KYU culture was well communicated as an avenue to support employees to accomplish their roles. Also, the .724 score of std. dev. obtained entailed shared idea among respondents with regard to communicating KYU culture to employees. It was further established by key informants who pointed out the following:

“Senate meetings, department meetings, and also various documents pertaining to the university schedule and values are avenues through which our culture is communicated.”.....KI7

“Through the enforcement of rules and regulations. University staff engage in routine timetable activities according to the requirements and standards of the university e.g. the weekly meetings for heads of departments and deans of faculties.”.....KI9

“Induction is carried out to orient new employees. Meetings also help in communicating the university culture.”.....KI3

The majority (80.2%, 195) revealed that Managers and leaders at KYU apply appropriate communication tools tailored towards meeting the specific needs of employees and students, 10.3% (25) were undecided while 9.5% (23) disagreed. Additionally, a mean score greater than 3 (3.81) was obtained implying leaders at KYU use appropriate communication tools to pass messages to their employees and students while the std. dev. of .738 meant response commonalities.

89.3% (217) of respondents revealed in agreement that leaders and managers at KYU apply different communication technologies to communicate across the institution, 7.4% (18) disagreed while the least 3.3% (8) were undecided. Given the mean score of 3.3, it is clearly manifested there is majority affirmation that different communication technologies are used to communicate at KYU with an intention of improving employee performance. Equally, the std. dev. (.742) obtained entails that majority of respondents has the shared opinion.

Study findings revealed that despite majority (55.6%, 135) affirming that line managers and superiors give constructive feedback on employee performance, a significant proportion (36.2%, 88) disagreed and only 8.2% (20) did not provide their opinion. Mean value of 3.28 denoted that there is feedback given although the std. dev. entailed that feedback may not be necessarily given on performance which might significantly pose a negative bearing on general employee performance.

As shown Table 8 above, majority (88.5%, 215) revealed that KYU employees ably make direct communication with their superiors, 10.3% (25) disagreed while only 1.2% (3) were neutral. With a mean value of 3.98, it was established that KYU indeed can directly communicate with their superiors as also supported by the std. dev. of .909 affirming response commonalities.

84.4% (205) asserted in agreement that leaders and managers at KYU highly prioritize feedback for high employee engagement, 8.2% (20) were in disagreement while 7.4% (18) were neutral. It was established that mean score (3.88) implied that there was consensus also supported by std. dev. of .797 wherewith the range of responses provided depicted shared opinion. However, this notion contradicts with the notion of providing constructive feedback which does not seem sufficiently given to the degree of satisfaction.

In accordance with the study findings, it was revealed that majority (85.6%, 208) affirmed that leaders give feedback to their subordinates to keep them updated on institutional development, 9.5% (23) were in disagreement while only 4.9% (12) were undecided. The trend was thus supported by measures of central tendency i.e. mean—3.82 implying that leaders indeed provide feedback to their subordinates with an aim of keeping them up-to-date. Also, the std. dev. obtained being less than one (.674) entailed shared opinion held among respondents. Findings from the qualitative data provided by key informants further supported as follows:

“KYU leaders here use basically use emails to provide feedback to us. Sometimes they use memos pinned on the notice board.”KI4

“We provide feedback especially through emails, formal letters written to various departments addressing the various stated challenges, through WhatsApp groups formed and one-on-one.”KI1

“Through the use of various leaders such as the department heads, the Dean of Students and the course coordinator. These engage the various lecturers or employees with the feedback provided.”KI6

“Administrators and leaders hold conversations on matters pertaining to individual performance from which specific responses and feedback are given.”KI2

Findings further revealed that 85.6% (208) of respondents supported in agreement that KYU leaders exhibit good communication skills, 7.4% (18) were undecided and 7% (17) disagreed. The 3.97 score of mean depicted that leaders apply good communication skills which influences employee performance at KYU as also supported by the std. dev. less than one (.732) which implied shared view among respondents.

As shown in Table 8, the largest proportion as revealed by respondents postulated that communication skills have a great role to play in improving employee performance at KYU. By attribution, this was affirmed by assertions by the biggest majority as follows: 91.4%—KYU culture is well communicated to the workforce to motivate them in accomplishing institutional aims; 89.3%—Different communication technologies are applied to communicate at KYU; 88.5%—Employees are able to make direct communication with their superiors; and, 85.6%—Leaders give feedback to keep employees up-to-date on institutional developments. However, despite the majority (55.6%) asserting line managers and superiors give constructive feedback on employee performance, a significant proportion 36.2% revealed otherwise implying that KYU leaders may not be fully engaging to provide constructive feedback to their subordinates which may negative affect their efficiency and effectiveness in the executing their designated roles. This kind of trend entails that streamlining communication mechanisms would significantly improve employee performance at KYU.

Further analysis involved running regression analysis to establish the strength of the relationship between communications and employee performance at KYU.

Table 4.8: Regression results for Communication Skills and Employee Performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Sig (2 tailed), 95%, confidence level (P<0.05) |
|--------------|-------------------|-----------------|--------------------------|-----------------------------------|--|
| 1 | .474 ^a | .225 | .221 | 3.539 | .000 |

a. Predictors: (Constant), Communication Skills

Source: System Data, 2018

Table 9 shows the Pearson Correlation (R=.472**), $R^2 = (.225)$, Adjusted $R^2 = (.221)$ and Sig (2 tailed, P<0.05, 000). Key findings obtained from the study revealed that communication skills

(.474) had a positive influence on employee performance implying that consideration to apply suitable communication mechanisms and methods would have a strong possibility to improve employee performance at KYU. Also, consideration of using appropriate communication media and providing meaningful feedback should be prioritized as a backbone for enhancing employee performance at KYU.

Adjusted R square being an appropriate population estimate, it can be used to compare the R Square values between models having several independent variables. Thus, the value of Adjusted R² as computed (.221) reflects a 22.1% (.221 * 100%) variation that communication skills had on employee performance at KYU. The percentage of 77.9% could be as a result of other factors. This indicates that communication skills are significant determining factors for employee performance at KYU.

Additionally, regression analysis was further used to establish the relationship between communication skills and employee performance at KYU.

Table 4.9: Coefficients of Communication Skills and Employee Performance

| Model | Unstandardized | | Standardized | t | Sig. |
|------------------------|----------------|------------|--------------|--------|------|
| | Coefficients | | Coefficients | | |
| | B | Std. Error | Beta | | |
| 1 (Constant) | 24.674 | 1.571 | | 15.702 | .019 |
| 1 Communication Skills | .340 | .041 | .474 | 8.356 | .000 |

a. Dependent Variable: Employee Performance

Source: System Data, 2018

In Table 10 above, further computation was conducted to confirm how significant communication skills were to employee performance. Therefore, it was revealed that the p-value of the

unstandardized coefficient (0.340) was significant at ($p > 0.05$) bearing a positive Beta value of .474 at a level of significance of 95%. By implication therefore, communication skills affect employee performance by (8.356). This further suggests that, efforts to improve communication skills among leaders at KYU would significantly enhance employee performance at KYU.

Hypothesis Test Two

The hypothesis statement was; H_2 Communication skills greatly influence employee performance. Therefore, as based on the positive results obtained by regression, it can be resolved that the null hypothesis was rejected while the alternative hypothesis was accepted.

4.4.4: Perception of respondents on the Motivation Skills on Employee Performance

Below are the perceptions of respondents on motivation skills and employee performance:

Table 4.10: Perception of Respondents on Motivation Skills

| Motivation Skills | Percentage of respondents who agree, undecided and disagree with the effects of Motivation Skills on employee performance | | | | | |
|--|---|-------------|-----------|-------------|------|----------|
| | N | Agree | Undecided | Disagree | Mean | Std. Dev |
| Leaders and managers at KYU are rewarded upon good performance | 243 | 24.7% (60) | 2.5% (6) | 72.8% (177) | 2.53 | 0.954 |
| KYU staff are satisfied with the rewards given | 243 | 10.7% (26) | 2.1% (5) | 87.2% (212) | 1.97 | 0.890 |
| Rewards have stimulated staff performance at KYU | 243 | 6.2% (15) | 5.8% (14) | 88.1% (214) | 1.93 | 0.778 |
| Competitive salary structures have increased staff performance | 243 | 2.9% (7) | 3.3% (8) | 93.8% (214) | 1.71 | 0.705 |
| Staff motivation has increased creativity and innovation | 243 | 5.3% (13) | 4.9% (12) | 89.7% (218) | 1.94 | 0.693 |
| Increased knowledge and experience have improved staff performance | 243 | 82.3% (200) | 0.8% (2) | 16.9% (41) | 3.79 | 0.910 |
| High staff competences motivate staff to perform | 243 | 85.6% (208) | 3.3% (8) | 11.1% (27) | 3.87 | 0.781 |
| Staff errors have been reduced through coaching and mentoring | 243 | 90.1% (219) | 1.2% (3) | 8.6% (21) | 3.96 | 0.709 |
| Coaching provides an interactive way of leadership | 243 | 81.1% (197) | 6.6% (16) | 12.3% (30) | 3.79 | 0.792 |
| Delegation has improved staff performance | 243 | 91.8% (223) | 1.2% (3) | 7% (17) | 3.98 | 0.686 |

Source: Primary Data, 2018

In Table 11 above, study findings illustrated that majority (72.8%, 177) disagreed with the notion that “*leaders and managers at KYU are rewarded upon good performance*”, 24.7% (60) were in agreement while 2.5% (6) were undecided. From the findings, a mean value <3 (2.53) as obtained

affirmed that leaders and managers were not sufficiently rewarded in appreciation of good performance exhibited as also supported by the std. dev. <1 (.954) which signified commonalities in the response distribution. Findings from key informants conformed to the quantitative findings in which the following were stated:

“Fundamentally, as a public university we take long to promote staff because for one to be promoted it requires upgrading to masters or PhD qualifications but nevertheless award of better positions in the serious management or administration committee. This promotion of course comes with higher office and improved pay.”.....KI6

“Generally, rewarding at KYU is still wanting because even health insurance provide is not comprehensive. Some are recognized with awards e.g. employee of the year which mainly goes to one person. Permanent employees are given an insurance cover especially health insurance though the main reward here are promotions to higher positions.”.....KI1

“Although the university offers promotions, salary increments and other incentives such as housing, some promotions take a long time and salaries are not very competitive. Health insurance is based on certain criteria such as permanent employee status.”.....KI3

“Personally, I have been awarded with an academic tour and maybe some fringe benefit of insurance because am a permanent employee here so I qualify. We hold an end of year party during when the employee of the year is awarded. I have to admit that rewarding is quite a rare thing to many lecturing staff here.”.....

87.2% (212) of respondents revealed that KYU staff were not satisfied with the rewards offered to them, 10.7% (26) were in agreement while the least 2.1% (5) were neutral. Mean value of 1.97

affirms the dissatisfaction with the rewards given to majority. The std. dev. obtained being less than one entailed shared opinion meaning that dissatisfaction with rewards affecting majority whose implication affects employee performance.

As shown in Table 11 above, majority (88.1%, 214) revealed that rewards offered to KYU staff have not stimulated employee performance, 6.2% (15) supported in agreement while 5.8% (14) neither agreed nor disagreed. Given the mean value less than three (1.93), majority disagreement was registered implying that rewards offered to staff at KYU had not yet stirred employee performance. Similarly, value of std. dev. obtained (.778) depicted shared view among respondents.

Study findings revealed that majority (93.8%, 214) were in disagreement with the notion that “*competitive salary structures have increased staff performance*”, 3.3% (8) agreed and 2.9% (7) were undecided. The trend was further supported by a mean value less than 3 (1.71) signifying that competitive salary structures had not yet yielded positive outcomes given that salaries are classified and therefore staff mainly know their own. The std. dev. of .705 implied shared opinion.

89.7% (218) of respondents revealed that staff motivation has not increased employee creativity and innovation at KYU given that it was still lacking, 5.3% (13) proved otherwise while 4.9% (12) were undecided. The 1.94 mean score signified that staff motivation at KYU was still lacking which would negatively impact on employee performance thereof. Also, std. dev of .693 implied cordial commonalities in the response distribution. It was affirmed by key informants that employee motivation had not influenced employee creativity and innovation as follows:

“People are just making sure that they deliver well such that they are retained but most innovation here is not based on the apparent motivation because even the initiation of

online classes was not inspired by the university motivation given that it is government.”.....KI9

“There is no much staff motivation but most lecturers take their own initiative which enables them to improve their presence among the students as based on the growing advancement in technology.”.....KI8

However, it was asserted by one key informant who stressed the motivation: *“has created the zeal to work harder to receive more rewards because one would want to be recognized and thus, they device innovative means of delivering services such as online interaction with students.”.....KI5*

Majority (82.3%, 200) revealed that increased sharing of knowledge and experience had improved staff performance at KYU, 16.9% (41) disagreed and the least 0.8% (2) did not provide their opinion. With a mean value of 3.79, it was affirmed that sharing of knowledge and experience had an impact on staff on employee performance wherewith std. dev. less than one (.91) also proved it worthwhile.

Study findings illustrated that majority (85.6%, 208) agreed that high staff competences do motivate employees to perform, 11.1% (27) disagreed while 3.3% (8) were undecided. A mean value >3 (3.87) as obtained from the study findings implied the higher the staff competences, the better the performance. Std. dev. score <1 rallied with shared view among the majority.

Shown in Table 11 above illustrated that, majority—90.1% (219) supported in agreement that staff errors had reduced by virtue of coaching and mentoring carried out, 8.6% (21) disagreed while only 1.2% (3) were neutral. Central tendency values obtained i.e. mean (3.96) implies that

mentoring and coaching requisitely decreased staff errors as also supported by the std. dev. (.709) whose depiction entails shared opinion among respondents.

81.1% (197) of respondents revealed that coaching is an interactive way of leadership, 12.3% (30) disagreed while only 6.6% (16) stood neutral. Findings were supported by mean value >3 (3.79) with an implication that leaders use coaching as an interactive approach to offer guidance to their subordinates while the .792 score of std. dev. represented commonalities in the views provided by the respondents in the field. Quantitative findings were supported by key informant views as follows:

“Mostly, senior staff are urged to support the new in-coming staff to do their job better through routine interactions.”.....KI2

“Coaching involves a casual way of sharing issues, challenges and coming up with solutions as used by some senior lecturers to guide new lecturing staff. Coaching provides interactive mechanism on how leaders can engage different personalities of the employees.”.....KI1

“It helps to pass on relevant skills of leadership such as team work and team leadership. It creates synergies.”.....KI5

“Coaching provides a presence-based approach com with an introspective conversation a 360-degree feedback from the person being coached because they connect on a personal and professional basis.”.....KI7

91.8% (223) of respondents revealed that delegation practiced by their leaders and managers had improved their performance, 7% (17) disagreed and 1.2% (3) neither agreed nor disagreed. A

3.98 value of mean affirmed that delegation had an impact on employee performance. Std. dev. score High staff competences motivate staff to perform

As revealed from the study, the largest proportions that reportedly agreed with the set items shown in the table above set precedence for improved employee performance and any disagreements proved negative to the notions may necessitate poor employee performance. To this end therefore, motivation skills as revealed from study findings depict an instrumental role in the enhancement employee efficiency and effectiveness. Thus, the biggest majority that agreed to the notions include: 91.8%—Delegation had improved staff performance; 90.1%—Staff errors had been reduced through coaching and mentoring; and, 85.6%—High staff competences motivated staff to perform. However, the disagreement trend exhibited by respondent with regards to the set items prove that employee performance may not necessarily be improved as revealed from the study findings: 93.8%—Competitive salary structures had not increased staff performance; 89.7%—Staff motivation had not increased creativity and innovation; 88.1%—Rewards had not stimulated staff performance at KYU; 87.2%—KYU staff were not satisfied with the rewards given; and, 72.8%—Leaders and managers at KYU were not rewarded upon good performance. Wherefore, implementation of motivational mechanisms both intrinsic and extrinsic would be a cordial prerequisite to enhance employee performance at KYU.

In order to establish the relationship between motivation skills and employee performance at KYU, the researcher set out to conduct a regression analysis as shown in the table below.

Table 4.11: Regression results for Motivation Skills and Employee performance

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Sig (2 tailed), 95%, confidence level (P<0.05) |
|-------|-------------------|----------|-------------------|----------------------------|--|
| 1 | .306 ^a | .093 | .090 | 3.827 | .000 |

a. Predictors: (Constant), Motivation Skills

Source: System Data, 2018

In Table 12 above, it is illustrated the Pearson Correlation ($R=.306^{**}$), $R^2 = (.093)$, Adjusted $R^2 = (.090)$, Sig (2 tailed, $P<0.05$, .000). From the study findings obtained, motivation skills (.306) positively influences employee performance at KYU implying that if capacity building is carried out cover any competency gaps and employees are appropriately rewarded, there are prospects of achieving improved employee performance at KYU.

The Adjusted R^2 obtained .09 reflects a 9% ($.09 * 100\%$) variation, hence motivation skills are found to be positively related to employee performance by 9% at KYU. The remaining percentage of 91% could be as a result of other factors. This indicates that capacity building and rewarding are strong ingredient that can influence employee performance at KYU.

Upon further analysis using regression to establish the level of significance, Table 13 illustrates shows how significant motivation skills are to employee performance at KYU as follows:

Table 4.12: Coefficients of Motivation Skills and Employee Performance

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|---------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| (Constant) | 29.263 | 1.703 | | 17.179 | .003 |
| 1 Motivation Skills | .285 | .057 | .306 | 4.986 | .000 |

a. Dependent Variable: Employee Performance

Source: System Data, 2018

Table 13 presents results that confirm the significant effect of motivation skills on employee performance at KYU. As per the results, the unstandardized coefficient, p-value (.285) is significant at ($p > 0.05$) and positive bearing a Beta value of .306 at 95% significance level. This indicates that motivation skills affect employee performance by (4.968). Further implication aligns that, if suitable rewards are offered and capacity building conducted appropriately, employees will improve their performance significantly at KYU.

Hypothesis Test Three

The hypothesis stated that; *H3* Motivation skills have a positive effect on employee performance. Upon the positive results obtained by computation, it can be resolved that the alternative hypothesis was accepted and the null rejected.

4.4.5 A grouped Coefficients Regression Analysis for all study variables

All independent variables were contrasted using a combined regression analysis against the dependent variable—employee performance. By virtue of considering a grouped coefficient regression, the researcher intended to rank variable to show the relative contribution and effect to the dependent variable as shown in the table below.

Table 4.13: Coefficients of Leadership Skills and Employee Performance

| Coefficients ^a | | | | | | |
|---|----------------------|-----------------------------|------------|---------------------------|-------|-------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 19.588 | 1.992 | | 9.831 | 0.000 |
| | Conflict Resolution | 0.015 | 0.081 | 0.022 | 0.187 | 0.852 |
| | Communication Skills | 0.295 | 0.086 | 0.412 | 3.415 | 0.001 |
| | Motivation Skills | 0.211 | 0.052 | 0.226 | 4.018 | 0.000 |
| a. Dependent Variable: Employee Performance | | | | | | |

Source: System Data, 2018

Table 14 above illustrates that all study independent variables stood significant to the dependent variable. By implication, all variables have an effect on employee performance at KYU. The results in the table indicate that conflict resolution has got the highest significance ($P-v=0.852$) and the lowest positive coefficient (0.015), followed by communication skills with ($p-v=0.001$) and the highest positive coefficient of (0.295), and then motivation skills with the least level of significance ($p-v=0.000$) and a positive coefficient (0.211). By implication, communication skills having a relatively low level of significance but with the highest positive coefficient, affects employee performance more than other variables, followed by conflict resolution by virtue of a high level of significance and lastly motivation skills.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In chapter five, the summary of study findings, conclusions, recommendations, and proposed areas for further research are presented.

5.2 Summary of Results

The study was aimed at determining the relationship between leadership skills and employee performance at KYU. It adopted a cross-sectional research design using both qualitative and quantitative data management methods. A total sample of 243 respondents provided their responses using a questionnaire and 11 key informants were engaged an interview guide.

Objective One: Conflict Resolution Skills on Employee Performance

Study findings established that decision making was a shared phenomenon which involved a wide range of stakeholders at KYU. It was revealed that KYU leaders and managers demonstrated appropriate problem-solving skills with assertions on engaging student leaders too so as to make the process more participatory and representative of all departments and stakeholders. In pursuit of efficiency, leaders at KYU ensure quick solving of problems and challenges faced. Findings further revealed that managers and leaders ensure to solve problems to the satisfaction of all stakeholders which harnesses their performance behaviors of employees. Also, concerned leaders and managers cordially demonstrate quick recognition as well as ensure solving problems at hand to create peace and continuity. Emergency meetings are held to seek means of solving issues that require quick attention like strikes and demonstrations. More still, good negotiation skills were found to be exhibited in solving conflicts at hand. Findings affirmed that cordial mediation of

conflict situation in the institution was ensured to ensure that employee offer efficient and effective service. University leaders were reported to work collaboratively to solve conflicts faced at KYU wherewith team work was prioritized in solving conflicts faced by the institution. Joint decision made are based on team work exhibited promoting a spirit of oneness. To promote efficiency and effectiveness at KYU, it was established leaders and managers ensure quick settlement of conflicts across the institution.

Objective Two: Communication Skills and Employee Performance

As per study findings, it was revealed that information sharing was effectively done among employees to improve their performance using mechanisms including though not limited to websites, the university blog pages, portal, social media especially Facebook and WhatsApp and the notice boards spread across the university where leaders communicate proceedings. Such communication mechanisms have enabled employees to offer enthusiastic response to their designated job roles. Findings established that KYU leaders ensure to communicate the culture of the institution so as to motivate employees in accomplishing their job roles efficiently and effectively. This was achieved through the meetings held including senate meeting, department and overall meetings in which some documents like brochures are given out. Further, study results affirmed that leaders at KYU ensure to apply the most appropriate communication tools that would meet employee and students' needs. Different communication technologies are applied to communicate across the institution including internet, intercom, notice boards and casual interpersonal interactions. It was revealed that line managers and other top officials at KYU give constructive feedback to their employees on their level of performance which by view offers opportunity to better their performance behaviors. Additionally, KYU employees can

communicate directly with their superiors using various communication means which may also necessitate feedback as a highly prioritized phenomenon that improves employee engagement. Findings further revealed that the feedback through emails, personal interaction and other means as given by leaders and managers keep employees updated on the developments in the institution. Generally, the study findings affirmed that KYU leaders exhibited appropriate communication skills that holistically were aimed at improving employee performance.

Objective Three: Motivation Skills and Employee Performance

Findings revealed from the study affirmed at employees were not sufficiently rewarded upon good performance owing to the fact that KYU is a public institution whose orientation may necessitate a longer period to promote staff which basically premises on academic excellence or upgrade to higher qualifications such as PhDs. Nevertheless, some rewards like employee of the year only go to a few individuals at department level. This trend spelt out the dissatisfaction with the reward mechanisms which seemingly affirms that employee performance had not been stimulated by the schemes at hand. Findings further revealed that competitive salaries had not increased staff performance because despite the fact that pay structures differ, it is difficult to tell another's scale. More still, it was revealed that staff motivation at KYU had not yet increased the degree of creativity and innovation among employees because it was still lacking and thus affecting the overall situation. Sharing of knowledge and experience among employees was reported to have improved staff performance at KYU as a result of learning from one another. Given that KYU is a higher institution of learning, high staff competencies have had a strong bearing in motivating employees to perform well. In affirmation of coaching and mentoring activities carried out, staff errors had significantly reduced as reported by the respondents. Study findings also acknowledged

that coaching as applied at KYU provides an interactive way of leadership owing to the institutional framework where senior staff are assigned to support new in-coming members of staff to adapt to the environment and routines of their job roles. Further, it was revealed that delegation as practiced by leaders and managers at KYU impacted employee performance at KYU.

5.3 Discussion

Study results were discussed based on the hypothesis as follows:

Hypothesis 1: Conflict Resolution Skills positively affect Employee Performance

In line with assertions by Erozkhan (2013) study findings concur with the fact that shared decision making exhibited among leaders and managers at KYU has got a great bearing on employee performance. The demonstration of good problem-solving skills by university leaders and managers aligns with postulations by Kickert (2010) whose account tailored participatory approaches to achieve the best out of employees. Efforts to ensure quick solving of problems as well as challenges faced at KYU as findings revealed was an affirmation of assertions by Ghorbani and Amirzadeh (2011). As per Fauzah, Noryati and Zaharah, (2011), findings affirmed that university leaders at KYU took responsibility to solve problems to satisfy all stakeholders in a participatory manner. Quick recognition and solving of problems faced at KYU was aimed at creating harmony, peace and perpetuate continuity of good employee performance as revealed by (Kotlyar, Karakowsky & Ng, 2011). Emergency meetings were forms of negotiation forums held seeking solutions to the issues that required quick attention such as the strikes and demonstrations engineered by dissatisfied parties as stressed by Lindsay, Day and Halpin (2011). Findings further postulated in agreement with Chike-Okoli (2009) that good negotiation skills exhibited among

KYU staff were a tool to solving conflicts faced in the university setting. As such, Klein et al (2011) stressed leaders as mediators in conflict situation provide an objective view which checks on employee efficiency and effectiveness. Fusch and Fusch (2015) assertions were affirmed wherewith findings pointed to the fact that university leaders worked collaboratively to solicit solutions to the conflicts KYU faces in which team work was taken as a priority. Findings by Namubiru, Onen and Oonyu (2017) are in line with the study findings affirming that joint decisions which are made as a result of team work have promoted efficiency and effectiveness. Postulations by Nauman, Mansur and Ehsan (2010) were in alignment with the study findings owing to the fact that KYU leaders and managers make quick settlement of the conflicts arising in the institution.

Hypothesis 2: Communication Skills greatly influence Employee Performance

Study findings were in line with assertions by Nazari et al (2010) whereby the notion regarding information sharing was fervently affirmed as an ingredient enhancing employee performance at KYU through mechanisms such as websites, blog pages, portal, social media especially Facebook and WhatsApp and notice boards. It was affirmed that social media was strongly tagged to the benefits of quick response rates and viral in nature to share information on proceedings amongst leaders and their subordinates. As per Namubiru, Onen and Oonyu (2017), the use of social media communication channels as revealed in the study affirmed the enthusiastic response in situations such as strikes on campus and also communicating job roles and responsibilities among KYU staff. Assertion by Tejari and Alizadeh (2013) concurred with the study findings regarding KYU leaders communicating the university culture in a bid to motivate employees to efficiently and effectively execute their jobs as achieved through the regular meetings such as senate and departmental meetings. The application of appropriate communication tools as also asserted by Robbins and

Judge (2010) play a great role in enriching employees' and students' needs. Using different communication technologies as deemed suitable as recommended by Hackman and Johnson (2009) has contributed to an improvement in employee performance at KYU wherewith channels such as internet, intercom lines and notice boards have been used to communication across the institution. In line with Casas-Arce and Lourenço (2015), KYU leaders and managers have been able to provide constructive feedback to their subordinates in a bid to streamline their potential and performance behaviors thereof. In accordance with Tumuhimbise (2017), communicating directly with superiors offers good opportunities to get feedback which priority KYU envisages to better employee engagement. Study findings affirmed postulations by Northcraft et al (2011) pointing to positive feedback as practiced at KYU through emails, personal interaction and other means to have given leaders and managers in the institution formal updates on the developments. As Arvanitis and Loukis (2009), study findings acknowledged that leaders had exhibited proper communication skills to trigger good employee performance in the institution.

Hypothesis 3: Motivation Skills have a positive relationship with Employee Performance

Study findings were contrary to assertions by Sturman (2011) whereby it was revealed that employees at KYU were not sufficiently rewarded upon their good performance as owed the institution status being government-aided which factor greatly entailed negative influence on employee performance. Although Steers and Porter (2011) stressed that promotional opportunities foster good performance, KYU takes long than usual to promote its staff owed to the fact that higher qualifications are preferred for the cause. Despite assertions by Elnaga and Imran (2013), study findings proved that rewards at KYU have not been consistent to prompt high employee performance unlike the annual recognition of best department employees. Postulations by Tippet

and Kluvers (2010) were affirmed by the trend of dissatisfaction with the reward mechanisms offered to KYU employees whose impact on performance may lead to inefficiency and ineffectiveness in their job roles. According to Ashfaq and Muhammad (2013), study findings revealed otherwise entailing that competitive salaries had not impacted employee performance because of the blurred pay scales per individual kept with confidentiality. Although (Anthony & Govindarajan, 2007) provided the benefit of staff motivation, study findings revealed that KYU had not yet influenced creativity and innovation among employees given the fact that it was still lacking. As found out by (Kurose, 2013), sharing of knowledge and experience among employees proved to be an empowering phenomenon that could enhance employee performance at KYU because it prompts mutual learning. Findings affirmed that KYU being an institution for higher learning, high staff competencies were highly preferred whose bearing would positively trigger good employee performance as asserted by Pulakos (2009). Guest (2012) postulation as owed to the benefits of coaching and mentoring activities were affirmed in the study with assurance of reducing staff errors. In acknowledgement of findings by Cummings and Worley (2009), the study found out that coaching carried out at KYU provides an interactive way that leaders exhibit to support the new in-coming staff and channel them into the right direction in order to adapt to the environment and perform to their best potential. With reference to Gaudreau and Blanchard (2012), study findings revealed that delegation has been expedited by KYU leaders and managers in order to develop their abilities to perform certain tasks wherewith competence and confidence are built.

5.4 Conclusions

5.4.1 Conflict Resolution Skills

Conclusively, upon establishing the major aim of leadership skills in an institution, upholding appropriate traits seem purposeful. Implicitly, enhancing employee performance aligns with the leadership skills exhibited by leaders and managers to ensure effectiveness and efficiency in conducting institutional activities thereof. In the institution setting like KYU, resolving conflicts as premised on the problem-solving and negotiation skills takes precedence to create a harmonious environment that promotes employee efficiency and effectiveness. Leadership skills set subordinates ready to explore heights of performance through practical instructions and inspiration to overcome personal and organizational barriers in a bid to improve performance.

5.4.2 Communication Skills

At KYU, the expedition of various communication channels operates in tandem within the existing frameworks as also leveraged on the improving technology especially social media which has provided university staff opportunities to keep in touch in real time and also offering opportunities for information sharing across the university. The provision of feedback prospectively streamlines operations and suggests areas for improvement which thus improves the quality of services provided by employees. Leadership skills therefore play a great role in improving employee performance which increases their morale to offer extra efforts in pursuit of the institutions' mandate.

5.4.3 Motivation Skills

The failure to offer comprehensive rewards to employees creates a negative strand on their performance behaviors and patterns which by implication negates their effective and efficient delivery of services suited to their job description. Given the institution structure being in the

academia, efforts to reassure promotion opportunities takes route of academic excellence or further studies in suitability of the field of expertise. The core functions of leadership as postulated in practice require a comprehensive approach to enrich employee needs to ignite their willingness to give in the best. Thus, sound leadership skills help leaders to cover gaps and neutralize employee deficiency and set their pace to thrive in executing their designated core job functions in the institution setting. Henceforth, leadership skills at KYU should be reflected on specific needs of employees with prospects of inspiration to achieve high.

5.5 Recommendations

Conflict Resolution Skills

There is need for KYU top management to build and strengthen relationships based upon humanistic values in a bid to counter against conflicts faced by the institution.

KYU leaders and managers should endeavor to promote shared decision making on matters related to conflict resolution through consideration of stakeholders' reactions and normative styles of negotiation.

In consideration of attaining stakeholder buy-in, KYU top management should promote equitable and fair treatment of parties involved in conflict and therefore it is ideal to build synergies in a bid to solicit appropriate intervention that can resolve conflict and consequently enhance employee performance.

Communication Skills

There is need to ensure regular and consistent feedback is provided to give direction and guidance to subordinates. Provision of positive feedback energizes subordinates and ignites their cordial application of skills and correction of mistakes if any.

KYU requires to make an annual review of the communication channels used and the most preferred by majority with special considerations of feedback mechanisms imbedded. Improving communication initiatives revamps employee motivation given the empowerment with adequate information. KYU should also improve the use of the existing communication channels to reach both staff and students.

KYU leaders and managers required to streamline the use of social media as a tool for communication to ensure quick and instant sharing of messages amongst university staff and student leaders.

Motivation Skills

There is need for KYU leaders to consider satisfying the financial and monetary needs of their employees by re-evaluating the salary structures, reward schemes and benefits packages. By doing so, employees' morale will be enhanced and consequently feel motivated to performance to their best potential.

There is need for KYU to consider revising the non-monetary rewards offered to employees as appreciation for their effort and great service rendered to the university. This would improve their sense of belonging and a feeling of being appreciated because providing incentives for good performance or else punishment for poor performance can amplify or neutralize employee performance.

KYU should streamline its capacity development plan so as to revitalize its endeavors in supporting career advancement and skills/competence development to nurture talent in the institution by utilizing existing infrastructures such as ICT.

Strengthening coaching and mentorship arrangements as based on the skills audits would broaden the scope of employees with diverse talents to build and nurture talent through the transfer of skills between parties.

There is need for KYU to openly reveal its promotion opportunities and the requirements thereof which would motivate employees to work towards attaining their desired positions in the institution. This adopting motivation programs through promotion opportunities would influence attraction, retention and management of good talent which would necessitate satisfaction.

5.6 Areas for further research

Study findings revealed that assessment the impact of staff motivation on employee engagement would provide evidence to portray the relationship between personal effort and individual output in the institution. This would provide a clear depiction on how employees should respond to their job roles given the motivation methods applied.

Still, from the study findings it was established that conducting a study on the impact of reward schemes on employee proficiency would be a worthwhile task to explore the core and appropriate rewards that can influence employee proficiency in the work place.

5.7 Limitations

Setting up appointment with respondents was quite a difficult process wherewith some turned down, some postponed and others were unreachable given their busy schedules during the data collection period. There was non-response experienced given that some felt that issues under investigation were sensitive and would implicate them but the researcher employed ensured appropriate research skills to solicit the required data.

References

- Adams, J., Khan, H.T., Raeside, R. and White, D. (2007). *Research Methods for Graduate Business and Social Sciences*, Sage Publishers, New Delhi.
- Ali, A., J., Norulkamar U., U., A. and Abed, K., D., (2016) The Impact of Human Resource Management Practices on Employees Performance: The Case of Islamic University of Gaza in Palestine; *International Review of Management and Marketing*, 2016, 6(4), 1080-1088.
- Anthony, R. and Govindarajan, V., (2007), “Management Control Systems”, Chicago, McGraw-Hill IRWIN
- Ariani, D. W. (2012). Leader-member exchanges as a mediator of the effect of job satisfaction on affective organizational commitment: An empirical test. *International Journal of Management*, 29, 46–56.
- Arsenault, P. M. (2007). A case study of a university leadership seminar. *Journal of Leadership Education*, 6, 14-24.
- Arvanitis, S. and Loukis, E.N. (2009). Information and communication technologies, human capital, workplace organization and labour productivity: a comparative study based on firm-level data for Greece and Switzerland. *Information Economics and Policy* 21(1)
- Ashfaq A., and Muhammad R. (2013) Effects of Job Stress on Employees Job Performance: A Study on Banking Sector of Pakistan, *Journal of Business and Management Volume 11, Issue 6*

- Asree, S. and Zain, M. (2010), "Influence of leadership competency and organizational culture on responsiveness and performance of firms", *International Journal of Contemporary Hospitality Management*, 22 (4), 1-40
- Atwater, L. E., & Waldman, D. (2008). *Leadership, feedback, and the open communication gap*. New York: Taylor & Francis.
- Aurah, C.M., Cassady, J.C., & McConnell, T.J. (2014). Predicting problem solving ability from metacognition and self-efficacy beliefs on a cross validated sample. European Centre for Research Training and Development. *British Journal of Education*, 2 (1), 49-70.
- Babbie, E. (2007). *The Practice of Social Research*, 11th edition, Belmont California: Thomson Wadworth
- Battisti G. and Iona A., (2009) The UK productivity gap in the service sector: do management practices matter? *International Journal of Product Performance Management*, 58(8), 727-747
- Bess, J., L. & Dee, J., R. (2008): Understanding College and University Organization. Sterling, Virginia. Volume II, Chapter on "*Organisational change in higher education*". pp. 790-825.
- Betts, S.C. (2011), "Contingency theory: science or technology?" *Journal of Business & Economics Research (JBER)*, Vol. 1 No. 8, pp. 123-130.
- Brkic, V., Klarin, M., Brkic, A., Anin, V. and Milanov, D. (2011), "Simultaneous consideration of contingency factors and quality management: an empirical study of Serbian companies", *African Journal of Business Management*, Vol. 5 No. 3, pp. 866-883.
- Bryman, A. (2007). Effective leadership in higher education: A literature review. *Studies in Higher Education*, 32, 693-710.

- Casas-Arce, P. and Lourenço, S., M. (2015) *The performance effect of feedback frequency and detail: Evidence from a field experiment in customer satisfaction*; University of Notre Dame
- Cecil, A., Regina, N., & Riyaadh, L. (2013) Assessing the outcomes of the higher education mergers in South Africa: Implications for strategic management; *Journal of transformation* Vol. 1(8)1-3.
- Chen, Z., Eisenberger, R., Johnson, K. M., Sucharski, I. L., & Aselage, J. (2009). Perceived organizational support and extra-role performance: Which leads to which? *The Journal of Social Psychology*, 88 (149): 119–124.
- Chenhall, R. (2007), “Theorising contingencies in management control research”, in Chapman, C.S., Hopwood, A. and Shields, M.D. (Eds), *Handbook of Management Accounting Research*, Elsevier, Oxford, pp. 163-206
- Chike-Okoli, A. (2009). “*Leadership for organizational effectiveness*” in *educational management*; Theories and Tasks (eds) Babalola, J.B. & Ayeni, A.O., Lagos: Macmillan, Nigeria publishers limited.
- Cummings, T. G., and Worley, C. G. (2009). *Organization Development & Change*. (9th Ed.). Masan: South-Western Cengage Learning.
- Demo, G., Neiva, E.R., Nunes, I., Rozzett, K. (2012), Human resources management policies and practices scale (HRMPPS): Exploratory and confirmatory factor analysis. *BAR-Brazilian Administration Review*, 9(4), 395-420.
- Edwards, G., & Gill, R. (2012). Transformational leadership across hierarchical levels in UK manufacturing organizations; *Leadership & Organization Development Journal*, 33, 25–50.

- Elnaga, A and Imran, A. (2013) The Effect of Training on Employee Performance; *European Journal of Business and Management*, Vol.5, No.4, pp. 137—147
- Erozkan, A. (2013). The effect of communication skills and interpersonal problem solving skills on social self-efficacy. *Educational Sciences: Theory & Practice*, 13 (2), Spring, 739-745.
- Fauzah, A., Noryati, Y., & Zaharah, D. (2011) The influence of skill levels on job performance of public service employees in Malaysia. *The Business and Management Review*, 1(1), 31- 40
- Fincham, R. & Rhodes, P. (2015). *Principles of Organizational Behaviour*. Oxford, UK: Oxford University Press.
- Fisher R. (2006) Principles and techniques of negotiations Translated by Heidari A., Tehran, Industrial Management Org. Publication
- Fraenkel J. R. and Wallen N. E. (2009) *How to design and evaluate research in education*, 7th Edition, McGraw-Hill Publishers
- Fusch, P., I. and Fusch, G., E. (2015) Leadership and Conflict Resolution on the Production Line, *International Journal of Applied Management and Technology*, Volume 14, Issue 1, Pages 21–39
- Gardner, T. M., Wright, P.M., Moynihan, L.M. (2011). The impact of motivation, empowerment, and skill-enhancing practices on aggregate voluntary turnover: The mediating effect of collective affective commitment. *Personnel psychology*, 64(2), 315-350.
- Gaudreau M., & Blanchard D., (2012) Effect of Empowerment on Employees Performance; *Advanced Research in Economic and Management Sciences*; Vol 2
- Ghorbani M. and Amirzadeh S., H. (2011) The Relationship Between Managers Problem-Solving Method and Employees Trend Toward Participation in Organizational Decision Makings; *World Applied Sciences Journal* 12 (10): 1866-1876

- Gondal, U.H & Shahbaz, M. (2012). Interdepartmental Communication Increases Organizational Performance: Keeping HRM as a Mediating Variable. *Journal of Asian Business Strategy*. 2(6) 127-141
- Gosling, G., Bolden, R. & Petrov, G. (2006). *Developing collective leadership capability in higher education: processes, practices and performance*. London: Project overview, UK Leadership Foundation for Higher Education.
- Grant, A. M. (2008). Does intrinsic motivation fuel the prosocial fire? Motivational synergy in predicting persistence, performance, and productivity; *Journal of applied psychology*, 93(1), 48
- Guest, D. E. (2012). Human resource management and performance: a review and research agenda. *International Journal of Human Resource*, Vol. 8, Issue 3, pg. 263-276.
- Hackman, M. Z., & Johnson, C. E. (2009). *Authoritarian Leadership: A Communication*
- Helgesen, O, Nest, E, & Volsund, T, (2008),” Marketing perceptions and business performance implication for marketing education, *Marketing Intelligence & Plannin*, (27) 1, 25-47
- Hénard, F. and Roseveare, D. (2012) Fostering Quality Teaching in Higher Education: Policies and Practices; An IMHE Guide for Higher Education Institutions; *Institutional Management in Higher Education*
- <http://www.monitor.co.ug/News/National/Kyambogo-University-staff-asks-for-new-leadership/688334-1506464-1ct3l6z/index.html>
- Jalilvand H. (2015) The Relationship between Negotiation Skills of Managers and Organizational Health, *International Journal of Management, Accounting and Economics* Vol. 2, No. 11, 1349—1356

- Kavanagh, M. H. (2006). The Impact of Leadership and Change Management Strategy on Organizational Culture and Individual Acceptance of Change during a Merger. *British Journal of Management* 17, (S1) S81-S103
- Kickert, W. J. M. (2010). Managing emergent and complex change: the case of Dutch agencification. *International Review of Administrative Sciences*, 76(3), 489-515.
- Klein, K. J., Knight, A. P., Ziegert, J. C., Lim, B. C., & Saltz, J. L. (2011). When team members' values differ: The moderating role of team leadership. *Organizational Behavior and Human Decision Processes*, 114, 25–36.
- Kothari, C. (2009). *Research Methodology, Methods and Techniques*. New Delhi: New age International Publishers.
- Kotlyar, I., Karakowsky, L., & Ng, P. (2011). Leader behaviors, conflict and member commitment to team-generated decision. *The Leadership Quarterly*, 22, 666–679.
- Kurose, C. (2013). *Motivation, behavior and performance in the workplace*. Washington D.C., WA: George Washington University.
- Kyambogo University Population Abstract (2017/18)
- Lee and Chuang (2009). *The Impact of Leadership Styles on Job Stress and Turnover Intention: Taiwan Insurance Industry as an Example*.
- Levy, P. (2013). *Industrial/Organizational Psychology: Understanding the Workplace*. Boston, MA: Houghton Mifflin.
- Lindsay D., R., Day, D. V. & Halpin, S., M. (2011): Shared Leadership in the Military: Reality, Possibility, or Pipedream?, *Military Psychology*, 23:5, 528-549

- Lourenço, S. (2014). Do Monetary Incentives, Feedback and Recognition matter for Performance? Evidence from a Field Experiment in a Retail Services Company. *Working Paper*, ISEG Universidade Técnica de Lisboa
- Lurie, N. H., and Swaminathan, J. M. (2008). Is timely information always better? The effect of feedback frequency on decision making. *Organizational Behavior and Human Decision Processes*, 108(2), 315–329.
- MacGregor, K. (2015) Thoughts and Experiences of African University Leaders: Promoting leadership excellence in higher education in Africa, *Africa Edition, University World News*
- Manfred, K. D. (2008). *Leadership coaching and organisational Transformation: Effectiveness in the world of paradoxes*. A paper printed at INSEAD Fontainebleau France.
- McGreevy M. (2009). Why change works sometimes. *Industrial and Commercial Training*, 41 (6), 305– 313
- Mugenda, O. M. and Mugenda, A. G. (2012) *Research Methods, Quantitative and Qualitative Approaches*, (2nd Ed). Nairobi; Acts Press
- Namubiru, G., Onen, D. and Oonyu J. (2017) University Leadership during Times of Significant Transformation: A Case of Kyambogo University in Uganda; *Journal of Education and Practice*, Vol.8, No.10 pp. 78—85
- Nasiripour, A., Kazemi A., M., and Izadi A. (2012) Effect of Different HRM Policies on Potential of employee Productivity; *Research Journal of Recent Sciences*; Vol. 1(6), 45-54,
- Nauman Sh, Mansur K. A, and Ehsan N. (2010) Patterns of empowerment and leadership style in project environment, *International Journal of Project Management* 28 (2010) 638-649.

- Nazari, R., Ehsani, M., Ganjuyee, F., and Qasemi, H. (2012). The impact of Interpersonal Communication on the Organizational Effectiveness of Iran's Sport Managers. *Sport Management Studies*. (16), 157-174.
- Nebo, C. S. Nwankwo, P. N. & Okonkwo, R. I. (2015) The Role of Effective Communication on Organizational Performance: A Study of Nnamdi Azikiwe University, Awka, *Review of Public Administration and Management* Vol. 4, No. 8,
- Njoya D. N. (2017) The Effects of Rewards and Recognition on Employee Performance in Public Educational Institutions: A Case of Kenyatta University, Kenya; *Global Journal of Management and Business Research: Kenyatta University*
- Northcraft, G. B., Schmidt, A. M., and Ashford, S. J. (2011). Feedback and the rationing of time and effort among competing tasks. *Journal of Applied Psychology*, 96(5), 1076–1086.
- Oakland J.S. and Tanner S.J. (2007). Successful change management. *Total Quality Management and Business Excellence*, 18 (1-2), 1-19
- Perspective* (5th ed.). Long Grove, IL, Waveland Press
- Pinar, M., and Girard, T. (2008). Investigating the impact of organizational excellence and leadership on business performance: An exploratory study of Turkish firms. *The SAMAdvanced Management Journal*, 73 (1), pp. 29-45
- Pulakos, E. D (2009) Performance Management: A New Approach for Driving Business Results. Wiley-Blackwell, Inc.
- Robbins A, Judge T (2010). *Organizational Behavior*. Translated by Zare M. and Fahangi, A. Volume II. P. 431

- Robinson, V. & Timperley, H. (2007). The leadership of the improvement of teaching and learning: lessons from initiatives with positive outcomes for students. *Australian Journal of Education*, 51(3), 247-262.
- Rogers, M., (2005), *Contingent Corporate Governance: A Challenge to the Theories of Universal Board Structure. PhD Thesis, Australian Graduate School of Management, Universities of New South Wales and Sydney, Sydney.*
- Roston, M. T., (2008). *Theses and Dissertations; A guide to planning, research and writing*. 2nd ed. Corwin Press, Thousand Oaks, CA.
- Russ T.L. (2008). Communicating change: A review and critical analysis of programmatic and participatory implementation approaches, *Journal of Change Management*, 8(3-4), 199-211
- Saunders, M. Lewis, P. Thornhill, A. (2012). *Research Methods for Business Student*. 6th Edition. Harlow: Pearson Education Limited.
- Scandura, T. A., & Pellegrini, E. K. (2007) Workplace mentoring: Theoretical approaches and methodological issues. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 71-91). Malden, MA: Blackwell Publishing.
- Shahzad, K., Bashir, S., and Ramay, M.I. (2008), Impact of HR practices on perceived performance of university teachers in Pakistan. *International Review of Business Research Papers*, 4(2), 302-315.
- Shahzadi, I., Javed, A., Shahzaib, S., P., Nasreen, S. and Khanam, F. (2014) Impact of Employee Motivation on Employee Performance; *European Journal of Business and Management*, Vol.6, No.23, pp. 159—166

- Speckbacher, G. and Offenberger, P. (2010), “The design of management control systems in non-profit organizations: how can trust and control be balanced?”, available at: http://istr.conference-services.net/resources/588/1799/pdf/ISTR2010_0426.pdf (accessed 2nd August 2018).
- Stanley, T. L. (2012). Motivation in today’s workplace. *Human Resource Journal*, Vol. 55, Issue 7, pg. 1-9
- Stech, E. (2008). Leadership education, training and development: What should we be doing and what can we be doing? *Journal of Leadership Education*, 7, 43-46.
- Steers, R. M. & Porter, L. W. (2011). *Motivation and work performance*. New York, NY: McGraw-Hill.
- Streb, C. K., & Gellert, F. J. (2011) What do we know about managing aging teams? Lessons learned from the automotive shop floor. *Organizational Dynamics*, 40, 144–150.
- Sturman M. C. (2011) Motivating your staff to provide outstanding service, Robert Ford, *University of Central Florida; Pp. 47—51*
- Tchapchet, P. (2014). *An intelligent organization: Integrating performance, competence and knowledge management*. Capstone Publishing Limited, Oxford, U.K.
- Tejari F., and Shekh AliZadeg M. (2013). The Impact of Transformational Leadership and Organizational Culture on Organizational Effectiveness in Sports Organization. *Journal of Sport Management*. (17), PP. 43-58.
- Tessema, A., Gottschalk, L., Hunt, J., & Griffin R. (2006). *Leadership and Management: Core concepts and skills*. Queensland: John Wiley & Sons.
- The Global Information Technology Report of 2009-2010

- Tippet, J., & Kluvers, R. (2010) Employee rewards and Motivation in Non-profit Organizations: Case Study from Australia. *International journal of Business and Management*, 4(3),7-14
- Toor, S. & Ofori, G. (2009). Examining the Relationships with full Range Leadership Model Employee outcomes and Organizational Culture. *Business Ethics*, 9, 533-547
- Torrington, D., Hall, L., Taylor S. Atkinson C. (2011). *Human Resource Management*. 8th Edition. Essex: Pearson Education Limited.
- Tourish, D., Craig, R., & Amernic, J. (2010) Transformational leadership education and agency perspectives in business school pedagogy: A marriage of inconvenience? *British Journal of Management*, 17 (21): S40–S59.
- Tumuhimbise A. (2017) *Leadership Styles and Performance of Public Universities In Uganda: A Case Study of Kyambogo University*, Unpublished Thesis, Uganda Technology and Management University
- Van Velsor, E., McCauley, C.D. and Ruderman, M.N. (2010), *The Center for Creative Leadership Handbook of Leadership Development*, Vol. 122, Jossey-Bass, New York, NY.
- Wadi, K. A. (2009) The impact of delegation of authority to managerial performance, *unpublished Master Thesis*, University of Sudan for Science and Technology, Faculty of Business Studies, Sudan.
- Wadongo B., M., (2014),"Contingency theory, performance management and organisational effectiveness in the third sector ", *International Journal of Productivity and Performance Management*, Vol. 63 Issue 6 pp. 680 - 703
- Weimann. P, Hinz. C, Scott. E. & Pollock. M. (2010), Changing the Communication Culture of Distributed Teams in a World Where Communication is Neither Perfect nor Complete; *The Electronic Journal Information Systems Evaluation*, 13 (2),187–196.

- Wilson, F., Kickul, J., & Marlino, D. (2009) Gender, entrepreneurial self-efficacy and entrepreneurial career intentions: Implication for entrepreneurship education. *Entrepreneurship Theory and Practice*, 31 (3), 387-406.
- Yielder, J. & Codling, A. (2004) Management and leadership in the contemporary university; *Journal of Higher Education Policy and Management*, 26(3), 315-328
- Yousaf S., Latif M., Aslam S. and Saddiqui A. (2014) Impact of Financial and non-Financial Rewards on Employee Motivation; *Middle-East Journal of Scientific Research* 21 (10)
- Yuan, W. (2010). Conflict management among American and Chinese employees in multinational organizations in China. *Cross Cultural Management: An International Journal*, 17, 299–311.
- Yukl G. (2008). How leaders influence organizational effectiveness. *The Leadership Quarterly* 19 (2008) 708-722

APPENDIX I: QUESTIONNAIRE

Dear respondent,

I am Luke Okello, a student of Uganda Management Institute pursuing a Master's Degree in Public Administration. I am conducting a study on "*Leadership Skills and Employees Performance in Higher Institution of Learning A Case Study of Kyambogo University*". Given your experience and position, you have been chosen to participate in the study. Your response is therefore very instrumental to the success of our research project. I would like you to be part of this study by responding to the questions herein. Your co-operation will be highly appreciated and the data given is strictly for academic purposes and it will be treated with utmost confidentiality.

Instruction: Please tick the response which you consider the most appropriate

SECTION A: BIO DATA

1. Age

18—30 31—40
41—50 51 above

2. Sex

Male Female

3. Marital status

Single Married
Divorced Widowed

4. Education Level

Undergraduate Postgraduate Certificate

SECTION B: CONFLICT RESOLUTION

| # | Question | SD | D | NR | A | SA |
|------------------------|--|----|---|----|---|----|
| Problem Solving | | | | | | |
| 1. | There is shared decision making involving all employees at KYU | | | | | |
| 2. | Leaders and managers at KYU demonstrate good problem-solving skills | | | | | |
| 3. | Problems are challenges are solved quickly and efficiently | | | | | |
| 4. | Problems are solved satisfactorily at KYU | | | | | |
| 5. | Leaders and managers demonstrate quick recognition and solving of problems at hand | | | | | |
| Negotiation | | | | | | |
| 6. | KYU leaders and managers exhibit good negotiation skills | | | | | |
| 7. | There is cordial mediation in conflict situations at KYU | | | | | |
| 8. | Leaders work in collaboration to solve conflicts at KYU | | | | | |
| 9. | Team work is promoted among KYU leaders to manage conflicts | | | | | |
| 10. | There is quick settlement of conflicts in the institutions | | | | | |

SECTION C: COMMUNICATION SKILLS

| # | Question | SD | D | NR | A | SA |
|--------------------------------|---|----|---|----|---|----|
| Medium of Communication | | | | | | |
| 11. | There is effective information sharing amongst employees to better employee engagement | | | | | |
| 12. | Good Communication at KYU enables employees to respond enthusiastically to their job roles | | | | | |
| 13. | KYU culture is well communicated to the workforce to motivate them in accomplishing institutional aims | | | | | |
| 14. | Managers and leaders at KYU apply appropriate communication tools tailored towards meeting the specific needs of employees and students | | | | | |

| | | | | | | |
|----------------------------|--|--|--|--|--|--|
| 15. | Different communication technologies are applied to communicate at KYU | | | | | |
| Meaningful Feedback | | | | | | |
| 16. | Line managers and superiors give constructive feedback on employee performance | | | | | |
| 17. | Employees are able to make direct communication with their superiors | | | | | |
| 18. | Feedback is highly prioritized for high employee engagement | | | | | |
| 19. | Leaders give feedback to keep employees up-to-date on institutional developments | | | | | |
| 20. | Leaders exhibit good communication skills at KYU | | | | | |

SECTION D: MOTIVATION SKILLS

| # | Question | SD | D | NR | A | SA |
|--------------------------|---|----|---|----|---|----|
| Rewards | | | | | | |
| 21. | Leaders and managers at KYU are rewarded upon good performance | | | | | |
| 22. | KYU staff are satisfied with the rewards given | | | | | |
| 23. | Rewards have stimulated staff performance at KYU | | | | | |
| 24. | Competitive salary structures have increased staff performance | | | | | |
| 25. | Staff motivation has increased creativity and innovation | | | | | |
| Capacity Building | | | | | | |
| 26. | Increased knowledge and experience has improved staff performance | | | | | |
| 27. | High staff competences motivate staff to perform | | | | | |
| 28. | Staff errors have been reduced through coaching and mentoring | | | | | |
| 29. | Coaching provides an interactive way of leadership | | | | | |
| 30. | Delegation has improved staff performance | | | | | |

SECTION E: EMPLOYEE PERFORMANCE

| # | Question | SD | D | NR | A | SA |
|-----|---|----|---|----|---|----|
| | Efficiency | | | | | |
| 31. | Staff competences have been enhanced | | | | | |
| 32. | There is improved productivity | | | | | |
| 33. | Student performance has improved | | | | | |
| 34. | Appropriate utilization of resources is exhibited | | | | | |
| 35. | Staff exhibit high level of proficiency in their operations | | | | | |
| | Effectiveness | | | | | |
| 36. | Reduced conflicts such as strikes | | | | | |
| 37. | There is reduced staff absenteeism | | | | | |
| 38. | Appropriate and relevant lecturing programs are delivered | | | | | |
| 39. | Staff turnover has significantly reduced | | | | | |
| 40. | Staff attach high value to university programs | | | | | |

Thank you

APPENDIX II: INTERVIEW GUIDE

1. How have university staff demonstrated good problem-solving skills?
2. Explain how university staff have exhibited rapid recognition and provision of solutions to problems faced.
3. What shows that university leaders work collaboratively to solve conflicts at KYU?
4. In what ways have university staff upheld information sharing?
5. How has the KYU culture been communicated to the entire workforce?
6. Explain how university leaders provide feedback to engage employees?
7. How have university staff at KYU been rewarded for good performance?
8. In what ways has staff motivation enhanced creativity and innovation among employees?
9. Describe how coaching provides an interactive way of leadership?
10. How do you think staff competences have been improved at KYU?

APPENDIX III: DOCUMENTARY REVIEW CHECKLIST

| S/No | Documents to review | Source/Location |
|-------------|---|------------------------|
| 1. | University Annual Reports | KYU |
| 2. | IGG Annual Reports | KYU |
| 3. | Kyambogo University Population Abstract (2017/18) | KYU |
| 4. | Uganda National Council for Higher Education | UNCE |

APPENDIX IV: WORK PLAN

| ACTIVITY | March | April | May | June | July | August | September | October | November | December | January | February |
|---------------------------------|--------------|--------------|------------|-------------|-------------|---------------|------------------|----------------|-----------------|-----------------|----------------|-----------------|
| Concept Development | | | | | | | | | | | | |
| Concept Defense | | | | | | | | | | | | |
| Proposal Development | | | | | | | | | | | | |
| Proposal Defense | | | | | | | | | | | | |
| Data collection tools approval | | | | | | | | | | | | |
| Pre-testing and Data collection | | | | | | | | | | | | |
| Data processing | | | | | | | | | | | | |
| First draft report | | | | | | | | | | | | |
| Second draft report | | | | | | | | | | | | |
| Viva Defense | | | | | | | | | | | | |
| Final report | | | | | | | | | | | | |
| Presentation | | | | | | | | | | | | |

APPENDIX V: RESEARCH BUDGET

| ITEM | COST |
|-----------------------------|------------------|
| Stationery and internet use | 400,000 |
| Travels and meals | 500,000 |
| Secretarial services | 200,000 |
| Instrument administration | 1,500,000 |
| Final Document Typesetting | 340,000 |
| Miscellaneous | 270,000 |
| Total | 3,210,000 |

APPENDIX VI: KREJCIE AND MORGAN (1970) MATHEMATICAL TABLE

| N | S |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 246 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 351 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 181 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 180 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 190 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 200 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 210 | 132 | 460 | 210 | 1600 | 310 | 10000 | 373 |
| 65 | 56 | 220 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 230 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 240 | 144 | 550 | 225 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 250 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 260 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 270 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 256 | 2600 | 335 | 100000 | 384 |

Note:

N=Population

S=Sample

APPENDIX VII: LETTER OF INTRODUCTION