

**EFFECT OF LEADERSHIP ON ORGANIZATIONAL PERFORMANCE
:A CASE STUDY OF BUGISU COOPERATIVE UNION MBALE**

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S22/MUC/BPAM/006

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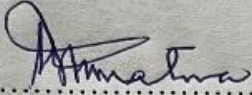
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DEDICATION

I dedicate this work to my family for their kind financial and moral support to my Education.

I pray that the almighty God Bless you all

ACKNOWLEDGEMENT

My great gratitude goes to God the Almighty who has enabled me to successfully complete this wonderful exercise.

I also wish to extend my great appreciation to my supervisor, Mr. WATUWA ANTHONY KHAUKHA

for all the guidance he has enkindled me with during this session amidst his busy schedules. I pray he may live to witness more great years on earth.

In a special way, I take this opportunity to recognize the staffs of Uganda Christian University for the wonderful work done for us. May the almighty God Bless the work of your Hands

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LIST OF ACRONYMS

CDRN	Community Development Network
CDWCG	Community Development Workers Conditional Grant.
CEDOVIP	Center for domestic violence prevention
COPE	Complementary Opportunities for Primary Education
DWNRO	Disabled women's network and resource organization
LGDP	Local Government Development Program
MDG	Millennium Development Goals
MGLSD	Ministry of Gender, Labor and Social Development
NAADS	National Agricultural Advisory Development Services
NGO	Non-Governmental Organization.

ABSTRACT

Many contemporary organizations such as Bugisu corporative union in Mbale City are battling with performance dilemmas as achieving organizational goals is a distant dream. Although organizational performance has and is still a matter of organizational policy, performance gaps in organizations has in large measure affected operational and administrative efficiencies. This study assessed the effect of leadership on organizational performance of Bugisu corporative union in Mbale City. Specifically, the study analyzed the effect of identified the effect of autocratic and democratic leadership on organizational performance of Bugisu Corporative Union in Mbale City. It also assessed the effect of laissez-faire style of leadership on organizational performance of Bugisu Corporative Union in Mbale City. The study used cross-sectional design to present data with the help of both qualitative and quantitative methods. Data was collected from 80 study participants from the study area using self-administered questionnaires and interview guides. Simple random and purposive sampling techniques were used to select study participants. Qualitative data was from interviews was analyzed using content analysis while quantitative data generated from questionnaires was analyzed using descriptive statistics (Mean and standard deviation). The study found that an autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee and stresses loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules. It was also found that decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance and autocratic leaders are curious of their position and have a little trust or faith in their subordinates on top of being bossy in nature. Study findings also revealed that under laissez leadership, subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures and this leadership style is one in which the leader has no belief in his own ability to supervise. Findings further show that under laissez leadership, leaders have no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates and do not use their authority and avoid taking actions. Study findings also show that laissez leadership is considered a passive and ineffective form of leadership and favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group. Other findings of the study indicate that decision making in a democratic system is not centralized and high performance is recognized and rewarded and the democratic leader allows for decision making to be shared by the leader and the group including allowing the subordinates opportunity to use their initiative and make contributions. Findings further show that employees also feel more involved and committed to projects, making them more likely to care about the end results and democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions. The researcher recommended adopting effective leadership styles that enhance communication, decision making and employee initiatives. Other recommendations included improving organizational culture and resource management practices with organizations.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents information about the background to the study, problem statement, objectives of the study, research questions, scope of the study, and significance of the study, limitations and delimitations to the research study

1.2 Background to the Study

Many organizations worldwide are faced with severe performance dilemmas characterized with inefficiencies, lack of innovation and failure to adapt to the environment. In 2019, over 355 medium and large scale organizations collapsed in the USA due to poor organizational performance. In China, this number went up to 432 and 455 in Germany. Other countries in Europe suffer worst figures as they pay less attention to leadership. In Sri Lanka, Peru and Scandinavian countries, organizations are facing potentially damaging levels of performance and by 2030, organizations we see today will be nonexistent if effective measures to adopt effective leadership are not put in place (Martorana & Owens, 2020). Leaders, as the key decision-makers, determine the acquisition, development, and deployment of organizational resources, the conversion of these resources into valuable products and services, and the delivery of value to organizational stakeholders. Thus, they are potent sources of managerial rents and hence sustained competitive advantage (Avolio and Rowe 2021). But leadership has been a mockery to the performance of many organizations in developed and developing countries.

Globally, the goal of any organization is not only to survive, but also to sustain its existence by improving performance. In order to meet the needs of the highly competitive markets, organizations must continually increase performance (Arslan & Staub 2013). Prior literature suggests that the role of leadership is critically important for achieving the performance of organizations. However, the findings of prior studies about the role of leadership in increasing organizational performance are mixed. Some studies (e.g., Martorana, & Owens 2020) suggest that the role of leadership is critically important for an organization to achieve a high level of performance. However, some other studies (e.g. Dukerich 2020) suggest that the role of leadership is not so important in achieving the organizational performance.

The concept of organizational performance in Africa has gained increasing attention in recent decades, being pervasive in almost all spheres of the human activity. Performance is a subjective perception of reality, which explains the multitude of critical reflections on the concept and its measuring instruments. Organizational performance is confounded with notions such as: productivity, efficiency, effectiveness, economy, earning capacity, profitability, competitiveness etc. For this reason it is increasingly insisted on a clear and unambiguous definition of the concept of performance.

The term organizational performance emerged in the mid-nineteenth century and was first used in defining the results to a sporting contest in Egypt. In the twentieth century, the concept has evolved and developed a series of definitions that were meant to encompass the widest sense of what is perceived through performance. Leadership has the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute ‘‘collaborated efforts’’ depends on leadership capability (Saasongu, 2015; Lee and Chuang, 2019), explain that the excellent leader not only inspires subordinates potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals.

Currently, there is no organizational performance independent to targeted objectives on the continent. Reaching the objectives translates with achieving the performance. Since the objectives of an organization cannot be defined precisely and are more and more numerous, the performance is more and more difficult to define, as it is a relative measure. While leadership is a concern of behavior/ attitude of a leader to collect and direct the individuals towards any goal I many South African and Nigerian organizations, communication process of leaders and individuals have resulted into poor organizational performance. So the effectiveness of an organization depends upon the effective leader and effective leader is that person who has an effective leadership style. Leadership is a very important factor for any organization or group (Akinniyi, 2019). Organizational performance and leadership competence are elements belonging to the same family.

In Uganda, the success of any organization depends on several factors. One of the major factors is leadership. No matter how rich an organization is in terms of finance, human and material resources, if the people appointed to coordinate the affairs of the establishment are managerially incompetent, the

organization will not be able to achieve its stated objectives (Akinniyi, 2009; Enikanselu, 2007; Graham, 1995). Organizational performance generally concerns with productivity, efficiency, quality, outcome, capacity, and success and could be assessed in various fields; individual, group or team, organizational, job, academic, leadership/management, job or task, creative, and environmental (Okiidi et al., 2021). The two of them go hand in hand. When an organization is flourishing, as expected, there is evidence of effective leadership there (Ken, 2018).

Lack of organizational performance led to the collapse of several key companies and agencies between 1990 to late 2000s (eg., Uganda fisheries Ltd in 1993, Uganda millers and grain export company in 1995 and allies textile millers in 1991) (MoFPED, 2022). Organizational performance is measured in terms of achieving planned goals such as increasing efficiency and productivity, continuous improvement, maximum profit, competitive growth, quality, customer satisfaction, corporate image, and reputation, beyond the organization's ability to survive and maintain its continuity in line with its objectives. However, organizational performance is not measured by the degree of achievement of the organizational goals. Organization as a whole and it is not clear whether individual and group performance has an important role in increasing organizational performance. Nuwagaba (2022) argued that of the 2677 organizations registered by UNBS in 2000, more than a half have already gone, 46% have been declared by the registrar of companies as ineffective, and many more are facing the tide of collapsing.

In Bugisu corporative union (BCU), measuring and analysis of organizational performance is not widely popular and yet it plays a very important role in the success of the organization. The organization performance is not usually evaluated by calculating the values of qualitative and quantitative performance indicators like profit, cost, and clients. It is quite important for a organization to determine the relevant performance indicators and how they relate to the company goals and their dependence on the performed activities. Although BCU managers recognize this and put the necessary effort to define the company goals, performance indicators and evaluate them, however practically such analysis is done in an informal way and will and the agency does not benefit more from the systematic approach.

There are however, contradictory findings about the role of leadership in organizational performance suggest that there is more need to study the role of leadership in organizational

performance. Especially, Wang Tsuil, and Xin 2018 suggest that there is need to study more the role of leadership in organizational performance because of the limited but contradictory results from previous studies. Further, much of prior research has focused on the role of leadership in the next of restaurants (e.g. Vanderslice , 2017), and education institutes (Bensimon 2018 and Neuman 2019). Therefore, there is a limited understanding about the role of leadership on organizational performance in the context of customer service sector. Customer service sector is getting more and more importance in recent years as firms are directing their attention towards proving quality of service to their customers along with manufacturing. Therefore, the motivation of present study is to investigate the impact of leadership behavior on organizational performance in the context of Bugisu cooperative union (BCU).

1.3 Statement of the problem

Despite ensuring a better leadership team at BCU to ensure an effective organizational performance, the poor performance of BCU is still observed because of poor leadership styles implemented by leaders in the organization (Wakaka, 2017). Records at BCU indicate that by 2008, the once powerful Arabica Coffee exporter union had been plunged into heavy debts to a tune of US \$ 1,578,822 by a Swedish company, jeopardizing Union properties. Colossal sums of money had been allegedly siphoned by the management and Directors of the union.

According to Hon. John Musira, the Union was in court for failure to pay workers and was equally in court for Umeme and water bills. Therefore, this has affected the performance of the organization in such a way that there was inefficiency in workers, the level of productivity reduced and there was a drop in the quality of work within the organization until the year 2022.

This research study therefore will aim at investigating the effects of leadership on organizational performance a case study of Bugisu Cooperative Union.

1.4 Objectives of the study

1.4.1 General Objective

The major objective of this study was to assess the effect of leadership on organizational performance of Bugisu corporative union in Mbale City.

1.4. 2 Specific Objectives

This study will be guided by the following objectives;

- 1) To identify the effect of autocratic leadership on organizational performance of Bugisu Corporative Union in Mbale City.
- 2) To examine the effect of democratic leadership on organizational performance of Bugisu Corporative Union in Mbale City.
- 3) To assess the effect of laissez-faire style of leadership on organizational performance of Bugisu Corporative Union in Mbale City.

1.5 Research Questions

This study was guided by the following research questions:

- 1 How has autocratic leadership affected organizational performance of Bugisu Corporative Union in Mbale City?
- 2 What is the effect of democratic leadership on organizational performance of Bugisu Corporative Union in Mbale City?
- 3 In which ways has of laissez-faire style of leadership on organizational performance of Bugisu Corporative Union in Mbale City?

1.6 Significance of the study

The study may have the following significance upon completion:

The results of the study may go a long way to help improve performance of organizations

The study may help stakeholders in gaining insight into the effect of leadership on organizational performance

The study may contribute to the existing body of knowledge on effect of leadership on organizational performance

The study may act as a reference material for future researchers who intends to carry out similar study.

1.7 Conceptual Frame work

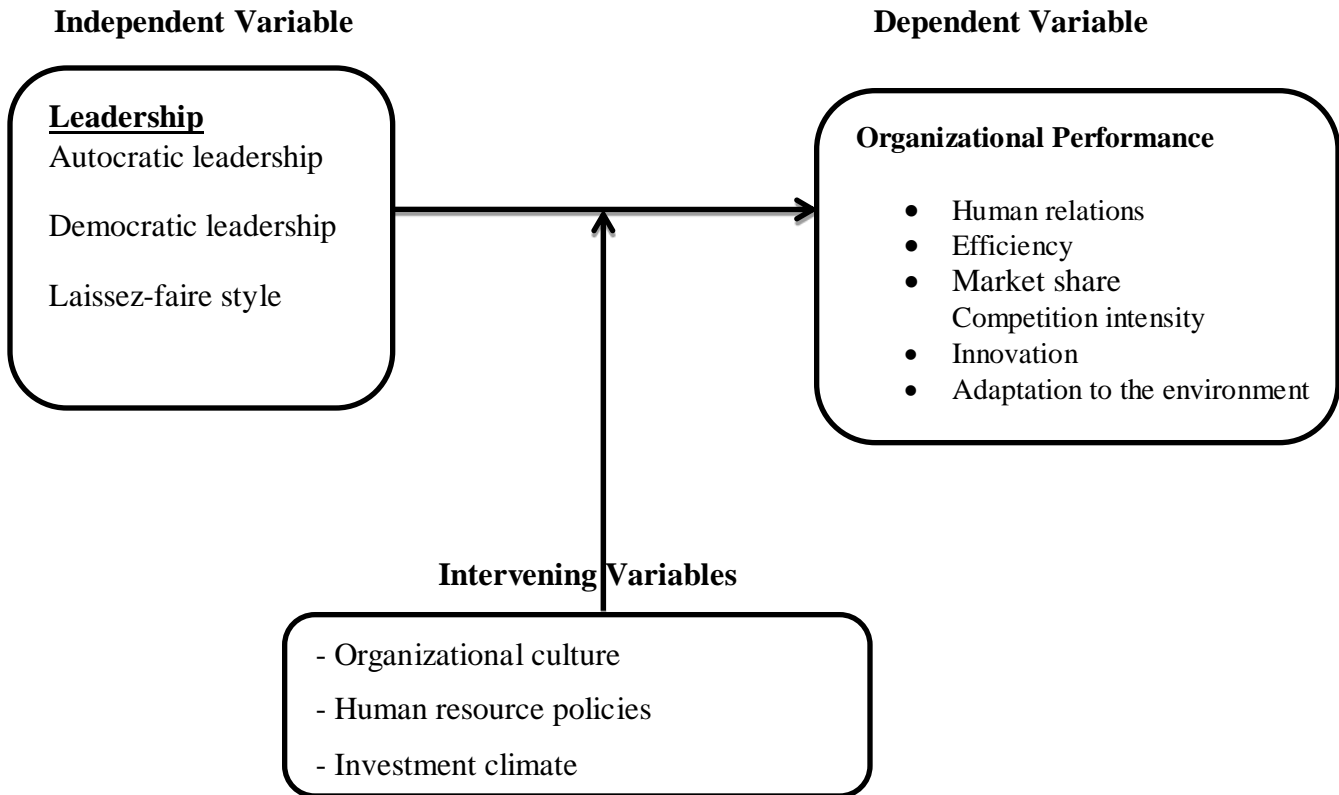


Figure 1.1 Conceptual Framework showing relationship between variables

Source: Miles&Huberman (2009, p. 18).

Form the above conceptual framework, leadership as an independent variable (IV) involves autocratic, democratic and laissez-fair styles of leadership. The dependent variable in this case is organizational performance with parameters of human relations, efficiency, market share, competition intensity, innovation and adaptation to the environment. The framework assumes that when participatory budgeting and planning is in place, it is likely to transform performance of local governments. Nevertheless, this may not be automatic as other factors may come into play. These may include organizational culture, human relation policies and investment climate. These factors have been dully coined as intervening variables by the study and are being isolated to avoid making wrong conclusions

1.8 Operational Definitions

a) Organizational Performance refers to ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival (Koontz and Donnell, 2020).

b) Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society or team. Leadership often is an attribute tied to a person's title, seniority or ranking in a hierarchy. However, it's an attribute anyone can have or attain, even those without leadership positions (Ojangole et al., 2021).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the past literature related to area under investigation. The review has been conducted according to objectives of the research study as seen below:

2.3. Autocratic leadership and organizational performance

An autocratic leader is seen as the one who is very conscious of his position and has little trust or faith in the subordinates (Luftman, 2017). Autocratic leaders are classic and bossy in nature. Such leaders desire that their subordinates work according to what they dictate (Al Khajeh, 2018). Basically, autocratic leaders retain the decision-making rights with them (Obiwuru et al., 2011).

An autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee. This style of leadership is characterized by individual control over all decisions and little input from group members. A study conducted indicates that an autocratic/authoritarian leader is characterized as being arbitrary, controlling, power-oriented, coercive, legitimate, punitive and with a closed mind (Al Khajeh, 2018; Bass & Bass 2009). Such leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules. The decision-making process is centralized; autocratic leaders take full responsibility for decisions and control of their followers' performance. Praise and criticism of followers play a significant role in autocratic leadership and organizational performance.

Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers. Autocratic leadership involves absolute, authoritarian control over a group (Kemp et al., 2019). Other characteristics of autocratic leadership include: little or no input from group members, leaders make the decisions, group leaders dictate all the work methods and processes and group members are rarely trusted with decisions or important tasks (Iqbal et al., 2015; Michael, 2021).. However, while researchers have noted a positive correlation between autocratic leadership and organizational performance results are less conclusive regarding the performance impact of a leader's task-oriented behavior.

Armstrong (2012) suggests that autocratic leadership may be useful in situations of emergency, in cases where homogenous work force is involved and where the leader is wise, just and has considerable understanding of the followers. In such circumstances, special action may be needed to avert a potential mishap. Among some shortcomings of autocratic leadership is the inability of the subordinates to develop pride of accomplishment, denial of personal development or satisfaction from self-actualization, and it also antagonizes human beings and wipes the organization of lasting loyalty and co-operation. Indeed, the autocratic style is characterized by an “I tell” philosophy. That is, an autocratic leader tells staff members what to do.

Even though this approach can give a business a clear direction, however, it may also lead managers to undervalue or ignore input from team members and this affect and organizational performance (Obiwuru et al., 2011). Nonetheless, an autocratic approach is appropriate in some situations. It is valuable when the business faces a crisis or when an urgent problem arises that requires an immediate response (Bhargavi & Yaseen, 2016). There is no shared vision and little motivation beyond coercion. Commitment, creativity and innovation are typically eliminated by autocratic leadership (Al Khajeh, 2018). In fact, most followers of autocratic leaders can be described as bidding their time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows (Iqbal et al., 2015; Michael, 2021).

Autocratic leadership allows autocratic leaders to take the ultimate control of taking decisions without consulting others. An autocratic leader possesses a high level of power and authority and imposes his will on his employees. The leadership proves to be useful where a close level of supervision is required (Iqbal et al., 2015; Michael, 2021). Sometimes, the style makes the creative employees’ morale go down because their output is not given importance and is often detested by employees. Consequently, since they are unable to take any part in decision making, this results in job dissatisfaction and staff turnover thus affecting and organizational performance.

2.4. Democratic Leadership and organizational performance

Democratic leadership, also referred to as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. This style of leadership dwells on performance and people (Puni et al., 2014). Democratic leadership style encourages employees in the organization to participate in the decision making process of the organization and this help to enhance organizational performance. (Nwokocha & Iheriohanma, 2015).

According to Puni et al. (2014), decision making in a democratic system is not centralized and high performance is recognized and rewarded. Nwokocha & Iheriohanma (2015) on the other hand suggest that there is potential for poor decisions to be made by the subordinates as a result of the leader depending on the contributions made by the employees or subordinates. This can be said to have a negative impact on the organization and can also instigate turnover intention in employees. It is therefore expected that brainstorming of ideas and collective decisions are arrived at by all concerned.

The democratic leadership sounds good in theory but it is often bogged down in its slow decision making process and the results which could seem workable would always require a lot of time and effort (Nwokocha & Iheriohanma, 2018). The democratic leader allows for decision making to be shared by the leader and the group. Criticisms and praises are objectively given and a feeling of responsibility is developed within the group.

Kotter (2020) argued that this form of leadership is claimed to be earliest amongst all other leadership style. The leader discusses with subordinates before he issues general or broad orders from which subordinates feel free to act on (Bhargavi & Yaseen, 2016). The superior allows the subordinates opportunity to use their initiative and make contributions. The leaders also offer support to the subordinates in accomplishing task and this becomes vital for improved and organizational performance.

Characteristics of democratic leadership include: the fact that group members are encouraged to share ideas and opinions, even though the leader retains the final say over decisions, members of the group feel more engaged in the process and creativity is encouraged and rewarded. Democratic leadership yields a lot of benefits. Subordinates are encouraged to share their thoughts; it can lead to better ideas and more creative solutions to problems (Sadia&Aman,

2018). Employees also feel more involved and committed to projects, making them more likely to care about the end results. It is perceived that democratic leadership style leads to higher productivity among group members and thus good organizational performance..

Gill (2020), argued that there are however some downsides of democratic leadership. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. In some cases, group members may not have the necessary knowledge or expertise to make quality contributions to the decision-making process. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

Democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions (Ogenge et al., 2020). When a company makes changes within the organization, the participative leadership style helps employees accept changes easily because they had been given a big role in the process.

2.5. Laissez-Faire Style of Leadership and organizational performance

Laissez faire is a French phrase which means “let it be” and it is also known as the “hands off style” (Nwokocha & Iheriohanma, 2019). According to Gill (2020), it means leaving subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures. Bass (1985) describes the laissez faire leadership style as one in which the leader has no belief in his own ability to supervise. He further states that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates. According to Puni et al. (2017), the laissez-faire leader avoids controlling his employees and so only relies on the few available employees who are loyal to get a task done.

It is argued that laissez faire leaders do not believe in employee development as they believe that employees can take care of themselves (Puni et al., 2017). This leadership style cannot be said to be operational in the banking sector or Non-Governmental Organizations which require that both the leader and subordinates have an input in the decision making process and completion of tasks to ensure the success of the organization. This is defined as a style of leadership where leaders

refuse to make decisions, are not available when needed, and choose to take no responsibility for their lack of leadership ability.

According to Mwiti et al., (2019), laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership. This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group. With this type of leadership style, leaders attempt to pass the responsibility of decision making process to the group. The group is loosely structured as the leader has no confidence in his leadership ability.

Jonnes et al., (2020) opined that a laissez-faire leader may either not intervene in the work affairs of subordinates or may completely avoid responsibilities as a superior and is unlikely to put in effort to build a relationship with them. Laissez-faire style is associated with dissatisfaction, unproductiveness and ineffectiveness (Deluga, 2017). This however, is debatable. Decision making under this style of leadership is performed by whoever that is willing to accept it.

This style of leadership is characterized by its physical presence but absent in leadership (Lewin, Lippitt, & White, (2016) in Goodnight, R. (2018). It is defined as “the inability or a mark of general failure to take responsibility for managing and coordinating activities, thereby showing leaders who avoid making decisions, hesitate in taking action, and are absent when needed in critical situations”. In addition, it is characterized by the leader’s non-interference with the activities of the employees in respect of decision-making processes of the organization, and the way and manner in which employees intend to attain organizational goals that are left to them (Goodnight, 2018).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology that was used in the study and some of the areas that were covered include: research design, area and population of the study, sample size, sample selection techniques, sources of data, data collection instruments, data quality control and data analysis

3.1 Research Design

The research study used cross-sectional design using both qualitative and quantitative research approaches to analyze the effect of child and adolescent abuse on academic performance of students. This design helped the researcher to generate more sufficient data and relevant information that support the variables and objectives of the research study.

3.2 Study area

The study took place at BCU Mbale of Mbale City. Mbale City is located in Mbale district of Eastern Uganda

3.3 Sample size and Study Population

The population consisted of 40 BCU employees, 20 local leaders and 20 staffs from Mbale City Authority. BCU employees were chosen because they are the drivers of organizational performance while local leaders and city employees were chosen to participate in the study because they are stakeholders whose actions and views shape organizational environment significantly. The study population was drawn from BCU and Mbale City divisions.

The total population (N) was 100 people and therefore the sample population was 80 persons using Krejcie and Morgan (1973) methods of determining sample size from the population and below is the formula.

$$n = \frac{N}{1 + N(e)^2}$$

Where:

N =Study population

n = Sample size

e = Precision error at 95% confidence interval

Thus

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{100}{1 + 100(0.05)^2}$$

$$n = \frac{100}{1 + 100(0.0025)}$$

$$n = \frac{100}{1.25}$$

$$n = 80$$

Table 3.1 Summary of the Sample Size and Sampling Technique

Respondents	Study Population (N)	Sample Size (n)	Sampling Technique
Local leaders	50	20	Simple random
City employees	25	20	Simple random
BCU staffs	25	40	Purposive sampling
Total	100	80	

Source: BCU and Mbale for population, Krejcie and Morgan (1970) for sample size and Researcher for Sampling Techniques

3.4 Sampling Techniques

The researcher used the following sampling techniques:

3.4.1 Simple random sampling

The researcher used simple random sampling to select respondents from BCU staff category. This technique involved giving a number to every subject or member of the accessible population, placing the numbers in the container and then picking any number at random. The subject corresponding to the numbers was then included in the sample. Simple random sampling enabled the researcher to get a representative sample for the research study and allowed generalizability to a larger population with a margin of error that is statistically determinable.

3.4.2 Purposive random sampling

Purposive sampling technique was used because some individuals in the population have special knowledge that makes them become “privileged” to participate for the purpose of the study. According to Kothari (2010) purposive sampling is a type of sampling where the researcher purposively chooses persons who, in his judgment about some appropriate characteristic required of the sample members are thought to be relevant to the research topic and are easily available. A purposive, or judgmental, sample was used because respondents to select City employees and local leaders category was selected randomly based on the knowledge they have regarding the purpose of the study.

3.5 Research Instruments

The researcher used both questionnaires and interview guide.

3.5.1 Questionnaire

The researcher used self-administered questionnaire as research tool to collect data from the City employees. The questionnaire had three sections: Section A included the respondents' demographic information, Section B, C and D focused on the general and closed ended statements which was in accordance with the objectives of the study. The researcher got a list of BCU employees and local leaders selected through purposive sampling to which the questionnaires were administered to. The questionnaires were administered to BCU staffs and local leaders because it was easy and convenient to administer and collect back.

According to Fisher (2004), a questionnaire is used because it is easy to administer, not so expensive, and helped to collect unbiased data. The nature of the questions were in form of

structured and close ended questions where by a 5 Likert scale of measurement was on close ended questions based on a scale of strongly agree (5), agree (4), unsure (3), disagree (2), strongly disagree (1). A questionnaire were used because it allowed participants provide first hand information which is free of bias and it is also easy to use

Table 3: 2 Likert Scale, Coding, and Interpretation

Scale	Coding	Mean	Interpretation
Strongly agree	5	4.20-5.00	Very high
Agree	4	3.40-4.19	High
Unsure	3	2.60-3.39	Moderate
Disagree	2	1.80-2.59	Low
Strongly disagree	1	1.00-1.79	Very low

Source: Primary Data 2024

3.5.2 Interviews

Other data was collected using interviews with the help of interview guide. An interview guide is a research instrument that contains a set of questions on defined issues under study that are put to respondents on face to face basis (Saunders, et al, 2007). This instrument also contained mostly open-ended questions. The interview guide was used on City employees and local leaders as respondents because this category of the study population may have more knowledge and firsthand information that could not be fully captured using questionnaires.

3.6 Data quality control tools

3.6.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. To establish the validity of the instruments, the researcher used expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the questionnaire was tested using the content validity test (CVI). To arrive at the relevancy of the questionnaire, the researcher designed the instrument that yielded content –

valid data by first specifying the domain of indicators that are relevant to the concept being measured. A content-valid data measure contained all possible items that were used in measuring the effect of leadership on organizational performance.

$$CVI = \frac{R}{R+N+IR}$$

Where, Relevant (R), Neutral (N), to Irrelevant (IR).

3.6.2 Reliability

The reliability of the instruments was tested using the test re-test method of reliability and Cronbach alpha tests to determine the reliability index with the help of SPSS. Data was collected from 10 local people not among those in the sample. The principle of reliability as far as research instruments are concerned, is clearly put forward by Amin (2005), an instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances. According to Nunnally (1978) the reliability coefficient Alpha is supposed to be above 0.7 to show that there is reliability.

3.7 Data Processing and Analysis

3.7.1 Quantitative data analysis

Data processing was done through editing of the data which was coded for further data analysis. After data processing, quantitative data analysis was carried out by simple frequency tabulation using a Statistical Package for Social Science (SPSS). Data was presented using different methods such as simple frequency tables which ultimately helped to measure effect of leadership on organizational performance. This is because data presentation requires clear portrayal of the findings presented, and the listed method above clearly fulfills that purpose.

3.7.2 Regression Analysis

Regression analysis was used because the researcher is interested in finding out whether the independent variable predicts the dependent variable. The researcher used simple regression to analyze the effect of child abuse on academic performance of pupils in primary schools. This type of inferential statistics is easy to compute and interpret and they also help in making conclusions. Descriptive statistical techniques (frequencies and percentages) were used to analyze field data from questionnaires to assist in the interpretation of data.

3.7.3 Qualitative data analysis

On the other hand, qualitative data gathered from open-ended questions in the interview guide was summarized. A style called content analysis was used to test the validity and authenticity. Content analysis is the analysis of data which is non-empirical. In qualitative data analysis, the researcher obtained detailed information about the effect of child abuse on pupil's academic performance and try to pattern trends and relationship. Then data was coded and categorized according to the sub-themes identified earlier.

3.8 Data collection procedure

The researcher selected and presented a research topic to the department of social sciences which was approved. Thereafter the researcher developed a research proposal. After approval of the research proposal, the researcher obtained an introductory letter from the Head of department which was presented to the relevant authorities in the study area for data collection. Thereafter the researcher writes a report to be presented to the department for further examination

3.9 Ethical Considerations

3.9.1 Consent

The researcher sought approved consent from the respondents. Respondents willingly decided to participate in the study after the researcher explaining to them the purpose of the study which is purely academic. It was possible that the researcher's views could influence the way the study findings would be documented thus creating an ethical dilemma of failure to present exactly what the study subjects would reveal in the course of the data collection. However, the prepared instruments helped the researcher to collect objective information hence fears of personal views were be reduced.

3.9.2 Confidentiality

Respondents were assured of confidentiality by keeping information given confidential. Respondents' identity was kept anonymous or pseudo names were used. This increased disclosure of information as well as increasing respondents' willingness to participate in the study.

3.9.3 Fraud and plagiarism

Mugenda and Mugenda (2007) argued that fraud involves faking data. It also includes false presentation of research methodologies. On the other hand, plagiarism refers to owning another

person's work by the researcher without acknowledging the author. According to copy rights law in many countries including Uganda, both fraud and plagiarism are crime punishable by panel code. To avoid fraud and plagiarism, the researcher personally collected, analyzed and presented data and endeavored to present exactly what the study subject revealed. Where information is picked from another source, the author (copy right owner) was acknowledged.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents information on data presentation, analysis and interpretation which based on the objectives of the research study

4.2 Questionnaires return rate

A total of 80 respondents were targeted with 40 BCU staffs, 20 local leaders and 20 City employees participated in the study. However, the questionnaire was used to collect data from 40 BCU staffs, 20 local leaders. The results of questionnaire return rate were presented in the table 4.1 below:

Table 4.1 Questionnaire return rate

Respondents	Returned	Not returned
BCU staffs	40 (100%)	0(0%)
Local leaders	20 (100%)	0(0%)
Total	60 (100%)	0(0%)

Primary data, (2024)

The table 4.1 above shows that all the questionnaires were returned by teachers and school administrators. This shows that data was collected from all the intended teachers and school and therefore this was a good representation as proposed by the researcher. The researcher made a follow up of the distributed questionnaires so as to ensure that respondents returned them.

4.3 Background characteristics of the respondents

The first part of this chapter is a presentation and analysis of preliminary data obtained from the study. It includes the background information of the respondents and the variables involved are age (in years), gender of respondents, educational level and marital status. Data obtained has been presented in tables below.

Table 4.2: Frequency and percentage distribution of Respondents' background information

Variables	Category	Frequency	Percent (%)
Age	21- 29	17	21
	30-39	20	25
	40-49	43	54
Marital Status	Single	18	23
	Married	26	55
	Widow	21	33
	Separated	15	19
Education level	Primary	31	39
	Secondary	38	48
	Post-Secondary	11	14
Sex	Male	51	64
	Female	29	36

Source: *Primary Data (2024)*

The respondents were asked to indicate their sex by ticking the appropriate column they belonged. The purpose was to find out the number of males and females who actually participated in the study.

Table 4.2 contains the age distribution of respondents who participated in the study. The purpose was to find out the average age of respondents in the study area. Table 2 show that the majority 54% of the study respondents were between 40 to 49 years of age. The findings of the study

imply that since majority of the respondents were 40 years above, this mean that they were mature enough and information acquired from them was reliable and trustable.

Findings in table 4.1 above show that the majority (55%) of respondents were married. Marital status has an implication on data collected for the research study as married people gave their opinions from an informed point of view on issued associated with early child hood education.

Further, according to the findings of the study in table 4.1 shows that majority of the respondents have attained some level of education whose opinions and views regarding access to reproductive health can be trusted. This is in line with Umar (2021) who argued that it is important in social and management investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret content in the questionnaire and give valid responses.

The study findings revealed that out of the 80 respondents who participated in the study, majority 64% were males. The finding means that there are more male than females who participated in the study, studies have revealed that males and females have different attitudes and views towards individual economic well-being and since females are home makers, they tend to remain at home and this explains their low level of access to reproductive health (Singer, 2020).

4.2 Effect of autocratic leadership on organizational performance

The first objective in this study was to establish effect of autocratic leadership on organizational performance. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

Table 4.3: Showing the effect of autocratic leadership on organizational performance

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
An autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee.	3	9	16	49	3	3.500	.8859
Autocratic leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules.	4	30	22	23	1	2.838	.9473
The decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance.	5	6	14	38	17	3.700	1.083
Autocratic leaders are curious of their position and have a little trust or faith in their subordinates	2	12	22	41	1	3.387	.8786
They are bossy in nature	1	3	5	49	22	4.100	.7730
Average Mean						3.60	0.806

Source: primary data, (2024)

Table 4.3 above shows a summary of respondent opinion on the effect of autocratic leadership on organizational performance. The finding from respondent's opinion accompanying variables under this objective were discussed and explained as follows:

An autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee

The study investigated whether an autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee. According to the findings in table 4.3 above, 49% of the respondents agreed that an autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee, 3% disagreed, 16% were neutral, while 9% disagreed and 3% strongly agreed to the statement.

Therefore from the above findings, it is noticeable that an autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee with similar findings obtained from interviews conducted with Cty employees. In support of this finding Greinert (2019) opined that an autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee.

Autocratic leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules.

The study also investigated whether autocratic leaders stress loyalty and obedience and is defined as those who make decisions alone and demand strict adherence to rules. and from the findings, 23% who were the majority agreed that autocratic leaders stress loyalty and obedience and is defined as those who make decisions alone and demand strict adherence to rules, 1% strongly agreed, 22% were neutral and 30% disagreed while 4% strongly disagreed to the statement.

From the above findings it means that lack autocratic leaders stress loyalty and obedience and is defined as those who make decisions alone and demand strict adherence to rules. Even the data collected from interviews show that autocratic leaders stress loyalty and obedience and is defined as those who make decisions alone and demand strict adherence to rules. Greinert (2017) equally agrees with the findings that autocratic leaders stress loyalty and obedience and is defined as those who make decisions alone and demand strict adherence to rules

The decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance

On whether the decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance, 38% of the respondents agreed to the statement noting that the decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance, 6% disagreed, 14% were neutral and 17% strongly agreed and 5% strongly disagreed.

This finding imply that the decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance as majority of the respondents (38%) agreed and data collected from interviews also show the decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance.

In line with the above findings, Bray, et al. (2019) opined that the decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance with similar results from interviews.

Autocratic leaders are curious of their position and have e little trust or faith in their sublimates

This variable investigated whether autocratic leaders are curious of their position and have e little trust or faith in their sublimates and results show that 41% and 1% of the respondents agreed and strongly agreed to the statement noting that autocratic leaders are curious of their position and have e little trust or faith in their sublimates early while 22% were neutral. However, 2 % strongly disagreed to the statement.

Therefore, the findings of the study imply that autocratic leaders are curious of their position and have e little trust or faith in their sublimates. Even findings obtained from interviews show that autocratic leaders are curious of their position and have e little trust or faith in their sublimates. This is in line with the findings of Okiiria and Okiidi (2017) who opined that autocratic leaders are curious of their position and have e little trust or faith in their sublimates.

Autocratic leaders are bossy in nature

Respondents were also asked to find out whether autocratic leaders are bossy in nature. Table 4.6 above shows 49% of the respondents who agreed that autocratic leaders are bossy in nature, 22% of the respondents strongly agreed and 5% were neutral. 3% agreed and 1% of the respondents strongly disagreed that autocratic leaders are bossy in nature.

The above findings of the study therefore imply that autocratic leaders are bossy in nature and similar results were obtained from face to face interviews. In a related study, Gupta (2019) further commented that autocratic leaders are bossy in nature.

4.3 Effect of democratic leadership on organizational performance

The second objective in this study was to investigate the effect of democratic leadership on organizational performance. The findings from respondent's opinion accompanying variables under this objective were summarized as follows:

Table 4.3: Showing effect of democratic leadership on organizational performance

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
Decision making in a democratic system is not centralized and high performance is recognized and rewarded	3	15	10	50	2	3.5	.8859
The democratic leader allows for decision making to be shared by the leader and the group	4	15	1	38	22	2.8	.9473
The superior allows the subordinates opportunity to use their initiative and make contributions.	5	3	14	51	7	3.7	1.0838
Employees also feel more involved and committed to projects, making them more likely to care about the end results	2	9	2	54	13	3.4	.8786
Democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions	14	7	8	40	22	3.5	
Average Mean						3.5	0.871

Source: primary data, (2024)

Decision making in a democratic system is not centralized and high performance is recognized and rewarded

The researcher investigated whether decision making in a democratic system is not centralized and high performance is recognized and rewarded. From the study findings presented in table 4.3

above shows that decision making in a democratic system is not centralized and high performance is recognized and rewarded. As majority of respondents (50%) of the respondents agreed to the statement noting that decision making in a democratic system is not centralized and high performance is recognized and rewarded. 2% strongly agreed and 10% of the respondents was neutral, 15% disagreed and 3% strongly disagreed.

As evidenced from the above findings, majority of the respondents (50%) strongly agreed that decision making in a democratic system is not centralized and high performance is recognized and rewarded and similar data was obtained from interviews. As Abagi (2017) noted decision making in a democratic system is not centralized and high performance is recognized and rewarded.

The democratic leader allows for decision making to be shared by the leader and the group

Respondents were asked whether the democratic leader allows for decision making to be shared by the leader and the group and 38% of the respondents agreed noting that the democratic leader allows for decision making to be shared by the leader, 22% of the respondents agreed, while other respondents who constituted 1% were neutral, 15% who were the majority agreed and 4% strongly disagreed that girls with low educational levels tend to engage in early sex leading to teenage pregnancy

Therefore from above findings, the democratic leader allows for decision making to be shared by the leader with similar results obtained from interviews. This is in support of the study done by Bayrak (2020) he opined that the democratic leader allows for decision making to be shared by the leader.

The superior allows the subordinates opportunity to use their initiative and make contributions.

Also, respondents were asked on whether the superior allows the subordinates opportunity to use their initiative and make contributions and according to the findings, 8.8% of the respondents disagreed that the superior allows the subordinates opportunity to use their initiative and make contributions, 28.8% of the respondents were neutral, whereas 48.8% agreed and 13.8% strongly agreed that the superior allows the subordinates opportunity to use their initiative and make contributions.

Furthermore, results from interviews also indicated similar opinions that the superior allows the subordinates opportunity to use their initiative and make contributions. The above findings are in agreement with Khan (2021) where he observed that the superior allows the subordinates opportunity to use their initiative and make contributions.

Employees also feel more involved and committed to projects making them more likely to care about the end results.

The study further investigated whether employees also feel more involved and committed to projects making them more likely to care about the end results and from the research findings in table 4.7, 54% of the respondents agreed noting that employees also feel more involved and committed to projects making them more likely to care about the end results, 13% disagreed, 2% were neutral, while 9% of the respondents disagreed and 2% of the respondents strongly agreed that employees also feel more involved and committed to projects making them more likely to care about the end results

The findings of the study imply that employees also feel more involved and committed to projects making them more likely to care about the end results. This discovery is in line with the findings of Okumbe (2019) who opined that employees also feel more involved and committed to projects making them more likely to care about the end results.

Democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions

The study also investigated whether democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions as strongly agreed and agreed by 12% and 40% of the respondents respectively. Only 7% of the respondents disagreed with 14% strongly disagreed to the statement that girls with higher education tend to postpone child births and 8% of the respondents were neutral to the statement that democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions.

The above findings thus show that democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions. Kaplan (2023) equally agrees with the findings where he opined that democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions.

4.4 Effect of laissezzi-fair leadership on organizational performance

The third objective in this study was to establish the effect of laissezzi-fair leadership on organizational performance. The findings from respondent’s opinion accompanying variables under this objective were summarized as follows:

Table 4.3: Showing effect of laissezzi-fair leadership on organizational performance

Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	Std. Deviation
Subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures	9	6	5	67	3	3.4	.8786
Laissez faire leadership style is one in which the leader has no belief in his own ability to supervise.	1	3	2	58	21	4.1	.7730
The leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates.	17	16	11	44	22	3.6	.7252
Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership.	3	2	5	42	28	3.5	.8098
This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group.	5	14	6	38	17	3.4	1.0838
Average Mean						3.4	0.870

Source: Primary date (2024)

Subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures

Results in table 4.4 above show that 67% of the respondents agreed with the statement noting that subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures, 3% agreed, 5% of the respondents were neutral and 6% disagreed while 9% of the respondents strongly disagreed that subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures.

Thus from the above findings, it is true subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures as majority of respondents (42.5%) agreed to the statement. Similar findings were obtained from face to face interviews where it was found out that subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures. In support of these findings, research by Musaazi, (2019) found that subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures.

Laissez faire leadership style is one in which the leader has no belief in his own ability to supervise

On whether laissez faire leadership style is one in which the leader has no belief in his own ability to supervise. The study found that 58% of the respondents agreed with the statement noting that laissez faire leadership style as one in which the leader has no belief in his own ability to supervise while 21% strongly agreed and 2% were not sure. Other respondents who constituted 3% disagreed and 1% strongly disagreed.

The findings therefore imply that laissez faire leadership style is one in which the leader has no belief in his own ability to supervise. Even the findings obtained from interviews show that laissez faire leadership style is one in which the leader has no belief in his own ability to supervise. Okojie (2020) also argued that laissez faire leadership style is one in which the leader has no belief in his own ability to supervise.

The leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates

It was agreed by 44% of the respondents that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates. 22% agreed while 11% were neutral. Other respondents who constituted 22% disagreed and 17% strongly agreed that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates.

The above findings thus imply that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates. Results obtained from interviews also show that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates. Abdullah (2018) also opined that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates

Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership.

Further, the study investigated whether Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership. It was agreed by 42% of the respondents noting that Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership, 2% disagreed, 5% were not sure, while 3% strongly disagreed to the statement that Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership.

From the research findings, the majority of the respondents (42%) agreed that Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership and similar findings were found by Ojangole et al., (2020) that Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership.

This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group

The researcher also investigated whether this style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group. From the findings therefore, 38% of the respondents agreed that this style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group, 17% of the respondents strongly agreed while 6% of the respondents were neutral, 14% of the respondents disagreed and 5% of the respondents strongly disagreed.

The study finding means that this style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group as agreed by 38% and this is in line with the data collected from face to face interviews. Research by Maria (2018) also found similar results where she argued that this style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion, and recommendations about the study. It also looks at areas for further research.

5.2 Summary

Effect of autocratic leadership on organizational performance

Findings of the research study revealed that an autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee.

Also, findings show that autocratic leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules.

Additionally, the decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance and this was mentioned by study participants in the study.

The study also found that autocratic leaders are curious of their position and have a little trust or faith in their subordinates.

Study findings further revealed that autocratic leaders are bossy in nature.

Effect of laissez-fair leadership on organizational performance

First, study findings revealed that subordinates complete tasks and jobs in the way they choose without adherence to any strict policies or procedures.

Secondly, it was found by the study that laissez faire leadership style is one in which the leader has no belief in his own ability to supervise.

Thirdly, study findings show that the leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates.

Other research findings show that Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership.

This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group and this was mentioned by study participants.

Effect of democratic leadership on organizational performance

The study findings indicates that decision making in a democratic system is not centralized and high performance is recognized and rewarded

It was also revealed in the study findings that the democratic leader allows for decision making to be shared by the leader and the group

Further, findings show that the superior allows the subordinates opportunity to use their initiative and make contributions.

The study also unearthed that employees also feel more involved and committed to projects, making them more likely to care about the end results

Lastly, the study found that democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions

5.3 Conclusion

Effect of autocratic leadership on organizational performance

According to the findings of the study, an autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee.

Autocratic leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules as revealed in the study findings.

As noted in study findings, the decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance

Autocratic leaders are curious of their position and have little trust or faith in their subordinates and this was revealed in the study findings

Autocratic leaders are bossy in nature as mentioned by study participants.

Effect of laissez-fair leadership on organizational performance

It is true subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures as findings of the study revealed.

As mentioned by study participants, laissez faire leadership style is one in which the leader has no belief in his own ability to supervise.

It is also true that that laissez faire leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates.

Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership and this was revealed in the study findings.

This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group and this was mentioned by study participants.

Effect of democratic leadership on organizational performance

As the study indicated, decision making in a democratic system is not centralized and high performance is recognized and rewarded

As revealed in the study findings, the democratic leader allows for decision making to be shared by the leader and the group

In a democratic system the superior allows the subordinates opportunity to use their initiative and make contributions as this was suggested by study participants.

As unearthed by the study, employees also feel more involved and committed to projects, making them more likely to care about the end results

Democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions and this was supported by study findings.

5.4 Recommendations

From the findings and conclusions of the research study, the following recommendations were made:

Effect of autocratic leadership on organizational performance

An autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee.

Autocratic leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules.

The decision-making process is centralized where autocratic leaders take full responsibility for decisions and control of their followers' performance

Autocratic leaders are curious of their position and have a little trust or faith in their subordinates

Autocratic leaders are bossy in nature

Effect of laissez-faire leadership on organizational performance

Subordinates complete tasks and jobs in the way they choose without adherence to any strict policies or procedures

Laissez-faire leadership style is one in which the leader has no belief in his own ability to supervise.

The leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates.

Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership.

This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group.

Effect of democratic leadership on organizational performance

Decision making in a democratic system is not centralized and high performance is recognized and rewarded

The democratic leader allows for decision making to be shared by the leader and the group

The superior allows the subordinates opportunity to use their initiative and make contributions.

Employees also feel more involved and committed to projects, making them more likely to care about the end results

Democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions

5.5 Areas for further study

1. Socio-cultural determinants of organizational performance
2. Employee qualifications and organizational performance
3. Organizational climate and performance

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APPENDIX I

CONSENT LETTER

Bachelor of Public Administration (Candidate)

RESEARCH PROJECT-UGANDA CHRISTIAN UNIVERSITY, MBALE

I am **BIKINGI CYRUS**, a student of Uganda Christian University, currently undertaking a research on a topic ‘Effect of leadership on organizational performance, a case study of BCU, Mbale. You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes, treated confidential and will be held anonymous before publication.

Thank you

BIKINGI CYRUS

.....

(Researcher)

QUESTIONNAIRES FOR CITY EMPLOYEES

SECTION A

REONDENT'S BIO - DATA

INSTRUCTIONS

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary

1. Name:(optional)

.....

2. Age:

3. Sex: Male Female

4. Marital status: Single Married Divorced Separated Widowed

5. Location:

Cell Parish Sub – county

6. Class:

P6P7

.....

7. Religion: Protestant Catholics Muslims Born again

Others (please specify).....

SECTION B: EFFECT OF AUTOCRATIC LEADERSHIP ON ORGANIZATIONAL PERFORMANCE

In a score of 1-5, please choose the most appropriate answer where 1- strongly disagree, 2- disagree, 3- agree, 4-strongly agree and 5 uncertain

Question Statements	1	2	3	4	5
An autocratic leader feels that remuneration advanced to employees for work done is a just reward and it is only the reward that can motivate an employee.					
Autocratic leaders stress loyalty and obedience and are defined as those who make decisions alone and demand strict adherence to rules.					
The decision-making process is centralized; autocratic leaders take full responsibility for decisions and control of their followers' performance.					
Autocratic leaders are curious of their position and have e little trust or faith in their sublimates					
They are bossy in nature					
Autocratic leaders typically make choices based on their own ideas and judgments and rarely accept advice from followers.					

SECTION C: EFFECT OF DEMOCRATIC LEADERSHIP ON ORGANIZATIONAL PERFORMANCE

In a score of 1-5, please choose the most appropriate answer where 1- Strongly Disagree, 2- Disagree, 3- Agree, 4-Strongly Agree and 5-Uncertain

Question statements	1	2	3	4	5
decision making in a democratic system is not centralized and high performance is recognized and rewarded					
The democratic leader allows for decision making to be shared by the leader and the group					
The superior allows the subordinates opportunity to use their initiative and make contributions.					
Employees also feel more involved and committed to projects, making them more likely to care about the end results					
Democratic leadership style is participative and consults employees and seriously considers their ideas when making decisions					

SECTION D: EFFECT OF LAISSEZI-FAIR LEADERSHIP ON ORGANIZATIONAL PERFORMANCE

In a score of 1-5, please choose the most appropriate answer where 1- Strongly Disagree, 2- Disagree, 3- Agree, 4-Strongly Agree and 5-Uncertain

Question statements	1	2	3	4	5
Subordinates to complete tasks and jobs in the way they choose without adherence to any strict policies or procedures					
Laissez faire leadership style as one in which the leader has no belief in his own ability to supervise.					
The leader has no clear set goals towards how they may work, does not help the group in making decisions and so leaves too much responsibility with subordinates.					
Laissez-faire leaders do not use their authority and avoid taking actions. It is considered a passive and ineffective form of leadership.					
This style favors the installation of a relaxed working atmosphere; it brings down morale and reduces efficiency of the group.					

END

APPENDIX II

INTERVIEW GUIDE FOR TEACHERS AND PARENTS

- 1) What is your occupation?
- 2) Explain the challenges organizations face?
- 3) How has autocratic leadership affected organizational performance of Bugisu Corporative Union in Mbale City?
- 4) What is the effect of democratic leadership on organizational performance of Bugisu Corporative Union in Mbale City?
- 5) In which ways has of laissez-faire style of leadership on organizational performance of Bugisu Corporative Union in Mbale City?



Office of the Academic Registrar

To THE CHAIRMAN / MANAGER
Bugisu COOPERATIVE UNION - MBALE

Dear Sir/Madam,
Re: Academic Research
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss BIKINGI CYRUS
Of Registration Number; S22/MVC/BRAM/006 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree OF PUBLIC ADMIN & MGT.

He/ she is required to carry out an academic research on the topic
EFFECTS OF LEADERSHIP ON ORGANIZATIONAL PERFORMANCE,
ACASE STUDY OF BUGISU COOPERATIVE UNION (BCU).

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,

Mr. Akampurira Timothy
Academic Registrar

28 FEB 2024

Permission granted
to carry out internship
from the Union for
1 week.

28/08/24