

**LEADERSHIP STYLES AND ORGANIZATIONAL COMMITMENT OF ACADEMIC STAFF IN
KYAMBOGO UNIVERSITY AND UGANDA CHRISTIAN UNIVERSITY**

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**UGANDA CHRISTIAN
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Declaration

I, Micheal Mwebaza, hereby declare that this is my original work, it is not plagiarized and has not been submitted to any other institution for any award.



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Approval

This thesis titled “Leadership Styles and Organizational Commitment of Academic Staff in Kyambogo University and Uganda Christian University” has been written under our supervision and is submitted with our approval



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Abstract

The study established the extent to which leadership styles influence the organisational commitment of academic staff at Uganda Christian University (UCU) and Kyambogo University (KYU). It was guided by three specific objectives; to establish the influence of democratic, autocratic, and laissez faire leadership styles on the commitment of academic staff in both universities. It was a descriptive cross-sectional survey design. The population consisted of academic and administrative staff. A simple and purposive random sampling was done. Data were collected using a self-administered questionnaire and an interview guide. It was analysed at Univariate level using descriptive statistics such as frequencies, percentages, means, and standard deviations. The study hypotheses were analysed using Pearson's and Multiple Linear Regression. Findings revealed an insignificant relationship between democratic leadership style and organisational commitment of academic staff but a positive significant relationship between autocratic and laissez faire leadership styles on commitment of academic staff in UCU and KYU. The study therefore concluded that, democratic leadership style had an insignificant influence on the commitment of academic staff. With precautions, university leadership should make use of autocratic and laissez fare leadership styles. It's important to note that academic staff at universities are intellectuals who possess the ability to think independently and make their own decisions. Therefore, we should leave self-directed individuals to fulfil their responsibilities without using excessive force.

Chapter One

Introduction

When formal organizations are established, this is rationally done with the intent that these would grow and remain productive and relevant to the vision of the founders. Unfortunately, many are mismanaged, and this leads to their abrupt, or even to their slow death. One of the determinants of organizational mismanagement is inadequate staff organizational commitment, which is characterized by scanty loyalty to the organization, and insufficient job commitment (Mullins, 2002). Globally, in universities, academic staff commitment is recognized as an essentiality in the discharge of quality education, which is normally defined by desired academic and co-curricular standards including decency in human resource discipline. However, in the developing world, academic staff organizational commitment has often been alleged to be substantially wanting, something that is still a challenge, even in Uganda's Universities. Yet, 'the accomplishment of performance targets, goals, and objectives depends on effective leadership in any institution (IGG Report, 2015: 09). The study's background, problem description, purpose, specific objectives, research questions, hypotheses, scope, significance, and justification are all provided in this chapter.

1.1 Background to the Study

1.1.1 Historical Background

In Uganda, before the entrenchment of liberal reforms that were intended to enhance financial mobilization to meet challenges of rising student enrollments and the democratization of higher education management and planning due to global pressures, University education was mainly a preserve of large public universities which Kyambogo

University shared. The institutes that formed Kyambogo University had existed for over fifty years. For instance, Uganda Polytechnic Kyambogo (UPK) had earlier started in 1928, the Institute of Teacher Education Kyambogo (ITEK) was established in 1952 and the Uganda National Institute for Special Education (UNISE) formed in 1988. The university therefore was created through merger under the Universities and Other Tertiary Institutions Act of 2001,

The ambition to enlarge University education and accommodate growing numbers of youths that desired joining them mainly at the beginning of 1990s, led to the privatization of University education in public Universities and their multiplication. Besides establishment of public universities, privately established Universities also came on board (NCHE, 2006). Among them was Uganda Christian University (UCU) which came to existence in 1997. Uganda Christian University was formerly known as Bishop Tucker Theological College that was established in 1913. However, the privatization of university education to cope with the increasing numbers is often said to have negatively impacted not only the quality of university education but the quality of universities themselves. The winds of change have swept Uganda's higher education system since the opening of the country's first private institution in 1988, changing how it is funded and run (Mugisha, 2010). Among many managerial factors include staff commitment to the job and organization that has become targeted due to massive student numbers, which are still in most cases unmatched by inadequate staffing. According to Mamdani (2007), it has especially been so in Public Universities like Makerere, Kyambogo and Makerere University Business School. Nonetheless, even in Private Universities, the phenomenon is said to have crept into stealthily allegedly due

to increasing numbers of enrollments that would call for committed academic staff and a desirable leadership styles that would ensure success of the institutions.

According to Kiplangat et al. (2016), though, beyond a problem for wanting leadership styles, staff welfare in addition to discipline were also established as key challenges in Universities. Since staff loyalty and diligence are typically required for an organisation to succeed, devoted managers are highly valued (Bushra, Usman & Naveed, 2011). In the endeavor to accomplish organisational and institutional goals, academic leaders and deans who are in charge of running higher education institutions must understand the importance of appropriate leadership styles in accordance with changing conditions (Hijazi, Kasim & Yaakob, 2016).

According to Khajeh (2018), owing to the university's rising complexity and challenges, both within and outside, there is an urgent need for leaders to be more answerable to the staff, students, and society. Regrettably, one cannot give what one does not have! If the state of affairs remains un-attended too, it is more probable for these universities to lose track of their goals and objectives and fail to fulfill the intentions contained in the higher learning policy of Uganda. This current research remained timely, thus.

Furthermore, Kassaw (2019) examined the organisational commitment of academic employees in a higher institution context at Ethiopia's Haramaya University. Descriptive results acquired revealed that, at Haramaya University, the degree of staff commitment was average. This had a spill over negative effect on their presence at work, leading to demotivation of these academic staff. However, these results were arrived at using descriptive results while this current study was inferentially done. Nkhukhu-Orlando et

al. (2018) investigated the lecturers' affective commitment at a higher institution of learning in Botswana, in more or less the same direction as this earlier study. According to findings, the academic staff at the university did not have a high level of affective commitment, it could not help enlist positive work behaviours. Besides, this study had only one aspect of commitment, whereas this current study dealt with all the suggested aspects of commitment.

In addition, Khan et al. (2013) discovered that, a person's commitment to the company grows over time as a consequence of their development of more in-depth assessments of the organisations they work for, their standards and demands, and their future in them. However, this analysis was not in any way aligned to leadership styles as predictor variable which this study did. In more less the same way, Yahaya and Ebrahim (2015) researched organisational commitment and leadership styles. Results from a literature review showed that laissez-faire leadership style is among the effective style and it had significant and positive influences upon the commitment of employees. However, the three leadership styles examined in this study were approached from quite different perspectives.

Leng et al. (2014) looked into how leadership affected worker commitment in the retail sector. A substantial positive association between styles of leadership and worker commitment in the retail sector was found, according to the results. However, the environment of employee/or academic staff commitment in the world of universities that is, UCU and KYU that were targeted in the current compendium was distinct from that of the retail market. With regard to Uganda's private higher institutions, Mugizi and Nuwatuhairewa (2018) delved into the recruiting, choosing, and worker commitment

of teaching staff. Results revealed that the commitment of academic staff in this university was moderate and was still a major challenge in this private university. It was also revealed that recruitment and promotion practices were not pertinent in boosting employee commitment in this private university. However, this reviewed study had promotion and recruitment as predicting variables while this current study had leadership styles as key predicting variables.

1.1.2 Theoretical Background

The 1958 Fred Fiedler's Contingency Theory of Leadership served as the study's fundamental paradigm. There is no single, superior method of leadership, according to this theory. It also asserts that certain circumstances call for distinct leadership styles to be used by leaders (Arenas, Connelly & Williams, 2017). The third assumption of this theory was that, a leader should be well positioned to ascertain the best style amongst a list of many to achieve the organizations goals in each situation (Shala, Prebraza & Ramosaj, 2021). Based on this idea of contingency theory, university administrators and managers should be cognizant of the reality that there does not exist a single, universal approach to leadership. Different situations require leaders who practice different styles for instance, in a situation where staff are highly experienced, participative, and qualified, a democratic or laissez faire leadership style may be applicable to enlist academic staff's commitment. However, in situations when the situation is not favorable, coercive means might be employed to enlist the commitment of staff. According to the situation in Uganda's' universities, if the stated lacking leadership styles (activities) are a reality in these institutions, it is likely that they will potentially

affect organisational commitment of academic staff members. This argument, nonetheless, is yet to be ratified with empirical scrutiny. The proposed study was justified, thus.

1.1.3 Conceptual Background

In studies, there has been a lot of focus on the significance of organisational commitment (Abdulkadir, Abdi & Raqia, 2018). This is in part due to strong motivational implications or a commitment to the employees of a specific institution or organisation (Raimunda et al., 2014; Anttila 2014). The concept's nature and the manner in which it should be used in an organisational environment have been the subject of theoretical disagreements despite efforts to fully grasp it. According to Steyrer, Schiffinger and Lang (2008), organisational commitment was defined as the psychological connection that a person has to their employer and the subsequent loyalty that follows. For Abdulkadir et al. (2018); Abasilim, Gberevbie and Osibanjo (2019), employee organisational commitment measures how much they are able to relate to the company they work for and contribute in achieving the goals and objectives that have been defined. Other organizational researchers and scholars on organisational commitment have even gone further to develop precise designations when it comes to organisational commitment and indicators for measuring them. Meyer and Allen (1997) for example, in their theoretical and conceptual model on commitment, advanced to embrace more descriptive commitment elements (Solinger, Van Olffen & Roe, 2008). This was described accordingly:

Meyer and Allen's Model of Commitment

According to Meyer and Allen's (1997) three domain categorization of organisational commitment, this connection is essentially divided into three distinct parts that are associated to the various psychological sentiments that employees may experience. In essence, Meyer and Allen created the model to aid in the comprehension of then-current research and to act as a foundation for subsequent study goals. Three "mind sets" (affective, continuance, and normative commitments), can be used to explain a worker's commitment to their organisation (Meyer & Allen, 1997).

Affective Organisational Commitment

Accordingly, Meyer and Allen designedly inferred that employees that are affectively committed to their organisation have a strong sense of alignment with its goals and objectives as a whole. The employee is interested in staying a part of the organisation. The employee unconditionally falls in love with the organization since he/she "wants to". The commitment here, is subjective to the various individual variables and perceptions: age, tenure, sex, and education. The issue with these traits, however, is that despite being visible, they cannot be accurately and precisely described. According to Velickovic et al. (2014), Meyer and Allen drew heavily from the perception of commitment by Mowday, Porter and Steers (1982), which, then had referenced earlier work by Kanter (1968), in establishing this concept. The foundation of commitment of this nature is the notion that the organisation respects and values what they do and is concerned for their welfare, and evaluates if it is prepared to reward their increasing efforts. Organisational development and recruitment and retention practises are

becoming more and more concerned with retaining employees' love and subsequently, shown commitment (Zachary, 2015).

The strongest and most reliable predictor of successful organisational results has been determined to be affective commitment. This leads to higher attainment of organisational vision and goals. It has the highest emotional bond of staff to the university which explains the strong dedication and loyalty. Meyer and Allen suggested that work experiences like leadership support and organisational rewards have shown a stronger relationship with affective commitment. Affective commitment is needed in such a competitive environment that is rapidly changing with continued globalization. This state creates an environment of uncertainty and requires universities to have a work force that is dynamic and committed to the institution demands in a changing society. Therefore, affective commitment of university academic staff is important due to the complexity in learning and teaching, the need for adaptability, and community demand initiatives required to be fulfilled by the university.

Continuance organisational commitment

The 'gains versus losses' of working for an organisation is continuance commitment. The employee could feel constrained to continue working with the organisation since they perceive a high cost in leaving (Velickovic et al., 2014). For such a worker, the consequences of quitting from the organisation might include social and economic repercussions (such as lost friendships with coworkers and pension accruals). As a result, the employee compares the expenses of staying and leaving an organisation when making an evaluation. Also to be noted is that continuation commitment is

developed on account of anything that makes quitting an organisation more expensive (Meyer & Allen, 1991). According to Becker (1960), this commitment is a tendency to follow a constant course of action determined by a person's estimation of the expenses related to giving up the activity. There might be disruption the social relationship the employees had at the previous organisation hence posing a cost on psychological state. So adapting to new environment, making new friends at workplace and being part of team all cause challenges. Some employees fear of the energy and efforts required in transferability the skills and knowledge on the alternative job especially when they don't match.

Normative commitment

According to Meyer, Srinivas, Lal and Topolnystky (2007), an individual (employee) commits to and stays with an organisation out of a sense of duty. These emotions could be a result of pressure that was placed on the person both before and after they joined the organisation. An employee may have received training from the company, and as a result, feels compelled to work hard and stick with it in order to "repay the debt" by contributing to its success. It might also be a reflection of an ingrained value—one that was formed before the person joined the organisation through socialisation in the family or elsewhere—that one should be devoted to their place of employment. The individual continues to work for the company because they "ought to." The normative level of commitment is greater in enterprises which promote dedication and consistently tell their staff about it through incentives, awards, and other methods. When employees routinely witness clear indications that their company cares about their well-being, normative commitment among them is likewise high.

Therefore, a worker who is more dedicated to an organisation will ultimately be more inclined to contribute to its success and express a greater sense of fulfilment with their work. A better sense of contentment would consequently lower staff turnover and improve the company's capacity to attract and keep the gifted. The fact that this component of Meyer and Allen's study lacked as much depth as the others might be attributed to the fact that their research in this area was more conceptual than experiential (Wiener's, 2005). The three categories were consequently examined in the suggested study.

Leadership has assumed greater importance due to emerging issues of globalisation, technical advancements, and employee preferences are all challenges (Nwaigwe, 2015). Individual characteristics, behaviour, patterns of interaction, roles played, and the ability to influence others have all been used to categorise leadership. This classification can be attributed to the leaders' power to have their followers behave in a certain way. Since leadership has strong influence on its followers, it has been pointed out as a primary factor determining any organization's upward or downward trajectory. Leadership, according to Ngmentomo (2017), is the capacity to foster trust and cooperation among people in order to realize organisational objectives. Whereas, Abdulkadir, Abdi and Raqui (2018) asserted that Leadership is a critical managerial role that aids in maximizing effectiveness and achieving organisational objectives. The two definitions, suggest that leaders influence the behavior of followers and this is done through different styles. These styles formed the variables that were deemed to be independent of the study. Suffice to note, academic staff were conceptualized to denote lecturers who conduct daily teaching, assessment and research in the university.

Al-Daibat (2017) described leadership styles as a group of behaviours that a manager exhibits within the organisation in response to pressure from within or outside the organisation and that have a direct or indirect impact on the behaviour of organisational employees—either favourably or adversely. According to Bousbia, Ognjen and Tomislav (2015) the common styles of leaders is observed through democratic, transformational leadership and transactional style. Others may include autocratic or authoritative and laissez faire styles. The scholars affirm that some of these leadership practices overlap with others. Therefore, most researchers preferred to investigate leadership styles on three levels; namely: authoritarian/autocratic, laissez faire, and democratic leadership styles. Empirical studies previously conducted prove a significant link between effective leadership and the commitment of the workforce. This relationship varies according to the leadership style adopted (Suranga & Mendis, 2017). The current study considered the three most investigated leadership styles; democratic leadership, authoritative leadership style, and Laissez faire.

Terzi and Berin's (2016) operationalization democratic leadership style as the division of duties among group members, their empowerment, and their support in decision-making. Democratic leadership places a significant emphasis on both relational and task behaviour, which has been proven to be more suitable for today's complex and dynamic organisations. According to Kalu and Okpokwasili (2018), autocratic leadership is a style where leaders assigns the duties without inviting input from others and takes all the decisions. An autocratic leadership style is when a leader has sufficient power to decide what to do and how to manage their team members with little or no involvement from others. This kind performs well when decisions must be made quickly and without error,

and tasks must be finished by a certain deadline. It is most unlikely that staff will be given opportunities to make suggestions however much they might be to the benefit of the organisation (Amanchukwu, Stanley & Ololube, 2015). To prevent undesirable behaviors, the leader threatens people with consequences like termination by using his positions of authority to avoid disappointing results (Janse, 2018). Laissez-faire style denotes non-interference and hands-off when leading fellows. The laissez-faire leader shows very little control over the group and does not interfere in the business of the followers. A laissez faire leader is extremely passive and reluctant to influence followers (Suranga & Mendis, 2017). When structures and procedures are being implemented, the leaders manage by exception and only get involved when they are not being followed.

1.1.4 Contextual Background

Organizational commitment of academic staff on their jobs had continued to be reported as low. For instance, in public universities, there is misconduct of staff, including academic malpractices (IGG, 2015), high cases of strikes, abscondment from duty and neglect of responsibilities (Rwendeire, 2017), which were indicative of low affective, normative and continuance organizational commitment. A similar scenario was also reported in private universities in Uganda where commitment of academic staff is low (Mugizi, Nuwatuhaire & Turyamureeba, 2019). Mugizi et al. (2019) contended that, declining motivation, and commitment to excellence by academic staff in private Universities can be seen in strikes and threats, absenteeism from work, delay to mark examination and instead fake marks for students. It is also acknowledged that

a lot of academic staff use web notes that they plagiarised rather than writing their own notes for students (Mugizi, Bakkabulindi & Bisaso, 2015).

It was not yet ratified as to whether such allegations could be pertinent to all Universities in Uganda. Any persistence of low organization commitment would perennially confound the mission of providing quality higher Education as envisaged in the Uganda Quality Assurance Framework, according to National Council for Higher Education (NCHE, 2006). Besides, a National Vision 2040 would also be compromised.

1.2 Problem Statement

High organizational commitment is crucial in the realization of quality University education provision (NCHE, 2018). This is possible, in part, when university academic staff have a high sense of organizational commitment. However, a report on Kyambogo University revealed that academic staff were not willing to work in difficult times, did not respect the values of their University and at times engaged in academic malpractices and some have decided to leave for other opportunities (IGG, 2015) which are issues reminiscent of low organizational commitment. A similar scenario was also reported in private universities in Uganda where commitment of academic staff was alleged to be low (Mugizi, Nuwatuhaire & Tiryamureeba, 2019). These scholars contended that declining motivation and commitment by academic staff in private Universities manifested itself in strikes and threats, absenteeism from work, delayed marking of examinations and shockingly, instead faking marks for students. Although several factors might have been considered in various research to be responsible for the low academic staff members' organizational commitment at Ugandan universities,

these efforts appear to have remained far-fetched, as leadership styles appear to have been snubbed, yet they are also alleged to impact on staff organizational commitment in these institutions. It was feared that if this trend continues unabated, the anticipated contribution of universities to sustainable socio-economic development shall remain, but beyond the periphery. This research therefore intended to highlight the magnitude of influence that leadership styles have on organizational commitment so that university leadership able to decide which style of leadership need to be practiced to ensure staff commitment.

1.3 Purpose and Objectives

1.3.1 Purpose

To establish the extent to which leadership styles influence organizational commitment of academic staff in Kyambogo University and Uganda Christian University.

1.3.2 Specific objectives

The following particular objectives directed the study:

1. To establish the extent to which democratic leadership style influences organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.
2. To establish the extent to which autocratic leadership style influences organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.

3. To establish the extent to which laissez faire leadership style influences organizational commitment of academic staff in Kyambogo and Uganda Christian Universities.

1.4 Research questions and Hypotheses

1.4.1 Research Questions

1. To what extent does democratic leadership style influence organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities?
2. To what extent does autocratic leadership style influence organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities?
3. To what extent does laissez faire leadership style influence organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities?

1.4.2 Research Hypotheses (H₁)

The following hypotheses guided the study

- i. Democratic leadership style significantly influences organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.
- ii. Autocratic leadership style significantly influences organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.
- iii. Laissez faire leadership style significantly influences organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.

1.4.3 Null hypotheses (H₀)

The following null hypotheses were tested by appropriate statistics during data analysis:

- i. Democratic leadership style does not significantly influence organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.
- ii. Autocratic leadership style does not significantly influence organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.
- iii. Laissez faire leadership style does not significantly influence organizational commitment of academic staffs in Kyambogo and Uganda Christian Universities.

1.5 Scope of the Study

This subsection explains the location, content, and duration scopes in accordance with each of their distinct focuses.

1.5.1 Geographical Scope

This research was conducted in two Ugandan Universities; Kyambogo University - a state university and Uganda Christian University (UCU) - a private University. Kyambogo University is a public university in Uganda situated in the South Western part of Kampala Capital City Authority. It is at a distance of about 15 miles far from the city Centre. The co-ordinates of this university on the map of Uganda are 0.3500 latitude and 32.6247 longitude. Meanwhile the co-ordinates of Uganda Christian University Mukono on the map of Uganda are 0.3533 Latitude and 32.7553 Longitude. This university is located in a distance of 40 miles outside of Kampala city. It is located in Mukono District. This was hopped to present a fair comparative and representative picture of organizational commitment among academic staffs in Uganda.

1.5.2 Content Scope

The research was focused on the democratic, autocratic, and laissez-faire aspects of leadership and their effects on organisational commitment (affective, continuation, and normative). Democratic leadership style will entail participation of employees in decision making, offering guidance, supportive communication and helping workers to accept criticisms. Autocratic leadership styles involved closed supervision of employees, assumption that employees are naturally lazy rewards and punishments and a leader being the chief judge. Finally, laissez faire leadership style involved giving freedom to employees work out own solutions, staying out of employee's way and leaving employees to appraise themselves. Affective commitment still involved happiness to utilize the remainder of the time alongside the university, owning universities problems, feeling of being part and partial of the university and viewing the university as being meaningful to students. The second aspect of commitment continuance commitment involved having a feeling that they can't leave their university, having a feeling that leaving the current job might disrupt their future. Furthermore, it covered the view that staying on their current job is a necessity, having few options of leaving their current job and that leaving their current university has serious consequences. Last but not least, academic staff members' normative commitment to their jobs included an obligation to do so, lack of freedom to quit, and taking ownership of a significant amount of the work.

1.6 Justification of the Study

In a bid to meet the demands made of universities, strong leadership and committed staff are required, according to the evolving nature of higher education. Vidal et al. (2017) noted that, even though there is a lot that has been learned about leadership, there are still numerous areas for investigation. This study therefore justified. The modern era requires not just maintaining ethical standards, abiding by civic obligations, and creating a secure and egalitarian work environment, but also having an edge over competitors and sustainable profitability. In order to increase academic staff organisational commitment and foster such a culture, leadership is one of the essential components (Asgari, Mezginejad & Taherpour, 2020). It is crucial for the development and implementation of organisational strategies as well as for the creativity, sentiments, and satisfaction of employees.

Worthy to note, a key factor in determining organisational efficiency as well as favourable employee attitudes and behaviours is organisational commitment. It is commitment that connects the employee and their organisation and its success. This is in line with what Demirtas and Akdogan (2014) discovered that commitment and work engagement are so important through leadership studies. Therefore, it was crucial to ascertain the magnitude of influence leadership styles has on commitment of academic staff in institutions. This in a way doing would go an extra mile in contributing towards knowledge generation, research innovations that are core pillars in enhancing the achievement of the national development agendas. Such agendas are aligned with creation of a reliable human resource base that serves a crucial function in transforming the nation from a low to a middle level of income status country.

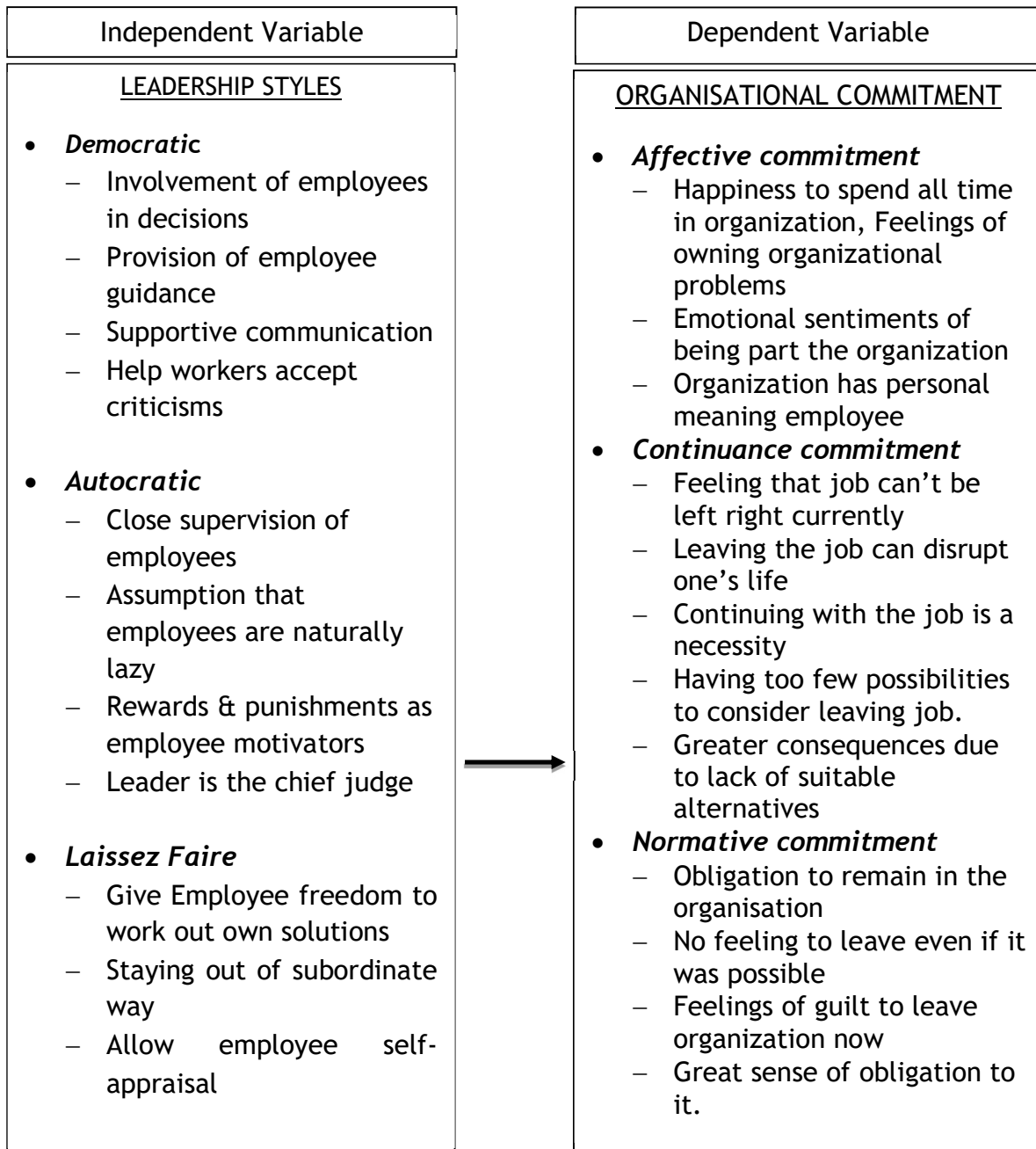
1.7 Significance of the Study

Accordingly, the study's findings were useful for:

The Ministry of Education and Sports would be in a position to advise University authorities, and possibly those in other tertiary institutions, on the appropriate utilization of the leadership styles with intent to enhance staff organizational commitment. Besides, Universities would be in position to spearhead leadership training for their newly appointed leaders (during orientation) to ensure proper handling of issues connected with institutional leadership. Moreover, the findings would provide proven best leadership facts and practices to university managers and governors, eventually translating into but also to discovering ways to create an open and friendly conducive climate for the stakeholders - staffs, students and other employees.

Secondly, National Council for Higher Education would use the results of this research to advocate for better leadership strategies for higher educational institutions. Results obtained also informs the researcher on how best leadership styles influence employee's commitment in universities. A potential provision is enabled to draw possible recommendations on how best leadership styles should be applied to enlist a hence sense of employee's commitment on the job. Lastly, the findings would provide researchers, scholars and academics with more credible empirical knowledge, useful in studying leadership and organizational commitment in organizations.

1.8 Conceptual Framework



Source: Leadership styles: Bousbia, Ognjen and Tomislav (2015); Organizational Commitment: Meyer and Allen, (1990)

Figure 1.1: A Conceptual Framework on Leadership Styles & Organizational Commitment

The independent variable as illustrated within conceptual framework (Figure 1.1) is designated as leadership styles, shall be investigated with three constructs (democratic, autocratic and laissez faire leadership styles). It is presumed that democratic leadership style shall be scrutinized with the elements of involvement of employees in decisions that affect them, provision of employee guidance to work towards organizational goals, supportive effective communication and helping workers to accept criticisms. Also, the dependent variable (organizational commitment), is suggested to be examined using the categories of organisational commitment that is, affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1990; Dunham, Grube & Castaneda, 1994).

The figure highlights that affective organizational commitment were underlined by its assumed underpinnings of: happiness to spend rest of career in the current organization, feelings as if organizational problems are owned by the employee, feeling like being part the organization and lastly, the indicator that the organization has personal meaning as an employee. Secondly, continuance organizational commitment was examined on five levels: feeling that job can't be left right currently, leaving the job can disrupt one's life, it is necessary to continue working because there aren't many other options, leaving the job will have more negative effects, and there aren't many other options available. Lastly, normative organisation commitment was checked on the indicators of: 'Owing a great deal to the current organization, no obligation to remain in the organisation, no feeling to leave even if it was possible, feelings of guilt to leave organization now, organization deserving one's loyalty and leaving current organization now as if there is no sense of obligation to it.

It was hypothesized, that leadership styles are likely to positively correlate to, and subsequently influence organisational performance, other factors (extraneous) being constant. This assertion presupposed, that if the dominant leadership styles employed by University administration were not harmonized, they were likely to detour staff organisational commitment in these institutions.

Chapter Two

Related Literature

2.0 Introduction

The literature review for this study was purposely done to find out what has already been done that is relevant to this study. This information not only stops the researcher from mistakenly copying another researcher's work, but also provides the understanding and insight required to organize the research in a logical manner. The gaps in the literature are revealed by this review of the literature. Identifying areas of earlier scholarship to avoid duplication of effort, resolving disputes between studies that at first glance appear to be at odds with one another, and finally pointing the way to a need for future research are all aided by this reviewed literature. Therefore, a review of the theory that underpinned the study is done, the related empirical literature on leadership styles and organisational commitments also critiqued. Afterwards, literature on each study objective connecting variables that are independent and the variables which are dependent was generically critiqued. Finally, a conclusion was affixed to reveal the research gap, warranting the credibility of the current study.

2.1 Theoretical Review

The study was guided by the Contingency Theory of leadership developed by Fred Fieldler in 1958 in his work of Leader Attitude and Group Effectiveness. According to Fiedler's view, the success of a leader is largely explained by the interaction between two forces: the favoured circumstance and the leader Leader's-managing style (Shala, Prebreza & Ramosaj, 2021). Contingency theory was founded on the notion that for leaders to be effective, they must use their capacity to match their leadership

behaviours or styles with a particular situation or context (Arenas, Connelly, & Williams, 2018). Leaders try to adapt their leadership behaviours to different situations, which is also known as the "leader-match theory." Unlike the Situational Theory, the efficacy of a leader is dependent on how well that leader's style is fitting the given situation. The contingency theory has a significant influence on the managerial decision making in many areas of the organisation (Anwar, 2015). Lartey (2020) emphasized that the contingency theory is embedded with key constructs that help identify relationships among variables. Although the contingency theory of leadership was dominant and resulted into many other theories, its' prominence had decreased (Wart, 2013). However, with a surge in big incidents and catastrophes around the globe in recent years, the need to handle such challenges has maintained the applicability of the leadership contingency theory in such circumstances (Keen et al., 2020). An example of such calamities and uncertainties include covid-19 pandemic (Suharyanto & Lestari, 2020). Therefore, the use of this theory in the current study was timely.

The theory of contingency does not focus on helping the leader adjust to a circumstance, rather match the leadership styles, existing situation and the goals to be attained (Adoli & Kilika, 2020). To customise the leadership approach to the context within which it might flourish, a scale known as the Least Preferred Coworker (LPC) scale was developed. Leadership theorists agree that contingency theories have superseded other views expressed on leadership (Puni, Ofei & Okoe, 2014). This might be due to its in-depth consideration of traits and styles. Waters (2013) explored the integration of connection-building strategies into public relations by leaders in the field program using the classification of leaders from the contingency theory. He discovered

that the leadership styles used in the company are accurately described by the contingency theory of leadership. He concluded that, among the notable accurate but also dependable ways to gauge a person's potential as a leader is through contingency theory of leadership.

Initially, a group having a task to complete or a goal to pursue was described as the realm in which contingency theory applies (Miner, 2015). The accomplishment of the task required a form of interaction among members not as an independent effort. Three elements were used to describe the situation including the position and authority of the leader, the nature of the task, and the interpersonal relationships among the team members. The situation that defines whether a leader is efficient or inefficient is created by the three elements. When these three elements complement the leadership style, success is anticipated. To begin with, Power position is a consideration of the extent to which the leaders are able to impose punishments, both positive and negative. The realm of the power position presupposes the reality of an organisational structure around the team and a hierarchical system of power transmission. This domain was operation in the universities under this study. For instance, in these two universities, heads of departments and deans are surrounded by academic staff and their positions are not free from the directives from the higher authorities including university council, Vice Chancellor Academic, Vice Chancellor Finance and Academic Registrars. This position of power makes the leaders' job easier. The outcome of this analysis demonstrated that the functional chain of control for a university may constrain the position and responsibility of the leader, which may drive them to embrace inflexible leadership styles. However, the fundamental idea of the doctrine of contingency is that

not all organisations require the same kind of organisational structure (Magaji & Naziru, 2018).

The task structure domain denotes the arrangement for which rules, regulations, job description, policies, roles are clearly stated. This is peculiar with university where the head of department and deans are expected to ensure that established university policies, rules, regulations, lecturer's job description are all adhered too. According to Miner (2015), due to the enforceability of prescribed tasks, highly structured environments make for easier leadership. It assumed that task structures exist when decisions are subject to straight forward scrutiny. This scrutiny emerges to be complete in terms of accuracy, goals are defined and understood properly, there are many ways to achieve the goals, and there is only one right response or solution (Miner, 2015).

The last domain of contingency theory is the member relationship. This is a lot more of an internal issue. It is seen in the rate at how followers accept and cling to the leader, as well as in the affective responses of followers to that leader. It is assumed that if this relationship is positive, the leader's job is much easier. This current study revealed that sometimes the limited range of alternatives, limited resources and limitations on the available resources may also compel managers to take action depending on the situation they find themselves in while minimizing strategies built around relationship. However, Madlock (2018), used contingency theory to study the leadership styles and how it influences telecommuters in the insurance industry. The findings showed that supervisors needed to communicate information pertaining to tasks more effectively than messages focused on relationships if they wanted to be seen as leaders. This is in

line with the discoveries of Yazdanmehr et al. (2020), who utilized contingency theory to examine teacher leadership and conflict resolution in an EFL classroom. Their findings showed that most participants in the study adopted a task-oriented leadership style in the classroom.

The contingency theory assumes a leader should have the ability to identify a best leadership style amongst a list of many to achieve the organizations goals in each situation (Shala, Prebraza & Ramosaj, 2021). Studies that had benefited from the contingency theory identified in this study included Kerdngern and Thanitbenjasith (2017) studied how contemporary leadership influenced job contentment and turnover intent in a construction business in Thailand. With use of the contingency theory of leadership, the outcome revealed that contemporary styles had a direct positive significant correlation on the organizational commitment of those worked in the business. However, this earlier reviewed study was done in the construction firm while this current study was in an academic environment. In Santa Domingo, Ecuador, Vidal et al. (2017) investigated the leadership practiced owner-managers of small firms using the contingency theory. Results revealed that mixed support of the theory implications on small business owner commitment to management roles. Meanwhile, Khan, Ismail and Panigrahi (2017) used the contingency/situation theory to investigate the effect of leadership traits on staff commitment in organisations with many projects, results revealed that leader qualities and styles positively impact employees' commitment.

In a nutshell, the contingency theory regarding leadership necessitates adaptability on the component of the individuals in charge to assess every circumstance and come

to conclusions that are specific to those circumstances. When attempting to successfully implement the contingency theory of leadership, leaders must be vigilant and avoid making decisions solely based on regulations, procedures, and practices. Therefore, Employers need to be aware of the value of contingency theory and its advantages in working environments if they want to increase profitability and morale among staff members.

Instead of responding to the problem itself, leaders might deal with the underlying root cause of specific difficulties by employing a contingency leadership model. Heads who recognize the significance of contingency theory will endeavour to comprehend all of the forces that contributed to the problem rather than concentrating on its outcomes. For instance, a head of department tasked with handling the issue of declining efficiency as it relates to low adoption of virtual teaching and learning may take a closer look and realize that the staff are unable to conduct such sessions due to a lack of computers, internet, or data and that they must be given the necessary equipment from the university. The manager may not have identified the true cause of the output decline if he had only relied on motivation theories as an instinctive response to productivity issues.

The fact that the contingency theory gives users much more pleasure is another important effect on administrators. Administrators play a key role in putting choices into action and making sure that those who work stick with specified objectives, regardless of whether or not the organisational structure is centralized or flat. Supervisors have a lot of options for responding to issues thanks to the theory, which

also offers them tremendous decision-making autonomy. The university's senior management must provide its lower managers the liberty to disregard the regulations or, in extreme cases, to override them when implementing the contingency theory. Leaders must adopt flexible reasoning in order to implement contingency theory in the workplace effectively. As a result, while making decisions, managers must interpret rules and directives widely while still supporting the University's guiding principles and objectives. Remember that the whole objective of contingency theory is to respond to unpredictable circumstances with no taking of hard stance, even though university heads might be reluctant to allow lesser headship this degree of guidance. Giving lower-level managers this kind of flexibility increases their confidence in their judgement and gives them the feeling that they are independent and able to perform their jobs without regular approval.

The significance of contingency theory stretches to the perspectives of leaders on how initiatives will affect the entire University. The behaviours of a leader should be consistent with the organization's overall social structure, commitment to employee welfare and security, profit position, brand setting up, and student service attitude. The contingency management style requires leaders to reach judgements and find solutions depending upon how the organisation as a whole, not just a college or department, would be affected.

Although studies have proved use of contingency theory important in the study of leadership and commitment, it has not been used without being challenged. For instance, the limitation and difficulties in making validation of the theory due to its

ambiguity has been a focus for many scholars (Vidal et al., 2017). The lack of flexibility of contingency theory has drawn criticism. The advocate held that a person's innate leadership style is fixed and that, as a result, replacing the leader is the most effective approach to resolve difficulties. However, leaders are required to be flexible since situations themselves are not static. This is why theories after him had a divergent view like the Life Cycle Leadership Theory that later became known as Situational Leadership Theory in the 1970's by Paul Hersey and Ken Blanchard. Both concentrated on characteristics of followers to explain leadership behaviours. They suggested, there isn't a single leadership type that is superior to others. Therefore, the theory resulted in the use of words like Directing, Coaching and Supporting, Telling, Selling and Participating as used by Blanchard and Hersey respectively. Successful leadership, according to the Hersey-Blanchard Model, is relevant to both the job at hand and the relationships it is in. As a result, leaders are urged to take into account both the unique characteristics of each follower and the group as a whole.

Furthermore, the theory of contingency has been challenged on its validity despite many supportive tests. Additionally, it has been claimed that the LPC scores don't always accurately reflect the personality characteristics they are meant to. A clear comparison between leaders with low LPC scores and those with high LPC scores is absent, as is the failure to display the right outcomes. The proportion of neutral and unfavourable scenarios is not taken into account by the model.

However, basing on this contingency theory, leaders and managers in the university should be aware that a distinct approach to leadership is nonexistence. Diverse

leadership styles are necessary for diverse situations for instance, once the situation is favourable leadership styles like democratic, laissez faire may be applicable to enlist commitment of academic staff. However, in situations when the situation is not favorable, coercive means might be employed to enlist the commitment of academic staff.

Further still, Magaji et al. (2018) in their exploration and critique of contingency theory, they found out that There was no generalized greatest compatibility in terms of leadership style as it linked the managerial accounting and organisational system, despite the fact that the theory offers a description of organisational behaviour depending on situational circumstances. This same study found a problem with the theory claim on the static behaviour of organisations and the failure to address issues of organisational size. In the vein with earlier reviewed studies, Amagayibor (2021) studied leadership styles and employee's performance in a manufacturing industry. Results obtained through using contingency exposed Paternalistic, Charismatic and autocratic styles of a leaders to influence employee performance meaningfully. This meant that this theory application might have had an impact on employee commitment to yield high job performance. In addition to the afore mentioned results, this current research examined the direct effects of various styles of leadership, including laissez-faire, autocratic and democratic on employees' organisational commitment in a university context.

Likewise, Balbuena et al. (2020) in an application of leadership theories in analysing employee production of Philippine Higher Education Colleges, they used contingency

leadership theory. Pertinent results from this study revealed that leadership behaviours concerned with people and productivity determined their sense of commitment on the job. The consequence of this was a high sense of citizenship behaviour at work, high affection with concerns of work and above all better job productivity. However, this study was not done using Pearson's Correlation Co-efficient and Multiple Linear Regression analysis techniques' as were adopted in this research. Nonetheless, Houghton (2005) studied contingency theory in leadership and psychological empowerment. Results indicated that the most effective leadership modalities are transformational, transactional, and directive must be varied and used interchangeably depending on situational variables. Whereas Vidal et al. (2017) stated that the study of small business owners' and managers' leadership styles in Santa Domingo, Ecuador, utilised the contingency theory of leadership. Whereas, Vidal et al. (2017) suggested that the study of small business owners' and managers' leadership styles in Santa Domingo, Ecuador, would benefit from a contingency theory of leadership approach. The conflicting results of the theory's application make it difficult to provide unambiguous recommendations for administrators' leadership behaviours in certain organisational contexts. This could open up gaps and make it more important to carefully evaluate how to act in specific circumstances to increase employee motivation for their work in order to get greater performance and commitment from employees in work-related situations.

2.2 Empirical literature on Leadership Styles

According to numerous scholars in the twenty-first century, style is something that distinguishes a specific person in a variety of contexts (Jamal, 2014). It's worth noting that leadership styles denote set of behaviours a leader exhibits inside a company in response to pressure from others or from within. Therefore, this directly affect behaviour of employees within an organization either in positive way or negatively. It is possible to identify a manager's behavioural traits and style by seeing how they deal with the group's members and carry out their duties as a leader (Igbaekemen & Odivwri, 2015). Successful leaders are characterized by a particular leadership style (Robbins & Coulter, 2009). According to these scholars, it is challenging for a leader to use a single leadership style. Furthermore, the same scholars inferred that behavioural approach theories, like the contingency theory of leadership, focused on understanding what leaders do in workplace settings and covered a variety of applications of leadership styles.

Among the behavioural approach theorists is Douglas McGregor's 1960 theory X and Y. Theory X strived to explain authoritarian style of a leader. A Theory X leader closely monitors their team members, giving them work with specific deadlines and using the prospect of increased compensation or the fear of discipline to incentivize them. If a manager operates on these presumptions, they may take authoritarian actions that alienate and resent workers. While acknowledging when this strategy might be appropriate, McGregor argued that it was ineffective when dealing with workers who had egotistical, social requirements. Under theory Y, MacGregor advanced it to designate a leader's human style while leading subordinates. The goal of the Theory Y

leadership style is to establish a work environment in which the objectives of the organisation and the personal objectives of the employees are congruent. Also to note, between management and employees, it might lead to a friendlier relationship. McGregor acknowledged that this method of thinking might not be the greatest for all leadership positions. Instead, he offered it as a substitute that would convince leaders to reject the restrictive tenets of Theory X and take into account a more optimistic outlook.

Studies on leadership styles, such as those by Bass (1985), identified three types: transactional, transformational, and laissez-faire. Through his writing on Leadership and Performance beyond Expectations, Bass built on Burns' (1978) work by outlining the psychological mechanisms behind transformational and transactional leadership, explaining how transformational leadership may be evaluated, and describing how it influences follower motivation and productivity. In light of the qualities of a transformative leader, those who follow them are willing to put in more work than was first anticipated because they have confidence in, admiration for, devotion to, and esteem for the leader.

Later studies for instance, Robbins and Coulter (2009) indicated that the University of Michigan, thoughtfully proposed two distinct leadership styles, namely: subordinates concern style and production concern style. This viewpoint, according to Robbins & Coulter, is apparently similar to another reached by the Ohio University studies on leadership styles in 1945. These studies also identified two leadership styles that define the leadership behaviours in a work organisation: employee-centred and job-centred leadership styles.

Conversely and interestingly too, Blake and Mouton in 1964 identified as many as five leadership styles - expanding on those highlighted by Michigan and Ohio Universities: underlining consideration of leaders for people and a concern for organisational goals and productivity. Among the recognized styles were "team management styles," "impoverished management," "authority-compliance," "middle of the road" management, and "country club management" (Blake & Mouton 1964).

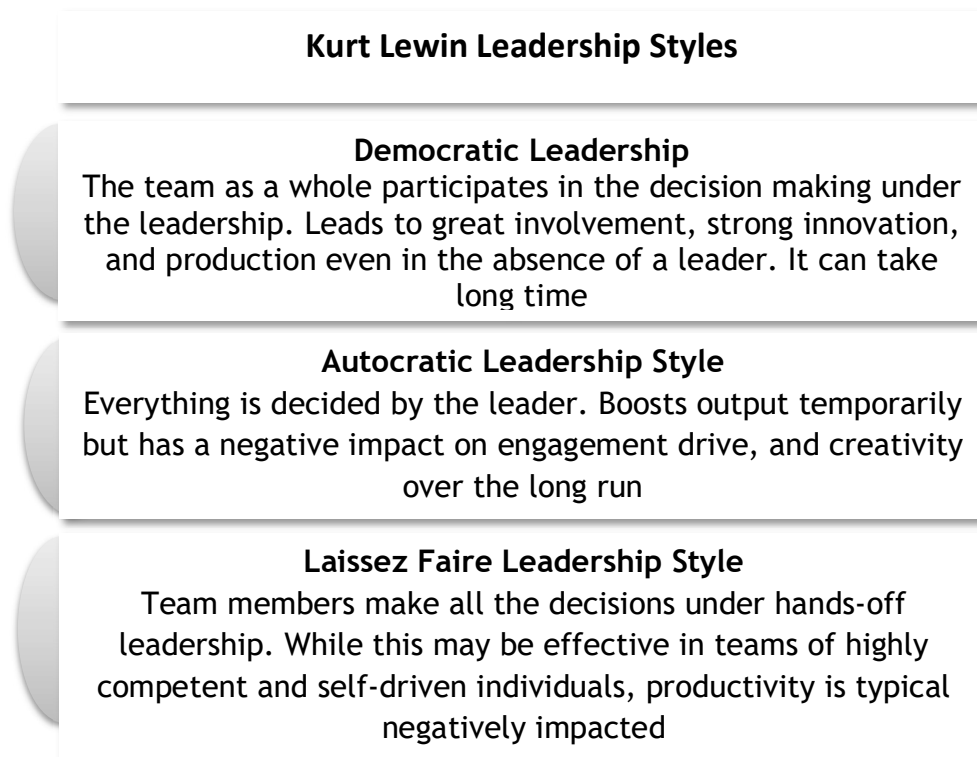
In their situational theory presented in 1969, Hersey and Blanchard made the point that a good leader selects the appropriate styles on the basis of maturity and followers willingness to take ownership of their actions, as well as their experience, education, and motivation. To them, there are four leadership styles, inscribed in: telling something, selling something, participating in something, and delegating something (Robbins & Coulter, 2009). However, contingency approaches to leadership and management proficiency have pointed to several leadership styles. For example, according to Fiedler's contingency theory, which dates back to 1958, a leader's capacity to match their leadership style to the circumstances within their organisation is a determining factor in how effective their leadership is.

Such a perception is seen to influence the appropriate leadership style of the leader. This consideration may imply that no leader is born a dictator, a democrat or someone in-between, something many scholars like Tannenbaum and Schmidt referred to as the leadership continuum developed in 1957 reflecting different amounts of employee participation - functional to varying situations. To these scholars, depending on the circumstance, leaders might change their leadership styles; for example, one leader may adopt an authoritarian system while another might prefer a system that is

democratic and the other might combine the two styles (Lahloub & Sarayra, 2012). In another development, other studies summarized the leadership skills as autocratic, democratic and laissez faire (Najem, 2011). This categorization was preferred for the proposed study, though none of the styles has ever been confirmed to be a substantial precursor of organisational commitment.

This study of leadership style and organisation commitment in selected universities in Uganda benefited from the study of Lewin et al. (1939), who cited democratic, laissez-faire and autocratic as the three primary leadership styles. Based on interviews with leaders and employees, Lewin, Lippitt and White concluded that these were the most applied leadership styles among subordinates. The identification of the leadership styles resulted into the Lewin's Leadership Theory of 1939. Their study helped to identify the value of the democratic, laissez and autocratic leadership styles in organization (Scheidlinger, 1994) also summarized in figure 2.1

Figure 2.1: Summary of Kurt Lewin Leadership Style



Source: Lewin, K., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behaviour in experimentally created "social climates"

Experiments conducted by Lewin, Lippitt and White between 1938 and 1939 included exposing different groups of participants to different leadership styles. Among these styles were the autocratic, democratic, and laissez-faire leadership also illustrated in figure 2.1. Their experiments produced three conclusive results. The group that utilized democratic leadership lost productivity from 50% to 46% when their leader left. The second discovery was that, productivity dropped from 70% to 29% when a group lost an autocratic leader they were used too. Lastly, the third group of participants were left

without a leader as an experiment for laissez faire leadership. This group displayed boredom and less productivity that stood at 33%.

According to their research, democratic leadership was the most favored among those three leadership styles, at least from the perspective of the group, as you can undoubtedly understand from the results of the experiments illustrated above. But the apparent effectiveness of autocratic rule is startling. Please be aware that a wide range of additional leadership styles exist and can be applied and that the Lewin leadership styles study did not include them. Some of them weren't even defined at the time, in fact. You cannot base your case on the Lewin experiments and claim that the best type of leadership in the world is democratic leadership.

Democratic leaders, in accordance with Lewin's leadership theory, while guiding the group, participate in it and accept suggestions from other members. Nevertheless, the experiment revealed that while members of the authoritarian team were more numerous than members of the democratic team, the contributions they made were of a higher standard. In order to avoid the pitfalls that could befall teams that collaborate when they become disoriented, powerful managers are still required even in organizations that lead through democracy. Because employees participate in passing of decisions, democratic leadership is frequently regarded as one of the best leadership style. People typically respect democratic leaders because they believe they cherish and consider their viewpoints to be significant (Terzi & Derin, 2016).

Suffice to note, Authoritarian leaders rarely, if ever, consult the group while making decisions. Researchers found that decision-making become less creative under

authoritarian leadership. Lewin also got to the conclusion that it is harder to transition from an authoritarian regime to a democratic style than the other way around. The use of this tactic is frequently associated with tyranny, dominance, and authoritarianism. As a result, it typically causes discordant, even hostile, environments and pushes followers against the dominating leader.

According to studies by Lewin et al. (1939), laissez-faire leadership, often referred to as delegative leadership, was demonstrated to create the lowest-performing employees of the three groups. Laissez-faire leaders give minimal to no direction and leave the group members to make decisions. This strategy may be beneficial when dealing with highly skilled professionals, but it typically leads to poorly defined tasks and a lack of motivation. Lewin confirmed that laissez-faire leadership typically led to organisations lacking direction where members refused to assume personal responsibility, blamed each other for errors, and generated a lack of development and productivity.

What should be noted, leaders do not behave uniformly or identically in educational institutions since they are not all created equally. This is because there are many different approaches to leadership that can be effective in the realm of education. There are numerous styles that are suitable in certain situations or while interacting to different groups of people. For this reason, this research's choice of a contingency theory to explain the phenomenon. It should be mentioned that leadership is necessary for a wide range of jobs in education. For instance, leadership skills are necessary for more than only principals. These skills come in handy for a range of jobs, such as department heads, lecturers supervisors, leaders of teams, academic mentors, and more. Strong leadership skills are required for all of these professions, although the

approaches can vary widely depending on the individual and the situation. Other leadership styles that have been depicted in literature as being used at colleges and universities include transactional leadership, which is focused on rewards and penalties that are made abundantly apparent at the outset. Another type of leadership is transformational leadership, which aims to change an organisation by enthusiasm, vigour, and having a clear future vision.

In conclusion, although further researchers have identified more distinct types of leadership as earlier discussed, the earlier study of Lewin and colleagues was very influential (Yayaha & Ebrahim, 2015). This is why the three leadership styles were the main focus of the current investigation which are also considered to have provided a springboard for more defined leadership theories (Suranga & Mendis, 2017).

2.3 Empirical Literature on Organisational Commitment

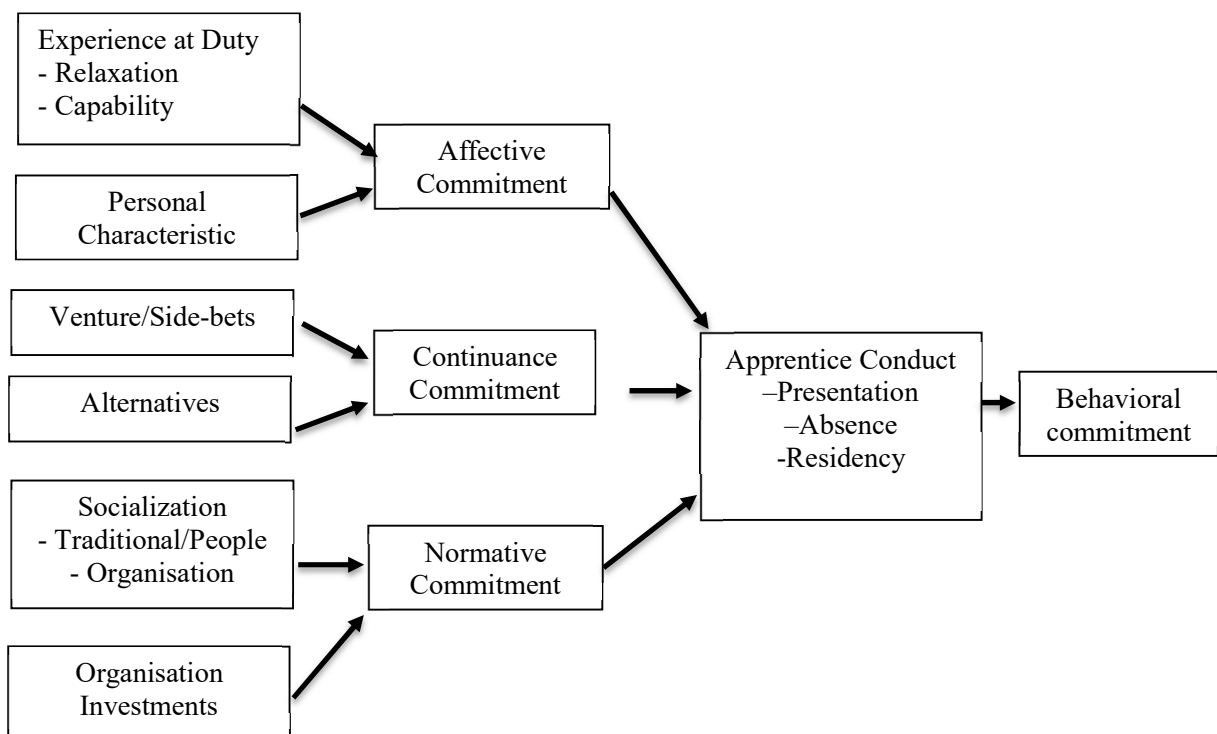
In the highly competitive environment of today, organisations can only achieve great performance if every person is committed towards attaining those organisational goals. (Radosavljevic, Cilerdzic & Dragic, 2017). Therefore, in order for any organisation to compete favorably and become successful in this demanding and fast growing global world, a committed work force is paramount (Rubel et al., 2021). Usually, the vision and aims of the organisations are well known to such workers (Lambert et al., 2017). Organisations are therefore, investing in improving structures, procedures, practices and policies that ensure commitment (Vance, 2006). Organisation commitment is an emotional situation that characterizes somebody's connection with the organisation and affects whether they choose to stay there or not (Meyer & Allen, 1991). Commitment

is related to higher productivity and lower employee turnover which is responsible for rendering a competitive edge in organisations. Consequently, to keep someone consistent to their plan of action and become relevant to their goal, commitment is sought. Commitment of personnel is defined as a burning aspiration to uphold organization's welfare and to exercise a strong mental connection in support of organisational aims. So, commitment gives the strength to staff's identification and participation in an organisation.

Different individual characteristics like age, seniority, sex and education level have been linked to conditional organisation factors like environment, leadership, resources, and job satisfaction (Meyer et al., 2007; Yucel & Bektas, 2012). For instance, a high amount of autonomy enhances the commitment of more senior and experienced workers, whereas the reverse is true for younger and less experienced individuals (Brimeyer, Perrucci & Wadsworth, 2010). It should be noted however that age is a measure of time that can result into contextual changes that have a direct impact on attitude and behavior. So, leaders are supposed to ensure that they strike a balance between these varying variable if commitment is to be ensured and establish a strong connection between leadership and worker commitment. In addition, distinctive behaviors are manifested within a committed staff. For instance, that staff may consciously decide to make a commitment and thoughtfully plan and ensure it is carried out so that it is entirely fulfilled. This commitment behaviour is more desirable in an education setting since it more rational than emotional behaviours that express positive feelings towards the organization.

The current research has employed the Meyer and Allen (1997) commitment model to deeper comprehend organisational commitment. These components were treated as dissimilar components corresponding with the different psychological states of employees' attachment to their organisation. These components are summarized in Figure 2.2.

Figure 2.2: Three Dimensions of Employment Commitment



Source: Meyer, J. P., & Allen, N. (1991). A three Component Conceptualization of employee Commitment, *Human Resource Management Review*, 1, 61-89.

Figure 2.2 illustrates categorization of commitment and their connectedness. Affective component strongly correlates with important organisational variables like turnover, absence, abscondment, and this has made it a core component of organisational commitment (Mercurio, 2015). Individuals with affective commitment identify with

their organisation because the perceived goals, missions and values are congruent with what that individual recognizes (Grund & Titz, 2021). They have a strong attachment to the organisation and the feelings to be part of the organisation. Studies about affective commitment has showed varying results, for instance an excursion conducted by Cemaloglu, Sezgin and Kiline (2012) discovered that, teachers' low affective commitment is attributed to criticism in their community but when the leader used management by exception style, there was a high affective commitment. Morrow (2011) emphasized that the effective management of affective organisational commitment can present the most significant relationship with the desired employee behaviors.

Affective commitment is the most consistent in enabling achievement of positive organisational outcomes. Employees who exhibit affective commitment become strongly identified with the company and feel a connection to it. The sense of belonging increase employee engagement in organization's activities. They learn about the organization's mission, goals, and vision. This acquaintance increases productivity which leads the organization to compete favourably. The emotional state of employees with affective commitment is so strong that everything that goes wrong in the organisation leads them to feel failing the organisation. Any reward, appreciation and contribution offered to these workers increases their efforts and energy in serving the organisation. The increased efforts result into a sense of duty towards the organisation and ownership of organizations' welfare. Such employees are held in high regard and like fostering relationships and cooperation inside the workplace. These employs enjoy the collegial relationship with their leaders and co-workers. The accomplishment of

organisational objectives is facilitated by all of these traits. It is hard to find affectively committed employees with behaviours of resentment, abscondment and withdrawal.

Continuance commitment is yet another component of organisational commitment which considers 'gains vs losses' of working for that particular organisation (Ahmad, Majid & Zin, 2015). The worker could experience pressure to stay with an organisation because they perceive a large cost in leaving (Velickovic et al., 2014). There is a psychological attachment that workers develop for the long time they stay in the organisation (Anttila, 2014). Therefore, a worker would consider the benefit or loss and cost of leaving this organisation (Lambert et al., 2015; Clarke, 2010; Wang et al., 2010). To such a worker, factors like financial expenses, like costs of retirement would include retirement accumulations and social expenses like coworker friendships and ceasing to be an organisational member. Additionally, keep in mind that everything that makes departing an organisation more expensive leads to establishment of continuance commitment (Meyer & Allen, 1991). According to Becker (1960), this commitment tends to follow a regular course of action according to how much the person believes it will cost to stop doing the activity. There might be disruption the social relationship the employees had at the previous organisation hence posing a cost on psychological state. Thus, adapting to new environment, making new friends at workplace and being part of team all cause challenges. Some employees fear of the energy and efforts required in transferability the skills and knowledge on the alternative job especially when they don't match.

Furthermore, employees with continuance commitment wish to work for the company for a very long period. They consider their investment in the organisation as a reason

for staying. They analyse the price they will pay for leaving an organisation and would prefer to stay if the price is high. Continuance commitment workers evaluate the options that are available for them if they left. In case little options or jobs are available, the cost is considered high and these employees would opt to stay. So, the high cost of leaving becomes the predictor for continuance commitment. When a worker leaves an establishment, they have to invest in all aspects of life at the new job or organisation. They economically invest in personal financial needs and materials required at the new work, they have start making new friends and creating new relationship, they have to establish collegial team work. These workers have to learn new rules and regulations, policies and procedures at the new job. They psychological have to prepare themselves for the new role and adherence to leadership. All these expectations increase the cost of leaving. If the employee has already gained such personal rewards, they are expected to stay long at the organisation.

According to Meyer et al. (2007), People staying with organisations out of a sense of duty exhibits normative commitment. These emotions could result from stress both before and after a person joins an organisation. It's possible that the organisation spent money training a person who now feels morally obligated to work hard and remain an employee of the company in order to pay back the investment (Meyer & Parfyonova, 2010). It might also be a reflection of an ingrained belief that one should be devoted to their organisation, one created prior to someone joined the group by means of familial or other interaction processes. The individual continues to work for the organisation because they "ought to". Normative commitment tends to be greater in organisations that respect loyalty and systematically convey this to staff through

incentives, awards, and other tactics. Employee normative commitment is also high when there are consistent, outward signs indicating concern to the welfare of the workforce.

Employees that exhibit normative commitment develop feelings of a moral duty to stay with an organisation. In other words, they are obligated and ought to stay. Socialisation has been given a leading factor in determining normative commitment. They have the feeling of being wanted to stay as the leaders believe in them or they have a feeling of being treated fairly. The internal social factors like collegial friendship, relationship, cultural or organisational values are all responsible for normative commitment. They shape the behaviour and personal motivation. Some of these people attach their commitment to rewards they have received in the organisation and have a keen sense of obligation to continue working there. In addition, when the employee realises that the organisation is supportive and have a high consideration for their needs, they would like to reciprocate with commitment. Normative commitment is sometimes shown by employees who believe they are treasured as an asset of the organisation.

There are different theories that were developed to help in further understanding of organisation commitment. These theories appear to have affective commitment at the center and all their diverging views suggest Affective commitment. For example; the behavioural illustrated by Mowday, Porter and Steers in 1982. The employee under this behavioural commitment theory is considered to be locked into the organisation. The employees' actions are consequential to individuals' psychological mind of commitment. Therefore, an individual level and cycle of commitment starts and ends with their behaviour. It is their behaviour that determines which choices or actions they

take that either increases or lowers their attachment to the organisation. It is the employees' behaviour that will instigate feeling of obligation to follow their chosen action and the supposed cost involved in continuing or not continuing. For example, when an employee freely chooses to be loyal to the leader, that employee will feel obliged to continue being loyal.

Another commitment theory is transactional commitment theory. Unlike the free will and emotion associated with behavioural theory, employees' investment of resources and accrued rewards determine their commitment under transactional commitment theory. This implies the decision to commit one's self is economically driven. Some of these investment include personal energy, time, money and the employee would dare want to lose them. This transactional commitment theory therefore presupposes continuance commitment since the employees measure the cost and risk of losing whatever they have invested in the organisation. The employee under the transactional commitment theory still considers the loss of the current job to while few or no alternatives are available to take up. This is what continuance committed employees exercise.

Obligatory commitment theory is a theory that suggest commitment from an individual is a result of that individual mind-set of fulfilling obligation to the organisation. The employee feels the need to reciprocate some gains to the organisation. The employees study the organisations norms and values and from these, that the employee develop the emotional obligation to perform. This theory's principles and assumptions are indicative of normative commitment.

The last theory is the attitudinal commitment theory. This theory emphasizes the individuals' desire to remain in an organisation. This theory assumes that, employees' identification, participation and involvements in the organisation activities contribute to their commitment. Suffice to note, the employee's identification and attachment with organisational values and objectives results into intrinsically motivated and committed employee.

In conclusion, a worker who is more committed to the organisation has a higher chance of making a positive contribution to the organization's success and that employee will also be more satisfied at work, which will lower changing personnel and improve the capacity of attraction in conjunction with keeping talent. Since leadership supports the working environment, it is important to find out how the associated styles influence organisational commitment which was the focus of this study. However, the three organisational commitment components suggested by Meyer and Allen have come under fire for relying more on theoretical than empirical evidence, which may account for why this component of their analysis is less in-depth than the others (Wiener's, 2005).

2.4 Empirical Literature on Leadership Styles and Organisational Commitment

A company has to have effective leaders in order to foster organisational commitment, according to a large body of research on leaders and their leadership styles (Abdulkadir, Abdi & Raqui, 2018). Great leadership, which is one of the crucial talents required to sustain excellent performance, is a component of any large organisation (Siti, Mohd & Farzana, 2013). While leadership behaviour and organisational commitment have been studied separately for decades, their interactions have received much less attention, particularly in light of the different leadership behaviours and multifaceted

organisational commitment that they entail (Clinebell, Skudene, Trijonyte, & Reardon, 2013).

To assure contented and devoted workers, it is up to the leader who serves as the closest mediator in the workplace. The leaders' role is thus vital (Nkhukhu-Orlando et al., 2018). Therefore, the leader must be highly aware of any effects that his or her demonstrated behaviour may have on improvement of followers' perceptions of the place of employment and possibly the entire organisation as a whole. Therefore, a leader must alter his or her leadership habits to improve followers' commitments. Examining the relationship between various leadership styles and organisational commitment was the goal of this study, which was conducted in two universities of Uganda Christian University and Kyambogo University.

A significant challenge that organisations face nowadays is making sure that employees are happy so that they will continue to work hard for their companies (Al-Daibat, 2017). Employee turnover has extremely high expenses, so in order to reduce these costs, organisations must work to forge an association among the employee and the organisation in question (Kassaw & Negassa, 2019). The importance of leaders in guaranteeing outstanding organisational performance and employees' devotion to their jobs cannot be overstated, regardless of how leadership and its pattern are defined. This is a point that scholars agree on and that has been true since the dawn of time.

In the majority of the world's corners, organisational leaders face accusations of practicing a leadership style that uses top-down approach that commands and controls workers (Abasilim, Gberevbie & Osibanjo, 2019). This has caused most of the negative

reactions from workers that hinder proper working relationship (Akinbode & Fagbohunde, 2012). The literature reviewed in this study revealed that, many academics have focused on how leadership styles and organisational commitment relate. For instance, Sabah (2015), found out that, organisational commitment is significantly impacted by both transactional and transformational leadership styles statistically. This was discovered in a study looking at how leadership styles affected organisational commitment in the banking industry at Biskar State in Algeria. This concurs with Djalali et al.'s (2017) exploration on a group of Indonesian general managers who looked at the connection between a transformative leader and organisational commitment. The researchers looked at the connection between organisational citizenship behaviours and leadership that is transformative. According to the study, there is an important correlation between organisational commitment and transformational leadership. More so, the influence of the former onto the later was also proven to be a significant one. Although transformational leadership style may connote the inclusion of a variety of leadership styles, for stance; democratic and autocratic, the results were not articulate on their potential and contribution to the unified transformational leadership style that was examined. Finding out the peculiarities of democratic and autocratic leadership and how they relate to commitment remained crucial.

The successful operation of an organisation is greatly influenced by organisational loyalty of its staff, which has been recognized as a key human aspect. This makes it very important to develop an ability to attract, retain and develop competent employees for universities. Leadership is critical in helping achieve this goal. Therefore,

leadership and commitment become pivotal in a university since the institution relies on the knowledge and skills of their academic. According to Oludeyi (2015), universities that provide for the needs of those working there and encourage them to reach their full potential are far more probable to have their staff that is contented and inspired, which can lead to staff that is more dedicated to the university.

Assiri (2014) employed the managerial grid developed by Blake and Mutton in 1964 to look at the relationship between organisational commitment and leadership style in the Saudi Shura Council's general secretariat. The results were statistically significant portraying a positive association between leadership and organisation commitment. In addition, Al-Kareidi (2010) examined the effects of autocratic, democratic, and laissez-faire styles of leadership on organisational commitment as part of his research. He set out to understand how these leadership styles affected the affective, normative and continuance components of organisational commitment. According to the findings, laissez-faire and democratic leadership styles had insignificant statistical influence on employee organizational commitment, unlike autocratic style which was discovered to poses a strong, considerable advantage effect on organisational commitment. However, this earlier review never based its study finding on the contingency theory of leadership as was the case with this current study.

More specifically, many researchers on democratic leadership style and employee organisational commitment have, so far, concluded that this style positively correlated with employee affective organisational commitment. For instance, Nuwayqa (2015) found out revealed there was a strong positive relationship between greater organisational commitment and leadership techniques. This was found out in the

investigation into how leadership styles influence accomplishing organisational commitment. The results also revealed a high level of leadership styles and organisational commitment. In same vein, Al- Daibat, (2017), established that democratic leadership style positively correlated with all: normative, continuance and affective commitment. Even for Sakiru, Ismail, Samah and Temitope (2018) the interaction between democratic approaches and organizational commitment was revealed exhibit positive significance. These findings had been qualified by Terzi and Derin (2016) who established that democratic leadership is a moral reality that upholds people's rights to participate in society in a respectful manner while meeting expectations. These findings weren't correlated, as they were in this present investigation.

Akinyemi and Ifijeh (2013) investigated the leaders' styles as well as dedication to working by library workers in Southwest Nigerian institutions of higher learning. Through the use of regression analysis technique, it was established that the democratic leadership style significantly correlated with job commitment of the library staff. The study ascertained that university leadership considered library staff as being knowledgeable and skillful which enhanced their consultation and eventually yielded to their higher commitment. Meanwhile this study was on library staff while this current study was of academic staff.

On autocratic leadership, Leng, Xvan, Leng and Yan (2014) investigated how leadership style affected commitment among employees in the retail sector, analysing data with Pearson moment correlation co-efficient technique. It was inferred that significant

correlations were found between autocratic leadership style and employee organisational commitment. Inversely, Sakiru, Ismail, Samah and Temitope (2018) later established that autocratic or authoritative leadership style had no close association with organisational commitment of employees. The scholars further indicated that this was so because authoritative leadership tends to lower the connection between employees and their super-ordinates. For Khan, Hafeez, Rizvi, Hasnain and Marriam (2012), their study had established that even bureaucratic leadership style is relevant, like autocratic, to be applied on employees who are not self-driven to enhance their levels of organisational commitment. However, as was the case with the present research, the earlier investigation was not steered in the setting of the developing world.

Conversely, in the studies reviewed on laissez-faire of leadership, employee organisational commitment, Garg and Ramjee (2013), for instance, found that laissez-faire negatively associated with normative and affective commitment, with the exception of continuance commitment. Moreover, Al-Daibat (2017) pointed out a that a laissez leader avoided offering what they have decided, ignores pressing issues, declines to take action, avoids taking the initiative to engage with others in the group, and refrains from giving direction, especially in cases where the employees have been made aware of their work obligations. Meanwhile, it was not indicated whether these earlier aforementioned studies used Pearson's Correlation co-efficient index and Multiple Linear Regression which were used as analysis techniques in the current study. Other researchers (Sakiru et al., 2018) revealed that laissez faire leaders may not in one way or the other enrich commitment of employees. Besides, a conclusion drawn

after the study was not an outcome of methodologies like the ones that this study utilised that is, the inferential statistics as was the case with this current study.

These viewpoints were also sustained by Silva and Mendis (2017) who described laissez faire leadership as highly passive attitude, unwilling to exert constructive pressure on colleagues' organisational commitment. The leader avoids the act of choosing, letting people make their own decisions and exchanging ideas freely are all permitted under laissez faire leadership. Leaders who use laissez-faire style allow staff to assist themselves and are typically visible but not felt. Besides, the previous review was an assertion not an empirical field out findings as was the case with the current study. This leadership style once applied onto employees who are self - driven can lead to higher organisational commitment; something that Awan, Mahmood and Idrees (2014) established in an exclusive study on library managers who were mainly exercising laissez faire leadership style but this never constrained organisational commitment of library staff members. Using the contingency theory in Uganda, Nabayego (2011) noted that, it might be difficult to get the desired outcomes when the leadership style being used is incompatible with the assignment and surroundings, the assignment itself, and the traits of the subordinates, an issue which was later confirmed by Karanja (2014). This, in a way, implied that a styles of leadership that can bring about the desired result and will often vary according to environmental or circumstantial factors, for instance characteristics of employees and also the type of work, culture and above all the way leaders undertake their leadership roles to execute the assignments.

Leaders therefore, should engage employees in training since training and development enhance commitment (Vance, 2006). This is one of the activities the leader can do to ensure commitment of workers. Through training and professional development, leaders are able to inform the staff about new changes in work, remind staff of the organisational structures, schedules, system and policies which are necessary to increase an understanding of the organisations. Staff are able to add on their existing knowledge and skills to fully engage fully in their work (Grund & Titz, 2021). There is satisfaction derived from mastering new tasks. Training and development also enables the leader to inspire workers, share vision, generate enthusiasm, encourage creativity while coaching and all these stimulate the obligation and desire to stay with the organisation (Suranga & Mendis, 2017). However, the earlier reviews in this paragraph were not anchored by the contingency theory of leadership that was used in this current study.

Finally, it was difficult to expect results if the leadership styles is erratic to workers' aim. Worryingly in Uganda and specifically in Universities, scanty studies on leadership styles and staff commitment are complete, yet a problem is still on. A plea for more research was still rife. This study remained timely, therefore.

2.5 Empirical Literature on Democratic leadership style and Employee Commitment

Al-Khasawneh and Futa (2012) in a study about the influence of the leadership styles that staff have adopted in Jordanian universities on changing students' conduct in Jordan's northern region. Results acquired from regression analysis showed that a democratic leadership style affected commitment for academic staff in a moderating

way on the job which shaped students behaviours positively. This study was done in Jordanian universities while this current study was targeting employees in universities. Meanwhile, Ntenga and Awoor (2018) studied leadership style and plans for employee turnover in Kenyan organisations. Findings from this study revealed that democratic leadership style leads to continuance commitment or intentions to continue on the job. However, this study was only on one aspect of commitment (continuance commitment) while this current study was on all aspects of commitment. Aras and Jafri (2021) examined how leadership affects organisational citizenship conduct and staff happiness across levels of hierarchy. According to the results, democratic leadership was the style of leadership that had the most impact on employees' civic behaviour. This implied that this style of leadership had much to offer in influencing the continuance commitment of employee.

Conversely, Matiko and Mbuti (2021) studied leadership styles and the status of commitment among staff in public hospitals in Dodoma, Tanzania. Resulting from a study that used descriptive statistics disclosed a substantial constructive association concerning leadership styles and staff loyalty in hospitals. Significantly, democratic and autocratic leadership styles, together accounted for 24.1% and 5.6% respectively. However, the current study methodologically involves use of correlational results.

Meanwhile, in an analysis of university librarians' perceived use of the democratic leadership style as well as the work attitudes of the library staff, Chukwusa (2019) reported that there was a positive perception of the library staff with regard to their organisational commitment and usage of democratic leadership style. These results

were arrived at through the use of frequencies and mean scores. Thus, the more chances these library staff had to apply democratic leadership through involvement of all employees, the more the commitment on job. This study, however, used multiple linear regression analytic techniques and Pearson's correlation coefficient index to draw inferences as opposed to the previous research, which was descriptive in nature. In more less the same way, Asgari (2014) investigated the way various leadership styles affected staff commitment to provide high-quality service at Isfahan's Bank Melli branches. Results obtained showed a connection between employees' commitment and participative leadership styles that was directly favorable and substantial. This meant that the participative leadership style as an aspect of democratic leadership style associated with employee commitment. However, this study was carried out in banks not in an educational environment as will be the case with this current study.

These earlier findings resonated well with Pahi et al. (2022) who reconnoitered styles of leaders and the commitment of workers to provide high-quality services. Results established the contribution of democratic leadership to knowledge sharing and to greater job commitment. Interestingly here, it was revealed the superior the level of consultation amongst employees, the likely increase in the chances they could develop a sense of ownership on the job which would translate into high job commitment. In addition, unlike a study like this, which explored universities in Uganda, the previous study was not conducted in a developing country context but rather a developed country.

Empirically, Takroun and Alsharqi (2021) in an examination of how King Abdullah Medical City's leaders' styles influence their teams' commitment, results revealed that the democratic leader was greatly responsible for high sense of employee commitment on the job. This was because this leadership allowed participation of employees in whatever was happening on the job leading to a high sense of job commitment. This participation was perceived as team work that enlisted high employee commitment on the job. Besides, these findings were descriptively arrived at while this current study was inferentially done.

Terzi and Derin (2021) looked into the connection between organisational cynicism and democratic leadership. The democratic leadership style was a key indicator of organisational cynicism according to the findings of the T-test, ANOVA, and a simple regression analysis using linear regression. In a 2018 study, Okello (2018) examined the bearing leadership types had for commitment of employees in private colleges. Results showed that democratic leadership styles, which include participative and supportive styles, have a positive association over employee commitment after using ANOVA and regression analytic methodologies. Further, according to Abulle's (2011) findings, a democratic leadership style had a favourable, substantial link with employee commitment. When employees had a chance to influence decisions and were given extensive consultation, they developed a strong sense of commitment to their jobs. Alternately, this research was not conducted in an underdeveloped nation.

Chepkorir and Yambo (2019) examined how democratic leadership styles of principals affected teachers' professional involvement across government high schools in the

Kericho, Kenya. A thorough application of mixed approach methodology (descriptive results) demonstrated a significant connection between democratic leadership practices and dedication of teachers in Kericho, Kenya's public secondary schools. However, the previous research was descriptive, whereas the findings of the present investigation are correlated.

Democratic leadership style is operationalized by Terzi and Berin (2016) as the responsibility-sharing amongst members of the group, empowerment of group members, and support offered by group members through decision-making processes. This review was based on desktop information that was not scientifically researched - with empirical findings more so in the university environment as was the case with this current study. Further delegation of powers cannot exhaustively represent all aspects of democratic leadership styles which the current did.

In Zambia's institutions of education, Chikwenda (2021) researched democratic leadership style to determine how it affected the development of favourable environments for instruction and learning. Results revealed that this type of leadership style leads to a construction of ineffective, middling instructional and learning environments that are not supportive of active instructional and educational activities. The unproductive utilization of the democratic headship has resulted into low commitment of academic staff in the studied colleges. Similarly, Essien and Okurieko (2020) investigated how leadership styles affected organisational commitment at Nigeria's Champion Breweries PLC. Results showed that democratic style favorably affected employees' organisational commitment at brewery company. However, this

study was not from the context of educational sector as will be the case with this proposed study.

Empirically, Osako (2018) studied employee engagement and participative leadership within public secondary schools in the Soroti District. Descriptive findings accessed in this study revealed that aspects of participatory (democratic) leadership style that is showed a favourable positive correlation of employee commitment. Besides, this study used Pearson's correlation co-efficient technique while this current study had multiple linear regression analysis. Content wise, this previous study was on one leadership style democratic/ participatory whereas the three features of autocratic style, laissez-faire style and democratic were examined within this current study.

Suffice to note, according to the literature review, democratic leadership involves the employment of a variety of decision-making techniques that provide followers some degree of influence over the decision or position the leader ultimately takes. However, despite the fact that numerous choice taxonomies have been suggested by leadership theorists, the best strategy has not yet been agreed upon. The need to distinguish between outwardly observable processes and true influence must be emphasized. As an example, a leader might choose to ask for suggestions from subordinates, but not to use such suggestions in the process of choosing among ideas. This has become a common practice. If the staff becomes aware that this occurs, the inclination is for them to refrain from participating the following time if they wanted their opinion to be considered in the final outcome of the decisions made. This impinge on staff organisational commitment.

Although democratic leadership has many advantages, these benefits are influenced by the participants' characteristics, their amount of influence, and additional variables related to the particular decision. The literature reviewed has provided four potential benefits derived from democratic leadership style. First, democratic leadership results in more high-quality decisions. By providing the leader with unknowledgeable facts, multiple participants would improve the decision's quality. Second, this style of leadership encourages staff to accept decisions more readily. Those who participated in the process of making conclusions easily agree to them. Third, the decision-making process is now more satisfactorily received. When given the opportunity to voice ideas or preferences concerning decisions that may have an impact on them, the majority of people are happy that they are being treated with respect.

The democratic leadership style, last but not least, promotes the growth of decision-making abilities. Participants grow as a result of the experience of taking part in difficult decision-making which is likely to contribute to affective commitment. Democratic leadership avoids one-sided control, secret goals, and expression-inhibiting practices in favour of group processes that encourage diversity, ownership as well as participation, agreement, collaboration, and open and informed choice among followers. Participants in the program are urged to take an active part in conversations, problem-solving, and decision-making by using this leadership style.

2.6 Empirical Literature on Autocratic Leadership Style and Employee Commitment

There have been reports of autocratic leadership behaviours among higher education institution leaders (Chukwusa, 2019). Al-Khasawneh (2012) stated that, in autocratic

leadership style, the leader inhibits involvement, imposes unilateral decisions, and directs work processes of employees. This leadership style places a greater emphasis on accomplishment as opposed to persons (Fiaz et al., 2017). This leadership style portrays a leader as being less inventive in identifying a constant state of tension and discontent, resistance, and decreased interest in by subordinates. Understanding autocratic leadership requires an understanding of Theory X of leadership from which it draws it. This was developed by Douglas MacGregor in 1960's. Increased oversight, outside rewards, and sanctions are necessary, according to Theory X. People under X-theory are averse to responsibility, lack zeal, and most cases individual-goal oriented. An autocratic leader thinks that his or her followers are unmotivated, weak, lethargic, and unwilling to put forth any effort (Akor, 2014). Some leaders even think that the workers have little reasoning. This is why workers are supposed to be directed and most especially pushed to do work. The leader is always nagging workers to work and fulfilling their daily duties. So it is assumed that managers are expected to inspire workers applying a firm "carrot and stick" tactic. The leader gives bonuses to better performers while punishes poor performance. According to whether the verdict was favourable or unfavourable, the person might next choose to either get a straight award or a reprimand. So, for an efficient work force, there should be a trail from all activities to the person who did them. Therefore, leaders should coerce, control and direct workers towards organisation goals.

Githuks (2017) studied the effects that leadership styles had on staff commitment for organisations who are not government owned with relation to Christian Aid. The findings showed that a directed leadership style impairs the development of an

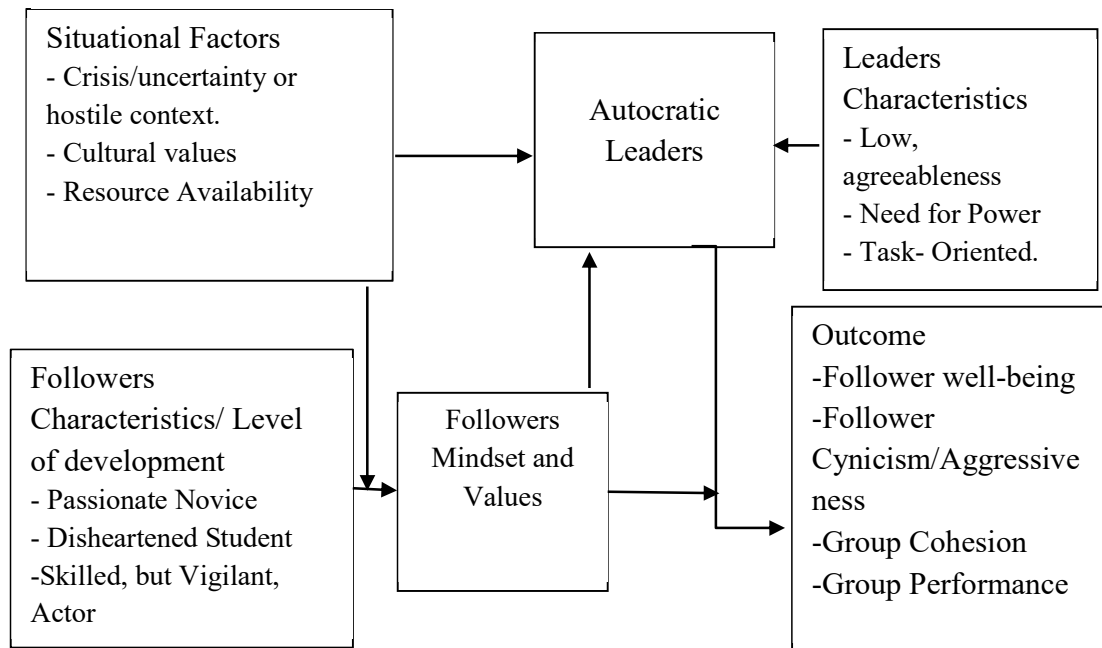
organization's culture of common beliefs and that employees are more unlikely to adhere to organisational and leadership principles since they are not involved in decision-making. It was also revealed that the directive leadership style at times is not cautiously used so as to receive feedback from employees. This might contribute to the low job commitment of these employees at work. Decreased continuance, affective and normative, and commitment of the affected personnel typically serves as a sign of this. However, this study was not carried out in an academic environment which rendered it worthy for this current study to ascertain whether similar situations prevailed in the context of Uganda Christian University and Kyambogo University.

According to McGregor, when implementing theory X, two opposing approaches exist. The hard and soft approaches comprise the two slants. A hard approach suggests the strictest monitoring possible, coercion, and quick punishment. The leader is in complete control of all actions and has the authority to establish objectives and directives. Workers are expected just to obey orders from the leader. Leaders under this approach are sometimes called 'fault finders'. The leaders are looking for mistakes from employees which shows that they don't trust them. However, this approach yields hostility, non-cooperation and resentment towards leaders.

The goal of the soft approach is to boost worker morale by being lenient and enforcing fewer restrictions and collegial relationship. This approach however might result in passive resistance from team-members which might result into the need for perpetual encouragement and guidance from the leader to accomplish goals. If this is not done, the soft approach could result into low productivity of the work force. If the employees are prepared to put forth the effort while being submissive, the work will be done

perhaps not too willingly. There are factors however that will determine whether autocratic leaders would be the required style. This is summarised in the figure 2.3.

Figure 2.3: Factors Affecting the Use of Autocratic Leadership Style



Adopted from: Harms, Wood, Landay, Lester, Vogelgesang (2018) Autocratic Leaders and Authoritarian Followers revisited

Figure 2.3 above illustrates how autocratic leadership is influenced by external factors. This study also was influenced by contingency theory which suggest that no one leadership is fit for all situation and therefore understanding how the situation, the followers' characters and leader characteristics affect outcome is palatable. Effective leadership is indicated in the ability to diagnose follower's development levels so that a better leadership style is adopted (Mircetic & Vukotic, 2020). The Followers' characteristics are categorized into different stages of development. These include

enthusiastic beginner, disillusioned learner, capable but continuous performer and self-reliant achiever. An eager beginner lacks experience and competence but exhibits an extraordinary zeal and commitment. These people are eagerly pleased but often they don't know how. Therefore, an autocratic leader is left with no option but to provide aims, tactics, and due dates that members must adhere to.

In addition, a disillusioned/disheartened learner shows the qualities of expertise and zeal and commitment and these are challenging to persuade since they don't see how the situation may alter. Since these followers have developed feelings of hopelessness, the leader can only be successful by adopting an autocratic leadership style. The leader will be in position to provide expectations that can override low motivation and competence. This is more likely to improve commitment of such type of followers. The capable but cautious performers also termed as reluctant contributors have high levels of competency with low commitment. In this situation, it is necessary that the leader gives this learner short but strict instructions, give guidelines and offered deadlines for achievement. If not handled well, these type of leaders will result into low productivity within the organisation. The autocratic leader can use rewards as part of motivating factor and punishment in case of failure to deliver required services. Lastly is the self-reliant achievers also known as peak performers. These followers are highly motivated and experienced in what they do. It is however, ill advised that such followers are exposed to autocratic leadership. Autocratic leadership at this level is likely to cause resentment and low morale. It is assuming that laissez faire leadership would work best with such followers and the results would be better.

In literature, “The Black Swan” has been referred to as an occurrence that has a severe consequence in fields of economic and technological. It is also used to mean any unexpected personal event with rare possibility of occurrence (Taleb, 2007). This therefore requires modern leaders of adopt a leadership style which stimulates and enables cohorts to accept likelihoods of change that might occurs (Mircetic & Vukotic, 2020). In times of crisis, it most probable that the leader will only have to make decision, give directions and monitor productivity. A case in point is the recent pandemic of Covid-19 that led to a global standstill in the education service provision. University leaders were required to ensure that although learning onsite was not possible, online studies had to continue. Unlike in situation when workers are engaged in decision making, this crisis required close supervision and monitoring of academic staff if online learning was to occurs. Most universities therefore developed unique platforms to deliver lessons and assess students. Failure to strictly supervise academic staff resulted in some loopholes in the system. This was evident in both public and private universities. Nothing like such a crisis has ever occurred globally. So the situation is critical in determining the nature of leadership style utilized. Another example of crisis is outbreak of war that require military commands (Maqsood, Bilal & Baig, 2013) and a violent students or academic lectures’ strike in the university requires autocratic leader to give directions and command on available strategies.

Furthermore, cultural influence on leadership can be understood depending on the emphasis place on each factor. Cultural values for example need to be addressed differently from organisation changing values. The causal relationship is likely to differ and this determine the leadership role and therefore the style to adopt (Korha et al.,

2020). Therefore, since values determine the distinction between cognitive and behavioral outcomes of workers, leaders experientially become connected to such dominant (Gobel et al., 2018). In situations where resources are few, the leaders have to decide how these will be effectively and efficiently utilized. Such limited resources cause forces that would call for a dynamic and efficient leadership. This leader should have a strong ability to ensure resources are utilized in the most efficient ways (Kalu & Okpokwasili, 2018). It is more probable that a leader will dedicate how much, when and where the resources will be utilized. This make the leader more autocratic since there are less options available. Alternatively, all these studies could not have been empirical as the current study which justified urgency for the current study be undertaken in the two universities.

There is little evidence about the personality characteristic of autocratic world (Alessandro & Emre, 2020). Understanding of personality of the leaders is paramount for them to comprehend the organisation outcomes and effectiveness in leadership. If this is done, one can determine whether such personality matters in certain situations and sometimes give a predictive outcome from the leader (Joly et al., 2018). This is true in emergency situations and when workers are less experienced. Autocratic leaders have a belief that high control strongly help organizations achieve objectives. So, they become the center of power and want to ensure everything run in accordance to their preconceived ideas. They take responsibility for all decisions and accept liability of their outcomes. They have built within themselves a sense of 'I know it all' and other have to follow. They are acquainted with the mission, purpose, and objectives of the organisations and always want to win other to follow them into achieving them.

Suffice to note, autocratic leadership has practices that are particular to it. The leader acts in such a way that ensure absolute obedience. The leader wants all followers to depend on him. One does not tolerate opposing views. These are treated as enemies and defiant to his leadership. So one invests in clamping down on opposition with ruthless means. This is why followers under autocratic leaders are sometimes observed as serving under pressure (Akor, 2014). Their welfare is not considered and are exposed to treatment that is harsh and the language used to ensure compliance is most times abusive. The workers under autocratic leadership are likely to behave in a way that is defensive. They can sabotage work, they might report late for work, might abscond duties, ask for transfer and even leave work.

An autocratic leader is known for giving directions and guidelines no matter the implications are. The leaders only consider what the outcome will be. This leader has little trust in the workers. This is why that leaders takes decisions alone and only gives command, offer directions. The workers have no right to question the leaders' decision. Regardless of their unknown principles, policies and procedures, an autocratic leader stresses outright obedience. Workers who fail to abide by the leader's demands are threatened and exposed to punishment for non-compliance.

Autocratic leaders have been credited for their dedication towards the achievement of goals. They are able to direct, coordinate, and ensure that the workers conform to procedures, policies and guidelines that lead to achievement of organisational goals. They are desired in crisis and emergency situations. They give directions when workers are less experienced and when little or no endeavors are put towards decision making.

The leaders always get the work done. They are more interested in the results from the task. Therefore, the organisation is expected to perform under an autocratic leader. This however might be at the expense expected to perform under an autocratic leader. This however might be at the expense of the workers.

However, it has been criticized for failure to allow little or no input from group members, considering workers as naïve, non-experienced and less ambitious. It assumes that employees avoid responsibility and selfish. Therefore, the leader takes all the responsibility considering themselves as the supreme and know it all. The leaders dictate work methods and process. They are insensitive, unwelcome and non-accommodative, less tolerant and give no room for feedback. Sometimes, they use anger, forceful/coercive means. These people have a propensity to produce very strict and tightly controlled environments. It discourages originality and alternative opinions. The employees are never given any opportunity to create so their ability to be creative is not developed. Employees therefore are not innovative and this hinders increase in productivity. Employees are suppressed and suffocated with rules and regulations, commands and control of autocratic leader. This all demotivates employees. There are feelings of frustration and dissatisfaction. Employees just perceive themselves as numbers adding to the company. They believe their efforts are not appreciated while their mistakes are punishable. They are scolded for what has been wrongly done while they are not praised when work is well done. This reduces the trust and willingness to cooperate.

Autocratic leadership was pointed out as the most often used style of leadership, according to a study on the consequences of the styles of leadership on

staff commitment of King Abdullah Medical City (Takrouni & Alsharqui, 2020). Results also discovered that leaders feel more secure giving directions. This type of leadership style was greatly responsible for enlisting a high sense of employee commitment on the job. However, the prior research was conducted in the medical field, whereas the current study was conducted in the academic field.

Researchers Igbal, Abid, Ashfad, Arshad and Athar (2021) looked into the effects of authoritative and laissez-faire leadership on flourishing at duty. Outcomes of the regression analysis showed a strong relationship between an authoritarian (autocratic) leadership style and flourishing work. This presumes that authoritative/ autocratic leadership styles always remind employees about their work ethics and leads to a high sense of job commitment. Okello (2018) used one-way analysis of variance (ANOVA), correlation, and lined regression in an empirical investigation of the impact which leadership styles posed on staff commitment of non-government campuses at United States International University. Results showed a statistically significant and favourable association between an autocratic or directive style with employee commitment. This study focused around commitment in relation to leadership style of autocratic and democratic headships, but the current study incorporated laissez-faire leadership as a third element of leadership style.

Abdulle (2011) examined the managerial and aid-administrative approaches of Somali institutions as well as staff commitment. Interesting findings from using correlation analysis technique showed an organization's autocratic leadership style is negatively

associated to employee commitment. Regression analysis was not added to this investigation, in contrast to the concluded study.

In more less the same direction with the previous findings, Mbuya, Were and Otieno (2018) noted a significant positive link between autocratic leadership style and quality assurance, according to a study on the effect of autocratic leadership on quality assurance at Kenyan higher institutions of study. Thus, with this autocratic leadership all concerned stakeholders would be committed on the job leading to achievement of quality assurance ends. Nonetheless this study did not use the theory of contingency which this current study adopted.

Furthermore, Kijjambu (2022) looked into the worker engagement, process of decision-making, and leadership styles of the faculty members at Makerere University in Uganda. According to the study's results, there is no connection between an authoritarian leadership style and staff engagement as a measure of affective commitment inside the university. However, engagement is one component of continuous commitment whereas this study related autocratic leadership style on all aspects of commitment. Empirically, Pahi et al. (2022) investigated the style of leaders and employees' assurance to service quality via information distribution. Results revealed a tenuous negative correlation between the level of devotion to the task and the directive/authoritative leadership style. In this study it was revealed that through excessive use of force, employees' synergies are affected creating a sense of low morale to continue on the job. However, this reviewed study was not anchored on the theories like theory X and Y which guided this current study.

Yet comparable research by Razak et al. (2015), analysed the leadership styles of technical and vocational lecturers of instruction and education. Findings revealed that autocratic leadership style was fair and highly practiced by academic staff. Its practice allowed to create a sense of high job commitment through constant reminding of their work roles and obligations. Nonetheless, this study did not directly relate employee commitment as was the case with this current study.

Meanwhile, Igbal (2021) examined how authoritative and laissez-faire leadership affected employees' ability to thrive at work, taking conscientiousness as a moderating variable. Results showed that authoritative leadership significantly and positively impacted on thriving work. This was in the sense that the authoritative leadership was perceived as always been used to make employees aware of their work roles. This in turn made these employees dedicated and highly committed to work tasks. However, the current study used simple and multiple linear regression analysis, which was absent from the earlier investigations, and it was quantitatively conducted as opposed to the qualitative study that preceded it.

2.7 Empirical Literature on Laissez Faire Leadership Style and Employee Commitment

The term laissez-faire, which translates to "hands-off" leadership in this context, refers to a leader who defers responsibility, puts off making choices, shows no concern for the needs of followers, gives little or no input, and fails to nurture followers. Usually, when leaders act in a laissez-faire manner, they don't care if their subordinates uphold standards, much less accomplish any performance objectives. This kind of leader avoids

taking a position on any organisational issues and does not interact with their subordinates. In addition, the Laissez faire leader frequently skips team meetings and associated commitments, and they may even forego taking on any daily tasks. These are typical behaviours. However, it is an oxymoron to refer to laissez faire as a leadership style or behaviour (Arenas, Connelly, & Williams, 2018).

Alemayihu and Batisa (2020) investigated how a leader's stance affected how committed a workforce was to the organisation. Laissez-faire leadership had no noticeable impact on any of the organisational commitment dimensions when the students sample T-test and regression analysis approaches are used in data analysis. Skudiene (2008) looked at ways various styles of leadership affected how committed employees were to the organisation in Lithuanian industrial firms. A laissez-faire approach to leadership proved to be adversely related to employees' affective commitment. As the case with this study, the impression of this leadership style on normative and affective employee engagement was not shown.

In more less the same way, Ntenga and Awor (2018) investigated leadership style and turnover of workers' intentions in Kenyan organisations. The results showed that XYZ Company employees planned to leave 0.564 more times under laissez-faire leadership. This conclusion was that a laissez-faire leadership style would result in the academic staff's continued commitment. However, this was only a one aspect of employee commitment ignoring the affective and normative commitment which were part of this current study. In addition, In Nigeria, Abasilim et al.'s (2019) investigated leadership processes and workforce commitment. Outputs of the analysis of variance (ANOVA)

showed a marginal but positive connection between laissez-faire leadership style and commitment among Nigerian employees. This research however used regression and Pearson's correlation coefficient index to come to study which the previous study had not considered.

In addition, Biza and Irbo (2019) looked into how leadership styles affected commitment among employees at Madda Walabu University. The results demonstrated a weak but significant correlation across a laissez-faire managerial approach and continuance commitment, but a weak but significant relationship between a leader who utilized laissez-faire style and affective commitment. However, normative commitment had no relationship at all with laissez faire leadership style. Further, Iqbal et al. (2021) explored into how authoritative and laissez-faire leadership affected people's ability to thrive at work in Lahure, Pakistan. Laissez-faire leadership has a favourable, significant impact on flourishing work, according to the results of using the regression analysis technique. All of this revealed that the more people are committed to their jobs, resulting in thriving work, the more laissez faire leadership style is used. Although such results are informative, a research to establish the generalization was palatable. So, this current study was conducted in universities in Uganda, whereas the previous occurred in Pakistan.

Through their empirical investigation using the leader member exchange theory, Robert and Vandenberghe (2020) explore affective commitment and laissez-faire leadership. Laissez-faire leadership approach produces less impact on affective organisational commitment, according to the findings of Pearson's correlation. While neglecting the

other components of commitment, such as normative and continuation commitment, laissez-faire leadership style solely supplemented affective commitment in this study. Contrary, Suong, Thanh, and Dao (2019) conducted research on the effect that leadership styles posed to the involvement of crews, professors, and member staff for Vietnamese community colleges. The results of using a structural question modelling model indicated that laissez faire leadership style directly impacted organisational commitment of squads, professors, and employees at public institutions. What should be mentioned is that this research used a leadership style that was highly important to this current research. The earlier study, in contrast to this one, used a structural question modelling model rather than the contingency theory.

Matikol and Mbuti (2021) conducted a study in the Tanzanian city of Dodoma, where government hospitals were the subject of an investigation. The study was designed to establish leadership's impact on hospital staff commitment. According to percentages from descriptive results, connection never existed between a laissez-faire leadership style and the commitment of hospital staff. However, this current study will involve use of correlational results. Meanwhile, Kijjambu (2022) investigated how leadership practices, employee engagement, and decision-making correlated among Makerere University's academics. The academics' level of work engagement at Makerere University was not correlated with the laissez-faire leadership style, according to results. This presupposed that any move to improve on laissez faire leadership in anticipation of change in commitment of academic staff would be fruitless.

Suong et al. (2019) studied consequence of leadership style on staff, cadre, and faculty involvement at public universities. The outcome from structural equation modelling stipulated a laissez-faire leadership style was considerably impactful on the academic staff's dedication. The higher employees were allowed to do what they felt was appropriate at work, the greater they were likely to get more committed at work. Likewise, Pavlos (2019) undertook a study on staff commitment and leadership style at the Ethiopian Institute of Agriculture and study. Results obtained showed a positive significant link between normative, affective, and continuance commitment and a laissez-faire leadership style. Overall, it was demonstrated that supervisors did not exhibit the necessary laissez-faire leadership style. However, the study never utilized Fielders' Contingency Theory which is the case with this current study.

Additionally, Igbal et al. (2021) evaluated the impacts of authoritative and laissez-faire leadership on productive workplaces, they learned that former style had a significantly favourable impact on commitment among staff members. As employees were allowed to do what they wanted at work a sense of maturity and high degree of intellectual was developed leading to high job commitment. However, the results were obtained from a study that was carried out from the Pakistan context which differed from the existing state of affairs in universities of Uganda which constituted the study.

Biza and Irbo (2019) employed inferential statistics as well as descriptive statistics to reach the result of laissez-faire leadership and its substantial correlation with continuance commitment but a minimal and unfavourable correlation for affective and normative commitment. Also, research's conclusions were drawn from a Madda Walabu

University analysis of the effects of numerous leadership research on the effects of various kinds of leadership on staff members' levels of commitment. This hence revealed that with laissez faire leadership, commitment of academic staff is not an automatic case. This study never utilized Contingency Theory of leadership as was the case with this study. Yahaya and Ebrahim (2015) found that a laissez-faire leadership style had a significant impact on employee commitment out of their desk research of literature around leadership styles and organisational commitment of employees. This however, was an empirical examination, whereas the previous study was a desk assessment of the literature.

Meanwhile, Essien and Okoriko (2020) used data from Nigeria's Champion Breweries PLC in examination of leadership's impact on employee organisational commitment. The descriptive analysis produced results that demonstrated that the laissez-faire leadership style never had adverse effect on employees' commitment to their jobs, mainly continuance commitment and engaging in decision making. This again presupposed that their affective commitment on the job was poor.

In conclusion, this reviewed literature has revealed that laissez faire leadership has associated with the worst levels overall subordinate, team, and organisational performance, according to research. Since role uncertainty is frequently present in organisations under this no-leadership strategy, conflicts frequently arise between employees and leaders. After a while, followers drift averse to their leaders and start using their own knowledge, expertise, and talents to fill in the gaps left by the lack of direction, frequently seeking assistance from others. These followers eventually

experience frustration, which results in discontent with their leader, their position, and their organisation. This unhappiness could show up as a range of behaviours, from poor work to leaving, all of which are signs of a diminished commitment.

While it is crucial for leaders to understand how laissez faire leadership negatively affects productivity, teamwork, and job happiness, it is also crucial to understand how an active leadership style can turn followers back into useful, productive team members. Laissez faire leadership, which is frequently mistaken for delegation or empowerment, does not aim at developing followers. This is thought to be detrimental to organisational progress and sustainability. However, this study acknowledged that this differs in institutions of higher learning like the universities where this research was conducted. Results showed a significantly substantial and favorable correlation between laissez faire leadership style and employees' commitment at Uganda Christian University and Kyambogo University. Therefore, the greater the degree to which leaders adopt a laissez faire leadership style, allowing employees to make independent decisions free from outside interference, deciding the pace of work, what to do, and how to do it, the greater likelihood of these employees become committed on job, and the opposite is likely to be true.

Chapter Three

Methodology

3.0 Introduction

This research methodology's goal is clarifying the rationale behind the researchers' approach of conducting the study. It is presented to guarantee that the research is well-organized, credible, and significant, and to make sure that the study's objectives are adequately supported by the data gathered and analyzed. It is intentionally organized to reflect the exact steps the researcher took to locate, select, process, and analyze data pertaining to the research variables. Additionally, create a strategy that is in line with the research's aims, a detailed analysis of the theories, methodologies, and philosophical underpinnings employed in the field of study is conducted. Evidence is provided to support each of the accepted collection and analysis techniques, as well as other important aspects. As a result, the chapter takes into account the following: the methodology, population, size of sample, sampling techniques, data gathering techniques, instruments for data collection processes, data analysis techniques, and ethical issues during the research process.

3.1 Research Philosophy

This research adopted a pragmatism philosophy. According to this philosophy, reality is neither objective nor subjective. It focuses on what works. Its epistemological view requires a non-logical sequence design. Therefore, flexibility is key and therefore the research design can adapt as the research progresses. This philosophy values a multiple realities and interpretations. This philosophy was adopted since this research was embedded. This allowed the researcher to gain a more comprehensive understanding

of a leadership styles and commitment by getting both a broad picture (quantitative) and a deeper understanding of leader's and academic staff's experiences (qualitative).

This philosophical rationale prompted the current researcher to a quantitative approach to be in position to collect data that would be analysed with systematic statistical procedures and significance (Auguste Comte, in Amin, 2005). Nonetheless, according to Amin (2005), the positivistic outlook of and justification for knowledge objectivity can leave out essential ingredients of reality while obtaining and presenting knowledge and reality. This is naturally so because a lot of the observed and perceived phenomena cannot entirely be achieved via the objective path alone, but also the reality can be attained qualitatively - through observations, concept and document analyses, interviews and discussions, social trend studies and behaviors (among other things). Hence, the paradigm of positivism was used basically to gather quantitative primary data, analyze it and present findings with the predictable statistical procedures and inferences.

To get to greater reality during and after the research process anti-positivism (also referred to as interpretivism) was entrenched as a complementary stance to positivism in the research process, particularly in regard to social science inquiry and exploration, according to Max Weber in Ritzer and Stepnisky (2022). This philosophical perspective on knowledge realities is a hypothetical inference that holds that social realities cannot be fully examined using research techniques used in the field of natural science. Instead, the study of the social domain needs a new epistemology. According to Sica (2022), the fundamental dichotomy (contradiction) between positivism and anti-

positivism/interpretivism is that, while the former recognizes and recommends using scientific methods to analyse human behavior (psychology and sociology), the latter recommends using non-quantitative methodologies to analyse human behavior. The interpretivism is therefore definitive of sociological methods of research based on beliefs, norms and values as cherished by society and organizational cultural trends and patterns (Ritzer & Stepnisky, 2022). This is a qualitative method applied to analyse data as related to actions of individuals and society (Sica, 2022; Ritzer & Stepnisky, 2022). These scholars signified that are convinced that knowledge and its perceived meaning are always acts of interpretation, based on freewill of the observation and articulation. By this very fact, there isn't objective knowledge which is independent of human reasoning and thinking.

Because of this, the current research implored the quantitative methodology for closed data assortment and scrutiny. More so, qualitative approach was also besought as a complement through interview information, discussions and document scrutiny.

3.2 Research Design

The study design employed a descriptive cross-sectional survey design. The research was embedded with more emphasis on quantitative approaches. The reason for embedding, in particular the associated meta-inferences, was employed to provide mechanisms for discovering important ideas by enabling researchers to uncover not only the constituent parts of a phenomenon but also the relationships between these constituent parts and the boundary conditions enclosing these relationships (Venkatesh et al., 2013; Schoonenboom & Johnson, 2017). It was descriptive in the way that, it

employed more of description of the study aspects using descriptive statistics. This design allowed get in depth analysis of the study. It was cross-sectional in nature since it involved collection of data among significant quantity of respondents in a brief period of time. Cross-sectional surveys can usually be conducted relatively faster and are inexpensive (Maninder, 2016). The cross-sectional survey was essential in eliminating costs associated with a large quantity of respondents' data collection. This design allowed generalize study findings to the entire population.

3.3 Areas of Study and Sources of Information

Two Universities in Uganda were studied located in Kampala and Mukono Districts respectively. The universities included Kyambogo University located in Nakawa Urban City Authority in the Eastern part of Kampala City. Uganda Christian University is located in Mukono Town - a distance of about 20 Kilo meters away from Kampala the main city. The justification of these Universities is such that low commitment of employees has been widely alleged to remain incidental. In Kyambogo University, for example, low commitment was reported by IGG (2015) and Mamdan (2007) and in private universities like UCU, low commitment was reported low by Mugizi, Nuwatuhaire & Tiryamureeba (2019) and Mugizi, W., Bakkabulindi, F.E.K., & Bisaso, R. (2015). This piece of evidence made ripe attracted the attention of the researcher resulting into their consideration for the study. Participants were contacted at their places of work unless instructed otherwise by the respondent. Besides the firsthand information from the respondents targeted in this research, other sources of information included documents. These documents included selected journal articles,

textbooks, dissertations, government publication, university resource manuals and journals.

3.4 Target Population, Sample Size and Sampling Techniques

3.4.1 Target Population

The study targeted a population of 517 people; that is, 340 and 157 lecturers from Kyambogo University (KYU) and Uganda Christian University (UCU), respectively. It also targeted 10 academic administrators from each university (mainly deans and heads of department). The top administrators were targeted because they are mainly the ones exercising leadership styles under review through their supervisory and managerial actions. The Deans and Heads of department lead a group of lectures and they are responsible for the general planning and the selection of the anticipated performance ideals. They undertake program monitoring, reporting, evaluation and other required modifications.

3.4.2 Sample Size

The research sample involved 20 purposively selected academic administration staff; 181 lecturers from KYU and 108 lecturers from UCU, whose numbers were determined using the Krejcie & Morgan's *Table for Determining Samples*, 1970 (Appendix G). This information on the target population, sample size and the sampling techniques employed is highlighted and summarized in Table 3.1, hereunder.

Table 3.1: Population, sample size and sampling techniques

Category of staff	Target Population	Sample Size	Sampling Technique
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<u>Administration staff</u>			
<i>Kyambogo University</i>	10	10	Purposive
<i>Uganda Christian University</i>	10	10	Purposive
<u>Teaching Staff</u>			
<i>Kyambogo University</i>	340 (NCHC 2019)	181 (Krejcie & Morgan)	Random
<i>Uganda Christian University</i>	157 (HRM-UCU 2022)	108 (Krejcie & Morgan)	Random
Total	517	309	

Source: Target Population (NCHC 2019, HRM-UCU 2022) and Sample Size (Determined by Krejcie & Morgan)

3.4.3 Sampling Techniques

Simple random sampling technique enabled sampling respondents, particularly lecturers who were far more than the management staff who were selected purposively. With the help of random sampling, one may be certain that the sample doesn't have any bias and determine how accurate the results are likely to be (Fowler 2014). This is because there is an equal possibility for every instance in the population to be included in the sample (Taherdoost, 2016). Levin (2006) contends that, if the sample is selected using a random technique, it was likely that it was highly representative. Additionally, according to Brown (2006), a study may begin with a survey before moving on to purposive sampling depending on the results of the survey. Since it was difficult to interview every lecturer at once who was seated in the office, simple random sampling was applied. Administrative staff were sampled using purposive sampling technique. On the other hand, research involving the selection of informants with a particular sort of expertise or competence might be conducted using purposive

sampling (Vargas & van Andel, 2005). The administrative staff held confidential information on administrative styles they apply and the extent to which these lecturers commit on the job. So, purposive sampling was adopted. The academic administrative staff were in charge of making sure the university's aims and objectives were realised.

3.5 Variable and Indicators

This study aimed at exploring three leadership styles and how they influence commitment of academic staff at two universities. The leadership style studied were laissez faire, democratic and autocratic. The indicators under the study for democratic leadership include involvement of employees in decisions, provision of employee guidance, supportive communication and to help workers accept criticisms. Autocratic leadership style is indicated by close supervision of employees, assumption that employees are naturally lazy, rewards & punishments as employee motivators. Indicators of laissez faire leadership style involved employee freedom to work out own solutions, staying out of subordinate way and allow employee self-appraisal. Affective, continuance, and normative commitment constituted commitment variables. The desire to work for an organisation for the remainder of one's career, a touch of possession over organisation issues, and a feeling of affiliation to the organisation are all signs of affective commitment. Further still, continuance commitment is indicated by feeling that job cannot be left right currently, leaving the job can disrupt one's life, it is necessary to continue working at the position, having no enough alternatives to consider quitting the career, consequences of leaving the job are greater due to scarcity of available alternatives. Lastly, is normative commitment whose indicator included a

sense of duty to continue working for an organisation, no feeling to leave even if it was possible and feelings of guilt to leave the organization.

3.6 Data Collection Procedure

Upon the proposal's approval, a letter introducing the researcher from Uganda Christian University (UCU) research ethical committee was sought to introduce the researcher to UCU and Kyambogo University for administrative approval to conduct the study in the institutions. After securing the administrative approval from both universities, the study's instruments were evaluated by the researcher for validity and reliability. The researcher went ahead to seek approval from Uganda National Council of Science and Technology (UNCST). Subsequently from UNCST, two research assistants, one from UCU and another from KYU were recruited and trained to help administer questionnaires to academic staff and academic administrators in the two universities. The researcher spoke with people through interviews. Because the researcher was aware of the purpose of the research, the researcher interviewed participants rather than delegating the work to assistants. In order to verify that the results are interpreted correctly, the researcher checked to see if respondents were understanding the question as it was meant. After collecting the data, it was analysed, and then a final report was composed and prepared for presentation to the Directorate of Research and Graduate Training of UCU.

3.7 Data Collection Methods

Survey and interview approaches for collecting data were adopted, as described throughout the ensuing subsections.

3.7.1: Survey Method. In collecting data pertaining to questions regarding the study, the survey method was employed. The objective of the survey is to generate data that is quantifiable or numerically describes about certain portions of the studied population (Fowler, 2014). This research was embedded with more emphasis on quantitative approaches therefore making survey method more appropriate. A survey method was used because it allowed generalization of study findings on all academic staff in the two universities. Since all academic staff did not serve as study respondents the findings were inferred to the rest of the study population (Creswell, 2004). It was assumed that, since the work atmosphere of academic staff in the two contexts is the same, the findings depict a general view of the rest of the staff members who did not engage in the study. The questionnaire method allowed participants to attempt the instruments at suitability. Further still, a questionnaire was considered important since it was anonymous. This allowed them to give responses without fear as their identity was concealed.

3.7.2: Interview Method. The method collected data from academic administrative staff. This method was applied to get deeper perceptions and feelings that the administrative staff have on the study variables. Interview method allowed to supplement findings acquired from the self-administered questionnaire allowing to get detailed accounts on the variables. Additionally, there are plenty of truths about behavioural patterns and circumstances which can only be discovered by interviewing a selected group of persons (Fowler, 2014). The interview method was considered more flexible as it allowed to ask similar questions at different intervals of interviewing. More stills to increase interviewer consistency, standardized questions were used (Fowler,

2014). Unlike the use of a survey method, interview method allowed elaboration on the questions asked (Kakinda-Mbaaga, 2000). The interview guide was employed in this study because it allowed for respondents to be prompted into providing thorough responses. It helped to capture information that was not provided in the self-administered questionnaire.

3.8 Data Collection Tool/Techniques

3.8.1 Self-Administered Questionnaire. Specifically, a conventional leadership style questionnaire helped in collecting quantitative data. Its adoption stemmed from the fact of the quickly distributed that can be done to a large number of respondents. Besides, respondents stood literate; thus, reading and writing was possible to respond to questions in the questionnaire without external interference. The self-administered questionnaire was used in the study since responses were restricted to responses provided eliminating respondents from giving unnecessarily information. Further analysis of this data was not a major problem since responses were represented by numerical codes. The self-administered questionnaire was preferred as it was considered more accurate and allowed respondents to give information both independent and independent without fear of revealing their identity. With such a study calling for highly literate (graduate and postgraduates) a questionnaire was substantially effective to get information from the respondents (Amin, 2005). The instrument questionnaire (Appendix B) had three sections. Section 'A' traced respondent background variables: age, gender, highest education level, employment position, tenure, length of time in the position. In section B, leadership styles examined their respective dominance among the segments of academic staff. The question items

were arranged in a way that items B.2, B.5, B.8, B. 11, B. 14, and B. 17 represented democratic leadership, items B.1, B.4, B.7, B. 10, B. 13, and B. 16 represented autocratic leadership and Items B.3, B.6, B.9, B. 12, B. 15, and B. 18 represented *laissez-faire* leadership. Finally, section C, investigated organizational commitment. Sub-section C1 is Affective commitment and had six items and assessed how the individual feels about remaining with the organisation. Sub-section C2 which is Continuance commitment also had six items and assessed the cost associated with leaving the organisation and attractive availability of alternatives. Sub-section C is normative commitment with six items assessing the level of obligation an individual feels continue because it is the moral thing to do, with the organisation. Items on sections B and C will be Likert scaled ranging from 1 -Strongly disagree, 2 -Disagree, 3 -Not Sure, 4 -Agree and 5 -Strongly Agree. The self-administered questionnaire limited interference with responses given. The items on employee commitment as well as leadership styles in the self-administered questionnaire were adopted from instruments with validities and reliabilities above 0.5.

3.8.2 Interview Guide: The study benefited from interview method. According to Kakinda-Mbaaga (2000), interviews help to provoke deeper thoughts of participants for detailed information that would not be tapped from self-administered questionnaire. Additionally, interviews allow researchers to concentrate on the interviewees' perspective on what is significant or pertinent, potentially bringing to light issues that the interviewer may not have thought to consider (Young *et al*, 2018). This method was accompanied by an interview guide as a data collection instrument. This tool had open ended items on each of the study objectives. The interview guide (Appendix B) was

used since it helped supplement on data collected using a self-administered questionnaire.

3.9 Quality/Error Control

3.9.1 Validity

By using content validity technique, the instrument's validity was confirmed. Validating an evaluation tool for research purposes like questionnaire is essential (Yusoff, 2019). In addition, Content Validity Index (CVI) is the most widely used method to calculate content validity quantitatively (Shi et al., 2012 & Rodrigues et al., 2017). Following identification of the questionnaire, the researcher consulted with the supervisors to ask for guidance on its application. This was confirmed by confirming that each of the dependent and independent variables of the research study adhered to conceptual framework of the investigation (Figure 1.1). Expert judgment method was suggested by Gay (1996). Based on each person's level of expertise in the subject under study, they were chosen to analyses and critique an assessment tool including tools such as a questionnaire (Yusoff, 2019). Therefore, the researcher consulted supervisors for expert opinion to ensure validity of the instruments. In order to clarify, add, or modify the necessary elements, specialists play a crucial role (Garrote & Rojas, 2015). Therefore, supervisors were offered with the interview guide to verify open ended qualitative items. Upon confirming items, credibility, trustworthiness and authenticity of findings was guaranteed basing on the extent upon which the supervisors confirmed that the items were credible and trusted to measure the study variables. The researcher therefore tested for validity using the following formula

Validity Index (CVI) was computed using the formulae:

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

$$\text{CVI} = 32.5/35$$

$$\text{CVI} = 0.928$$

A higher coefficient from the calculated validity value was 0.928 above 0.5 was valid as supported by Fernández-Gómez et al. (2020) who argues that, the statistical significance threshold for the results is valid if above 0.05 and the instrument can be used. The validity of the results of the analyses is ensured by the use of a measuring device that has undergone validation (Surucu & Maslakci, 2020). However, the items in the self-administered questionnaire were taken from previously created tools with validities and reliabilities above 0.5 before validity calculations were done. Validity of qualitative data from interviews was ascertained by establishing the trustworthiness, credibility, dependability and authoritativeness of tools. This was done by offering the set tools to the supervisors. These eventually confirmed that the interview guide was trusted to give the findings pertaining to leadership styles and employee commitment.

Qualitative data from interviews was validated by establishing the trustworthiness of data collected. In addition, dependability of data collected was established, that is the key informants were dependable and authoritative enough to give required information. Furthermore, the researcher went through conformability of instruments. This was done by using knowledge people to through the items and confirm that the instruments were credible. Therefore, credibility of the research instruments was established.

3.9.2 Reliability of the Instruments

Reliability of study questionnaire was established through Cronbach Alpha Coefficient (α) computations. A self-administered questionnaire was first pilot tested with 10 few academic staff. This was done to investigate the interpretation of the questionnaire items so that they are not misinterpreted as this might result into falsified answers and missing responses (Bowden et al., 2002). After the pilot, it was entered into computer using SPSS program Version 21. From the reliability test carried out by the researcher, any instrument whose result showed reliability value above 0.5 to be considered reliable. This is backed by Amin (2005), who suggested a reliable instrument to have content reliability of more than 0.5. Thereafter, the remaining instruments were given out to the remaining respondents for data collection purposes.

Reliability of qualitative instruments was ascertained by the researcher carrying out interviews with study participants at different intervals. Eventually these findings were compared to ascertain the extent to which they were consistent/ similar. After carrying out interviews at different intervals it was confirmed that these qualitative tools were reliable to be used for data collection purposes.

Table 3.2: Reliability values for the different parts of the questionnaire

Variable	Constructs	Number of Items	Alpha Values
Dependent: Commitment	Affective	5	0.762
	Continuance	6	0.843
	Normative	6	0.744
Independent: Leadership styles	Democratic	6	0.887
	Autocratic	6	0.821
	laissez-faire	6	0.775

Table 3.2 demonstrates reliability scores of various sections of independent and dependent variables. The computation of all items of the instrument revealed a value of greater than 0.7. According to Taber (2017), a tool that tested the research variables was extremely trustworthy. Reliability of the interview findings was ascertained by interviewing study participants at different intervals. Finally, the findings from interviews conducted at different intervals were established to similar confirming that the interview guide was reliable.

3.10 Data Analysis

3.10.1 Quantitative Data Analysis

Quantitative data was stored by means of the Statistical Package for Social Scientists (SPSS) version 21. This statistical package was chosen because it was easy to use and allowed for the execution of several statistical tests. Additionally, according to Pallant (2015), this statistical program performs comparisons and statistically correlational tests in the framework of univariate, bivariate, and multivariate analysis. Frequencies, percentages, averages, standard deviations were applied in the descriptive analysis of the quantitative data collected which gave descriptive results. Descriptive analysis was used at Univariate level before relating IV and DV variables. The research was also analysed at bivariate level. This analysis solely takes place in relational analysis contexts, such as correlation modelling (Putech & Hanafi, 2017). Therefore, study hypotheses under bivariate level were tested using Pearson's Correlations co-efficient index. The reason remains that, leadership style is considered to be continuous. Once this is related to a numerical or continuous dependent variable like organizational commitment, a Pearson Correlation Coefficient index is commonly used to facilitate

interpretation (Schober et al., 2018). In the meanwhile, the impact of every aspect of leadership style on workplace commitment was examined using the multiple linear regression analysis technique. This made it possible to choose whichever among three leadership styles—autocratic, democratic, and laissez-faire—contributed most significantly to employee loyalty.

3.10.2 Qualitative Data Analysis

Qualitative data from interviews was organized and grouped according key themes of the study variables and objectives. Only that data that brings out the understanding in the study variables were only the ones that were considered. Hence content and thematic analysis method were used as qualitative data analysis techniques'

3.11 Ethical Considerations

Researcher followed Ethical Standard throughout this research. In order to avoid denial of entry and conducting research in selected institutions, an introductory letter was sought from Uganda Christian University Mukono, the UCU Research Ethical Committee introducing the researcher to relevant authorities in the universities seeking authorization to conduct research. Administrative letters were secured approving access to respondents and conducting research. Further approval was sought from Uganda Nation Council of Science and Technology (UNCST). In addition, to avoid being reproached of plagiarism, the researcher recorded all the sources used in the study, gave due acknowledgment to the original author in the reference list and in-text citations, and had the work checked for plagiarism.

In addition, to reduce the risk of participants feeling pressured or coerced to participate in the study, participant's consent was sought. Further still, to lessen the possibility of unwarranted legal claims based on false assumptions about the proper information and the data collection procedure, the participants consent was adopted. Participants consent rendered study participants the capacity to decide whether to take part in this study, after being properly informed, and were able to agree to participate without pressure or coercion. Each participant was presented with the contact details of the chairman and administrator of the Research Ethical Committee (REC) of the University where they can make contact in case of any concern or breach of ethics during the research exercise. Furthermore, to reduce feelings of insecurity, fear for misuse of personal information and feelings of encroachment on privacy among participants, anonymity and confidentiality was maintained. Data collected from the field was treated with confidentiality since the entire instrument was anonymous. And lastly, the information from the respondents were used only for academic purposes.

3.12 Methodological Constraints

The study area was two universities and its' lecturers, and the researcher anticipated problems accessing these institutions, lecturer, deans and head of departments. It was thought that the study required the participants to express their feelings and grading their commitment. The researcher adopted an already established research questionnaire whose individual items had been validated. Consent was sought from participants and they knew withdraw procedures at any point or do not answer questions they did not feel like answering. The researcher anticipated getting a small sample size while the study was more quantitative requiring a large sample. This is

because the planned participant to contact participants at the time when they are in office. However, universities had embraced online teaching and learning after the Covid-19 which meant that some lecturers would conduct lessons from any area of their convenience rather than the university. Therefore, the sample size was thought to be affected by non-participation.

Further still, with a small size of participants, the statistical tests could not identify significant relationships or connections within a given data set. In order to get the right sample, the researcher used Krejcie and Morgan 1970 table for determining sample size. In addition, to get the right number of participants, researcher solved the constraint by getting personal contacts of the participants and make appointments. As a result, the researcher acquired the correct number to participate. In order to get prompt response and feedback from the participants' questionnaires, a phone call was always made. This also helped to manage time constraint. During interview methods, an interview guide was adopted. The researcher was to ask question while writing the responses and also recording voices of deans and heads of departments.

The researcher anticipated that the participants would consider the study to be a high level of personal intrusion, impeaching their privacy due to the sensitive guiding questions. Researcher unquestionably conducted interview instead of research assistants and explained exhaustively the essence of research while establishing rapport. During interview sessions, much importance was placed on maximizing correctness of answers to questions while avoiding influencing the responses provided by responders. The researcher asked questions, gave time to the respondent to answer while listening attentively and recorded the answers silently until the respondent gave

their final opinion on the question at hand. The researcher did not give cues, supplement or interfere the respondents' discussion. However, the researcher could ask for clarification on an issue of importance.

Chapter Four

Data Presentation, Interpretation and Analysis

4.0 Introduction

Findings obtained in the study are comprehensively offered through the chapter. The chapter also gives the interpretation and analysis of findings acquired. These are presented beginning with respondents' bio-data, description of the independent variables and finally results from each of the study's hypotheses. Important to note, that out of the 309 people expected (sample size - figure 3.1), 235 actually responded and participated in the study. This was a turn up of about 76 per cent; considered to be substantial (Amin, 2005).

4.1 Bio-data

In this section, respondents' bio-data by gender, age, highest level of education, employment position, job tenure and number of years in current position are highlighted in Table 4.1:

Table 4.1: Distribution of respondents on bio-data variables

Bio-data	Category	Frequency	Percent (%)
Gender	Female	84	36.7
	Male	151	64.3
Total		235	100.0
Respondents age	20 - 29 years	31	13.2
	30 - 39 years	92	39.1
	40 - 50 years	84	35.7
	Above 50 years	28	11.9
Total		235	100.0
Highest level of education	Bachelors	28	11.9
	Masters	139	59.1
	PhD	60	25.5
	Post-doctoral	08	3.4
Total		235	100.0
Employment position	Assistant lecturer	65	27.7%
	Lecturer	136	57.9%
	Senior lecturer	29	13.2
	Associate professor	05	2.1
Total		235	100.0
Employment tenure	Casual	09	3.8
	Contract	164	69.8
	Permanent	62	26.4
Total		235	100.0
Number of years in current position	Below 0-2 years	30	12.8
	3 - 5 years	71	30.2
	6 - 10 years	80	34
	Above 10 years	54	23
Total		235	100.0
Respondents university	UCU	102	43.2
	KYU	133	56.8
Total		235	100.0

Source: Field, 2023

Table 4.1 shows that 133(56.8%) of the study respondents were from Kyambogo University and 102(43.2%) were from Uganda Christian University, Mukono. Males made up the majority of the study participants 151(64.3%), compared to 84(35.7%) female.

This finding somewhat suggested that University education could be predominantly benefiting male lecturers. Table 4.1 results also discloses that many study respondents 92(39.1%) ranged between the ages 30-39. This age bracket was followed by that of lecturers in age group of 40 - 50 years who were 84(36.7%). Conversely, the elderly lecturers were found to be the least to participate in this study, just only 28(11.9%); indicating that a significant number of those involved in the study remained in their prime for employment which could be a significant and dependable element in the realm of organisational commitment.

On the side of respondent education levels, about 90 per cent had sufficient qualifications as recommended by the National Council for Higher Education (NCHE, 2005). The results signified that 8(3.4%) were post-doctoral fellows, 60(25.5%) had a PhD and almost 60 per cent, that is 139(59.1%), had a master's degree. In fact, only 28(11.9%) had a bachelor's degree. The qualification of respondents revealed that academic staff in the two universities were qualified to teach in universities. However, the academic staff without PhD and Masters which are the minimum requirements for one to teach in a university was still significant. This may lower their level of commitment as their security on the job was at stake.

Table 4.1 shows that regarding employment position, many lecturers 136(57.9%) responded, followed by assistant lecturers 65(27.1%). These were followed by senior lecturers 29(12.3%) and lastly associate professors 5(2.1%). This presupposes that there is still much effort needed to make lecturers move to higher ranks of senior lecturers, associate and full professors.

A big number of the study respondents 164(69.8%) were working as contracted professionals, followed by 62(26.4%) on permanent basis and least 9(3.8%) were casual employees. These percentages suggest that since most lecturers who participated in the study were on contract basis this was likely to negatively affect their level of job commitment as this category is always on the move from one University to another. Hence, academic staffs with doubted permanence on the job may probably result into their insignificant organizational commitment.

Worth noting on experience, a big number that responded 80(34%) were of sufficient experience; between 6-10 years. This was followed by 71(30.2%) with experience between 3-5 years. Those with experience above 10 years were 54(23%) and the smallest percentage had worked between 0-2 years; 30(12.8%). These results suggested that academic staff experience was quite high which, implying that their organizational commitment would be convincing.

4.2 Description of the Dependent Variable

The dependent variable was organizational commitment of academic staff. It was studied using the three modelled commitment dimensions (Meyer and Allen commitment model, 1984). The dimensions included; affective, continuance and normative commitments, respectively. Respondents were requested to self-rate on relevant questions using a Likert scale for each of these three commitment dimensions. Their responses were to fall under of the scale where 1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree and 5- Strongly Agree. Results arising from this are provided in the following subsequent sub-sections.

4.2.1: Affective Commitment

Table 4.2: Distribution of Respondents on Affective Commitment

Indicators of affective organization	SD	D	NS	A	SA	Mean	Std.Dev
I would be very happy to spend the rest of my career in this organization	29 12.3%	44 18.7%	47 20%	63 26.3%	52 22.1%	3.276	1.328
I really feel as if this organizations problems are my own	25 10.6%	53 22.6%	27 11.5%	90 38.3%	40 17%	3.285	1.280
I feel emotionally attached to this university	20 8.5%	27 11.5%	37 15.7%	105 44.7%	46 19.6%	3.553	1.176
This organization has a great personal meaning for me	08 3.4%	27 11.5%	27 11.5%	107 45.5%	66 28.1%	3.834	1.067
I feel a strong sense of belonging to this university	07 3%	30 12.8%	17 7.2%	108 46%	73 31.1%	3.893	1.074

Source: Field, 2023

Table 4.2 shows that most study participants (48.9%) concurred that they would find it very delightful to work in higher education for the remainder of their careers. In

contrast, 31% of respondents disagreed, and 20% of respondents lacked a firm opinion. Nonetheless, with the opinion arithmetic mean of 3.276 and standard deviation at 1.328 (Table 4.2), there is a moderate respondent insinuation of uncertainty about their wholly stay in the respective organizations for the rest of their career time. This, in a way, could connote that though the lecturers appear to be happy to the extent of staying on their jobs, the University authorities should not get tired from constantly improving and maintaining organizational quality and more so, the lecturers' wellbeing. This will check the possibility of academic to fly away.

On the notion whether respondents really saw their university's problem as their own, about 45.3% of the respondents were in agreement to this questionnaire statement. Conversely, though, about 33.2% of the respondents were in disagreement to the notion; as well 11.5% being impartial or non-committal to the set questionnaire statement. With the computed arithmetic mean of 3.283 (moderate position in the opinions of the respondents on the Likert scale) and standard deviation of 1.280, it is probable that the respondents may also have had other reservations (though mild) besides what they may have articulated as being a general view that they 'see their university's problems as their own'.

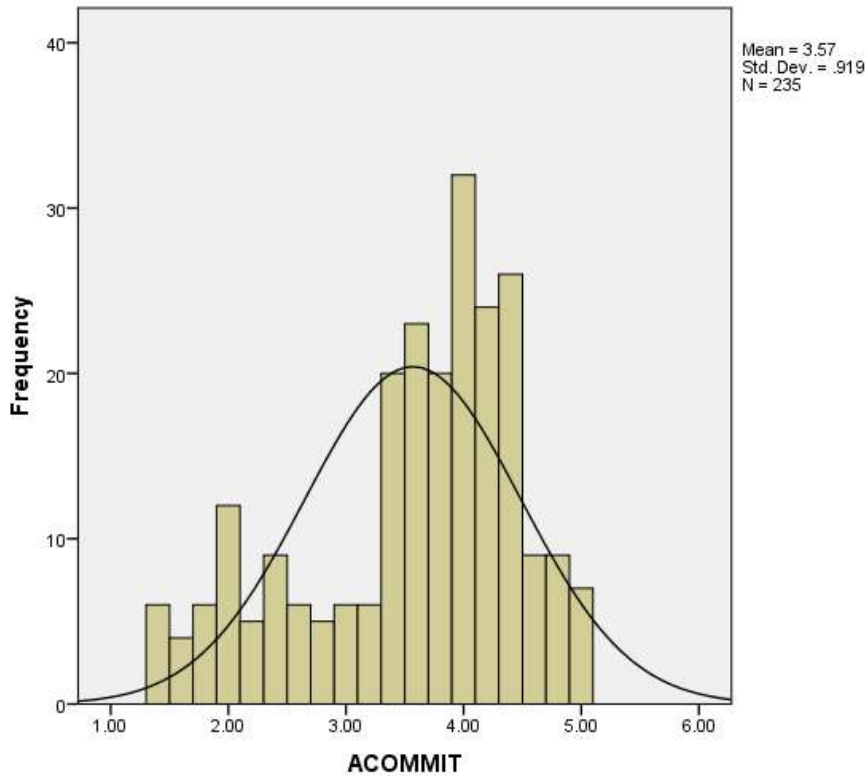
On the questionnaire statement that sought to find out whether respondents felt 'emotionally attached to their university', slightly over 64% were in agreement to it. This was in contrast with about 20% who disagreed with the statement and the 15.7% who were recorded to be non-committal. Although the arithmetic mean of 3.553 was close to, the 4th Likert scale point (Agree) with SD=1.176, this may imply that

respondents had agreed that they were emotionally attached to their universities and had the university at heart, though moderately. The findings supposed that in all ways academic staff were touched to what was happening in their universities but there was some room left for improvement.

On whether the University had profound meaning for the lecturers, 73.6% of the respondents agreed to this notion (Mean value 3.834, SD= 1.067 on Likert scale), as compared to 14.9% who disagreed while 11.5% were non-committal. Thus, there was agreement that respondents' Universities had great meaning to the lecturers. Finally, over 77.1% of the study respondents agreed feeling strongly belonging to their universities (Mean: 3.893, SD=1.074); insignificantly below 4.0 points on the Likert scale. Nevertheless, this was opposed to 15.8% who disagreed with this notion and the 7.2% respondents who were non-committal. This high sense of belonging implied that lecturers take their job as a home entity where all parties involved work for the common good.

To get a general view on how respondent rated on their Affective Organizational Commitment, aggregation of all items in Table 4.2 into one average index (*ACOMMIT*) was done. Figure 4.1 gives summary results.

Figure 4.1: Histogram and Curve Showing Distribution of Respondents on Organizational Affective Commitment



According to the histogram and curve in Figure 4.1, the largest proportion of participants were concentrated on the right side of the histogram and curve. This suggests that organizational commitment of lecturers in Kyambogo University and Uganda Christian University was fair. However, the mean value 3.57 meant that there was some level of agreement with affective commitment. Lecturers in the two Universities indicated their moderately high degree of affective organisational commitment to their universities; in their thoughts, feelings, and emotions.

These views were collaborated with information from the interviews to academic administrators in the two universities. They had to demonstrate how committed they

were to their organisation on a more tangible level. The participants on this question connoted that their affective organisational commitment was high. In fact, one of the administrators acclaimed that,

“... I have a strong loyalty and sense of attachment to my current job. I always feel that I have to own my university problems. Whenever there is a big challenge in this university my mind, soul and individual-self become disorganized. It remains stable and forward looking towards solving the problem for the university to survive...” (1a)

This finding suggested that academic staff and administrative staff view their affective organisational commitment as positive since they jointly own university problems. This high sense of loyalty on the job was witnessed in academic staff accepting to undertake responsibilities assigned with due diligence at work. With limited complaints academic staff would agree to work towards the good of the university.

Another administrator showed that,

“I emotionally feel this university at heart, I cannot even imagine. I am attached to the vision, mission, objectives and goals of this university. In whatever I do, I put these at the fore front of my actions in execution of my teaching, research, publication and other community outreach engagements. At times the resources are scarce, salaries delayed but I have to persevere and work for the good of the university”. (2a)

These findings implied that academic staff have a high pedigree and respect of the university core values even in times of challenges. This in in general shows that affective commitment on the job is high as there is evidence of high sense of

attachment to the university. Results acquired had revealed that there was a high sense of respect to the job and diligently meeting work assignments without close supervision. Hence this might reveal that the level of affective commitment on this concept was significantly better. These descriptive results on affective commitment were followed by descriptive findings on continuance commitment.

4.2.2 Continuance Commitment

Continuance organizational commitment of academic staff was studied using six quantitative items. Still on these six items, a Likert Scale was employed ranging from 1 =strongly Disagree, 2 =Disagree, 3 =Not sure, 4 =Agree and 5 =Strongly Agree. Respondents' ratings on these six items are delivered in Table 4.3.

Table 4.3: Frequencies, Percentages, Means and Standard Deviation on Continuance Commitment of academic staff

Indicators of continuance organizational commitment	SD	D	NS	A	SA	Mean	Std.Dev
It would be very hard for me to leave my job at this organization right now even if I wanted to	36 15.3%	53 22.6%	37 15.7%	71 30.2%	38 16.2%	3.093	1.336
Too much of my life would be disrupted if I leave this organization	34 14.5%	77 32.9%	22 9.4%	63 26.9%	38 16.2%	2.974	1.355
Right now, staying with my job at this university is a matter of necessity as a desire	21 8.9%	61 26%	34 14.5%	80 34%	39 16.6%	3.234	1.254
I believe I have too few options to consider leaving this university	28 11.9%	57 24.3%	39 16.6%	64 27.2%	47 20%	3.191	1.327
One of the few negative consequences of leaving my job at this university would be scarcity of available alternatives	38 16.2%	81 34.5%	31 13.2%	68 28.9%	17 7.2%	2.766	1.233
One of the reasons I continue to work for this organization is that leaving would require considerable sacrifice	25 10.6%	66 28.1%	42 17.9%	78 33.2%	24 10.2%	3.042	1.204

Source: Field, 2023

Bestowing to Table 4.3, its noted that, 46.4% of research participants agreed that it would be very difficult for them to leave their position with the company at the moment

and if they so desired. In contrast, 37.9% of respondents disagreed, while 15.7% were undecided. These percentages meant that lecturers in the two universities had a high degree of job stability as they indicated that they cannot leave their jobs. The low standard deviation of 1.336 and mean value of 3.093, which correspond to a moderate fair code 3 grade on this item, indicate that respondents' thoughts and opinions on this issue were similar. This meant that the degree of variance of respondents on this item from one another is slightly low.

Table 4.3 of the respondents' responses reveals that 47.4% of them disagreed that leaving their organisation would significantly impair their lives. This was opposed to 43.1% who agreed. These percentages suggested that respondents are not scared of leaving their organization due to disruptions that could occur once they leave. It presupposes further that even if they are made to leave their current jobs they are not greatly impacted in terms of life sustenance. A moderate fair rating was given to this item because the mean value of 2.974 was nearly equal to the code 3 average.

The majority of research participants, 50.6%, concurred that continuing in one's position at one's institution at the moment is motivated by both necessity and desire. This contrasted with 34.9% who disagreed and 14.5% who were unsure. This percentage implied that at the moment academic staff in the two universities consider it valuable to stay with their universities as they consider them valuable. Code 3 neutral was represented by the mean value of 3.234. As a result, it implies that opinions on the aforementioned topic were rather evenly spread among respondents. The standard

deviation of 1.254 was once more low, indicating that respondents' opinions were comparable to one another.

A total of 47.2% of those who took the survey and responded in agreement said they felt they had too many options to ever consider leaving their company. 16.6% of respondents lacked a position, compared to 36.2% who disagreed. The mean 3.191 was low suggesting respondents' views and opinions rotated towards the center. It implied that academic staff had agreed that they had a wider job market as intellectuals where they could exercise their talent. Despite the fact that the standard deviation was low (1.327), indicating that respondents' opinions were consistent throughout the board.

One of the few drawbacks of quitting one's work at the university, according to respondents, was the lack of viable alternatives, which was disagreed with by 50.7% of them. Meanwhile 13.2% of respondents were undecided, as opposed to 36.1% who agreed. This finding suggested that there was no scarcity of job alternatives to bar respondents from leaving their current job. Hence it amplified the previous finding that academic staff from the two universities where the current study was done had a wide job market and can secure jobs once they decide to leave. A reasonable distribution of their opinions was shown by the mean value, which was 2.766, which was nearly corresponding to code 3 = Not sure.

Table 4.3 reveals that the majority of research participants, or 43.4%, concurred that one of the main reasons they stay at their employer is because quitting would require them to make significant sacrifices in their personal lives. This finding was opposed 37.7 who disagreed while 17.9% were non-committal. These findings suggested

personnel sacrifice is a crucial aspect that determines ones' staff on the current job as a lecturer. The mean value of 3.042 was nearly code 3 neutral. Therefore, a moderate fair rating with the view that one of the major reason they continue working with their university that quitting necessitates making significant sacrifices on personal part.

The mean values and percentages in general suggest that respondents' ratings were almost moving towards the center which implied that their continuance organizational commitment was fair. This further shows that academic staff in the two universities are willing to continue serving in the capacity of professoriate at whatever conditions. It suggests that they cannot leave the job and are not eagerly searching for new employment opportunities. Results on this were presented graphically offered in Figure 4.2.

Figure 4.2: Histogram and Curve Showing Distribution of Respondents on Continuance Commitment

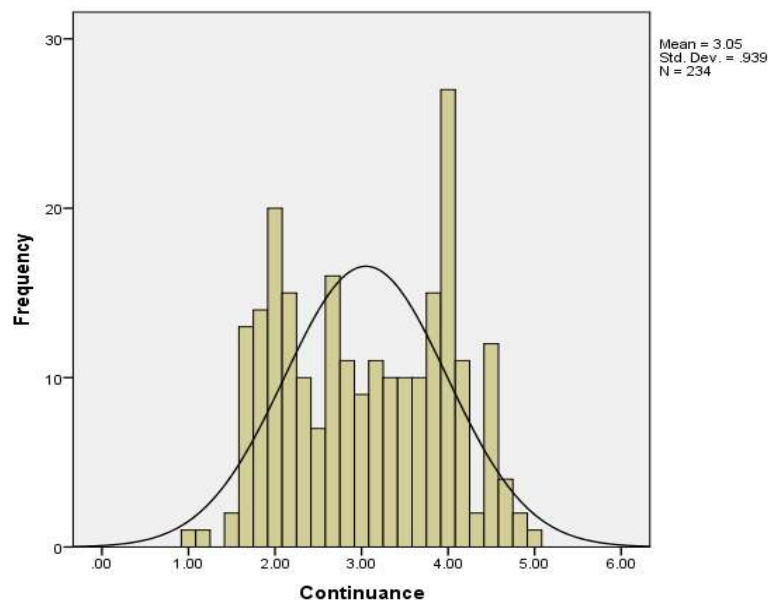


Figure 4.2 of histogram and curve illustrates that respondents were almost centered, indicating that they shared the same ideas and beliefs about organisational commitment to continued growth. The mean of 3.05, which is nearly identical to code 3 on the utilized Likert scale and confirms these findings, is virtually the same as code 3 for uncertainty. The fact that there was a low general standard deviation of 0.939 indicates that respondents' opinions about their commitment to continuing were not widely varied. These findings were supplemented with qualitative results where participants in the study that their continuance commitment was also fair. Participants were asked to provide feedback on this topic regarding how committed they were to staying with their current employer. Administrators in the two universities revealed that academic staff sense of continuance commitment is fair. For instance, administrator A from Kyambogo University stated that,

In my period of administration, at this department, a few academic staff have wished to leave this university. Many academic staff are comfortable with their job and are working hard to see that they progress in their career ladders. Even given the fact that this is a public university it gives them a sense of motivation to keep serving as academic staff in this university (1b)

Such revelations implied that academic staff in Kyambogo University wishes to continue on their current job for a considerable amount of time. Finding from the earlier interviewees suggested that academic staff were highly satisfied with their current job and were not willing to opt for another job. Whereas another administrative staff from UCU Human Resource Department revealed that,

Academic staff here at Uganda Christian University Mukono seem comfortable with numerous benefits offered. The rate at which they are likely to leave is very minimal as they seem to have trust in the university as administrators prioritize their needs first and everything we do is consultatively done. (2b)

These findings suggest like the academic staff from Kyambogo University academic staff from Uganda Christian University were comfortable with their current jobs and not willing to leave. Hence it suggests that continuance commitment of academic staff in both institution was very high and that the degree of citizenship behaviour of academic staff was high in the two universities. These findings lead to the last commitment aspect that is normative commitment of academic staff as in the next sub-section.

4.2.3 Normative commitment

This concept was studied using six quantitative items as in Table 4.4

Table 4.4: Frequencies, Percentages, Means and Standard Deviation on Normative Commitment

Indicators of Normative Commitment	SD	D	NS	A	SA	Mean	Std.Dev
I feel obliged to remain with my organization	13 5.5%	49 20.9%	34 14.5%	102 43.4%	37 15.7%	3.429	1.146
Even if it were to my advantage, I don't feel it would be right to leave	16 6.8%	48 20.4%	39 16.6%	91 38.7%	41 17.4%	3.395	1.187
I would feel guilty if I left this organization now	31 13.2%	58 24.7%	37 15.7%	77 32.8%	32 13.6%	3.089	1.252
This organization deserves my loyalty	14 6%	38 16.2%	24 10.2%	107 45.5%	52 22.1%	3.617	1.168
I would not leave my organization right now because of my sense of obligation to it	16 6.8%	38 16.2%	39 16.6%	93 39.6%	49 20.9%	3.514	1.185
I owe a great deal to this organization	24 10.2%	40 17%	27 11.5%	80 34%	64 27.2%	3.510	1.324

Source: Field, 2023

Observing Table 4.4, quite a few of research participants, 59.1%, affirmed that they felt obligated staying with their organisation. By contrast, 25.4% of participants disagreed, and 14.3% were neutral. These percentages revealed that respondents

believed they had to stay with their existing institution. This points to a high sense of normative commitment on the job. The mean 3.429 was low implying that respondents had a moderate fair rating on feeling obliged to remain in their current organization (university of service).

A significant percentage of research participants, 56.1%, concurred that they do not believe it would be morally appropriate to leave their university, even if it were advantageous. 16.6% of respondents were neutral, compared to 27.2% who disagreed. This indicated that academic staff consider it evil to leave their current university of service hence making normative sense of commitment high. The code 3 not sure was almost exactly represented by a mean of 3.394. It thus implied that even if it were to employees' advantage, they would not leave their current job. Hence their job retention was secure and high in KYU and UCU.

Findings in Table 4.4 shows 46.4% had agreed that they would feel guilty if they left their organization now. Against that, 37.9% disagreed while 15.7% were non-committal. These results suggested that respondents would be regretful if they left their organization. Additionally, this would suggest that academic staff members would be ashamed if they were to quit their current position. This was consistent with the mean 3.089, which indicated a fair but moderate rating that respondents would feel guilty about leaving their organisation. The low standard deviation of 1.28 revealed that opinions between respondents didn't change.

Table 4.4 shows that 67.6% of respondents agreed that their universities deserved their loyalty. In contrast, 10.2% of respondents were neutral, while 22.2% disagreed.

According to these findings, academic employees believed that their universities earned their loyalty. These percentages were consistent with the mean, which was 3.617, nearly equal to code 4 on the used Likert scale. Finding of a sort implied agreement with loyalty with university while standard deviation 1.168 was low suggesting that their beliefs and perspectives were comparable in deserving loyalty to their university of service. These findings meant that employees attach a high degree of loyalty and respect on their jobs.

A large proportion of study participants, 60.5%, stated that they would not quit their organisation at this time out of a sense of duty. This contrasted with 23% who disagreed and 16.6% who were undecided. This calculated mean of 3.514 equated to code 4. Therefore, it indicated willingness to stay with their company out of a sense of loyalty. This implied further that employees stay on the job was guaranteed in the two universities where this current study was done.

Finally, 61.2% of the participants felt that they owe their institutions a lot, in contrast to 27.2% who opposed and 11.5% who were unsure. Inferred from this was the respondents' apparent strong dedication to their universities. This was corroborated by mean 3.510, which was nearly equivalent to code 4 agree; as a result, there was consensus that the university deserved a large debt. According to the low standard deviation of 1.324, there was no inter-respondent variation in respondents' opinions. The standard deviations were low and the percentages and means generally showed that academic staff members had extremely high normative commitment, indicating

that respondents' opinions were consistent from one responder to the next. The general results on normative commitment were graphically presented in Figure 4.3:

Figure 4.3: Histogram and curve showing distribution of respondents on normative commitment (*Normative C*).

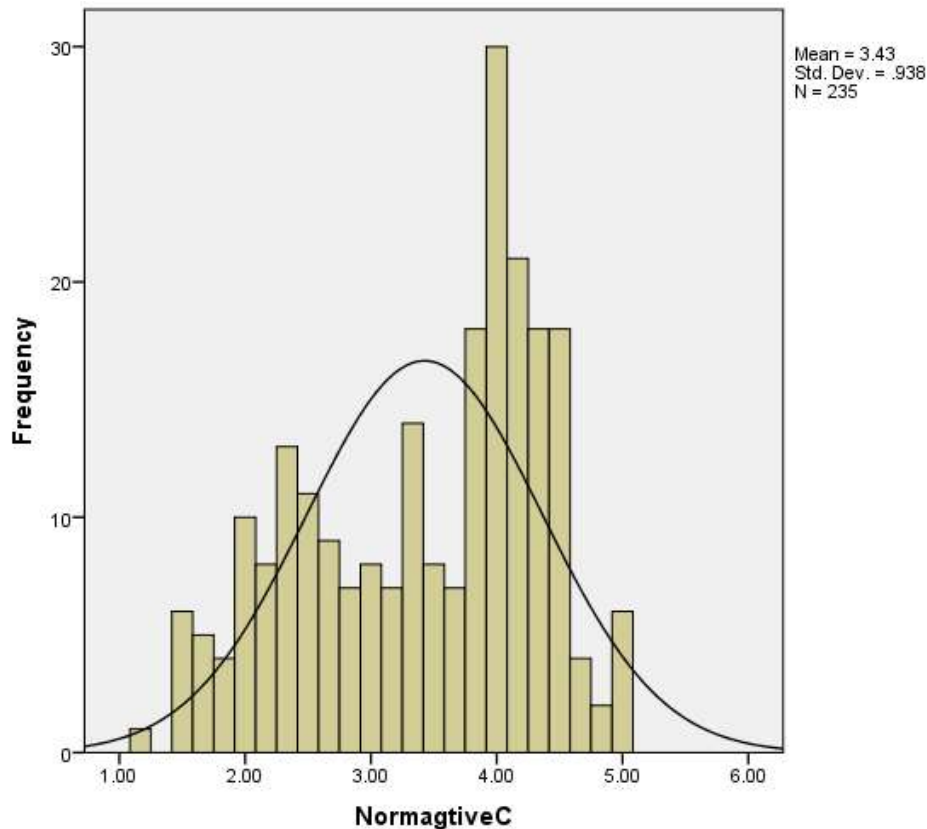


Figure 4.3 presents respondents' views were averagely distributed on the histograms and curve. This was confirmed by mean value 3.43 depicting a moderate fair score on the variable. This signified that, the academic staff at Kyambogo and UCU institutions had a normative commitment that was high and they had a high sense of value attached on the university norms, values and goals. The general standard deviation 0.938 was

low implying that academic staff in the two universities had similar views and opinions regarding their normative commitment on the job.

Qualitative findings concurred with these prior quantitative findings. For instance, on the question about 'how is the level of normative commitment of academic staff?' participants from the two universities revealed that the normative commitment of academic staff in the two universities was high. For instance, one administrative staff from Uganda Christian University revealed that,

I know the norms and values of Uganda Christian University Mukono. This university operates on Christian values which is a sense of motivation for me to keep serving amidst several challenges we may be encountering as academic staff. I must say that I feel obliged to keep serving this university because its religious ethic that is intertwined with the academic knowledge provided is the one that inspires me to keep serving in this university (1c)

This finding implies that academic staff are comfortable with working with Uganda Christian University Mukono as they cherish the norms of this university. Such findings show that the nature of education provided in the UCU that respects the religious values and norms gives them prestige to allow them continue with their work responsibilities and obligations.

However, another administrative staff from Kyambogo University revealed that,

They know the norms and values upon which university education operates and I am highly indebted to these values. This leaves me in position to serve in respect to these values and customs. I may also so that Kyambogo University is a public

University, in line with this, only a few academic staff would love to leave a university of this nature to a private university or any other organization. Even in circumstances when the university is constrained, academic staff are highly secure that at one point things will normalize as public universities are more reliable compared to private universities (2c)

This finding implied that academic staff had a high sense of normative commitment on the job. To examine the typical response scores from respondents on the three aspects of organizational commitment, all the three sub variables were aggregated into one average index “*Commitment*”. Table 4.5 renders summary outcomes.

Table 4.5: Summary results on three constructs of commitment

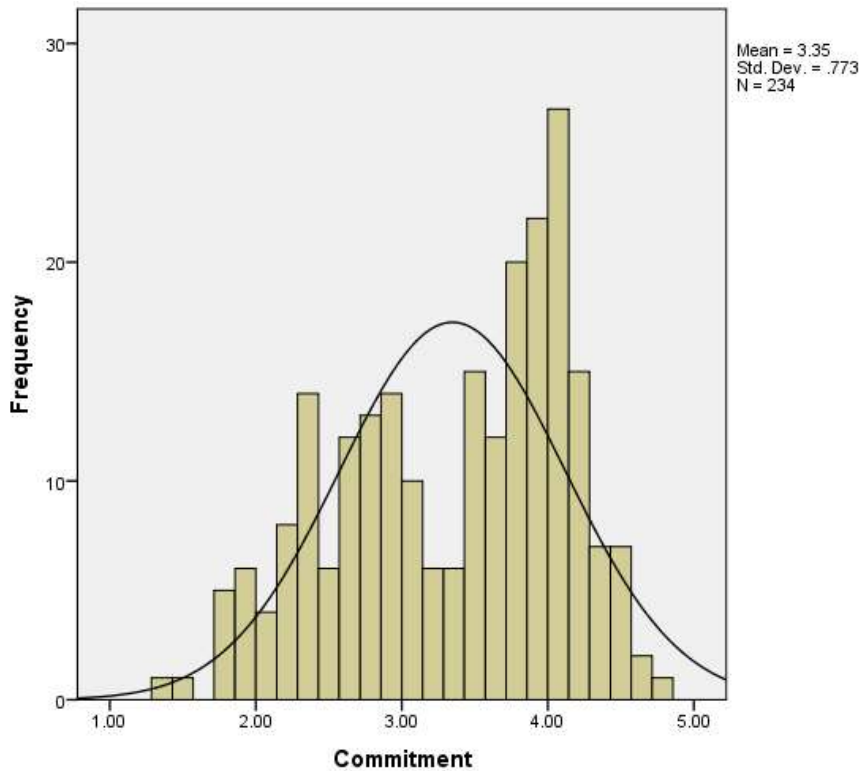
Commitment	Bound	Statistics
95% confidence interval for mean	Lower bound	3.246
	Upper bound	3.446
Mean		3.346
Median		3.533
Std. deviation		0.772
Skewness		-.421

Source: Field, 2023

Table 4.5 shows that the average mean was 3.346. This Mean value was almost similar to code 3 which equaled to 3 neutrals. In light of this, it was inferred that academic staff at UCU and Kyambogo Universities had a fair to moderate level of commitment. Because of the small standard deviation of 0.772, it is likely that respondents'

commitments to their organisations were shared by most of them. This was also confirmed using Figure 4.4:

Figure 4.4: Histogram and Curve on Commitment



The histogram and curve shows that there was a fair distribution of respondents' views on organizational commitment. Such a finding was confirmed by Mean 3.35 = Not sure on the Likert scale that was used which implied a grade of moderately fair and distribution of respondents on organizational commitment. In addition, the low standard deviation 0.773 suggested that respondents' views regarding their job commitment did not disperse from one respondent to another.

4.3 Description of the Independent Variable

Independent variable denoted as leadership style included autocratic, democratic and laissez faire leadership styles. On these three leadership styles, respondents rated

themselves on items provided where 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree. Pertinent results on each of three aspects of leadership styles are abridged in the subsequent sections.

4.3.1 Democratic leadership style

Six quantitative self-rated questions probed for democratic leadership style, and results portrayed in Table 4.6.

Table 4.6: Results on Democratic Leadership Style

Indicators of democratic style	SD	D	NS	A	SA	Mean	Std.Dev
Employees want to be part of decision making process	6 2.6%	8 3.4%	7 3%	103 43.8%	111 47.2%	4.297	0.884
Providing guidance without pressure is the way to bring out a good leader	3 1.3%	3 1.3%	13 5.3%	114 48.5%	102 43.4%	4.314	0.747
Most workers want frequent and supportive communication from their leaders	3 1.3%	4 1.7%	9 3.8%	88 37.4%	131 55.7%	4.446	0.762
Leaders need to support subordinates accept responsibility for completing their work	5 2.1%	25 10.7%	28 12%	118 50.4%	58 24.8%	3.850	0.984

It is the leader job to help subordinates find their passion	21 8.9%	58 24.7%	32 13.6%	86 36.6%	38 16.2%	3.263	1.246
People are basically competent if given a task they will do a good job	11 4.7%	39 16.6%	41 17.4%	103 43.8%	41 17.4%	3.527	1.102

Source: Field, 2023

According to Table 4.6 above, the majority of study participants, 91%, agreed that they must participate in decision-making, relative to 6% that disagreed and 3% who were neutral. It implies that academic staff members wish to being part in decision-making process partially. The mean value 4.297 was also close to code 4 agree suggests there was agreement that lecturers wanted to be part and partial. This suggested that employees in Kyambogo and Uganda Christian University Mukono prefer to engage in the processes of making decisions. The standard deviation of 0.884 was low implying the respondents had common views regarding being part and partial of decision making in the university.

In addition, Table 4.6 shows that nearly all research participants 91.9% acknowledged that an effective leader must be able to give direction without being overbearing. This contrasted with 2.6% who objected and 5.5% that remained undecided. Such a finding suggested that respondents had agreed that guidance provision is the being of leader. A mean 4.314 was related to code 4 agree that is agreement with the above aforementioned item. This suggested that employees in the university can easily

determine who is their good or bad leader on their jobs basing on the extent they offer guidance to their sub-ordinates. The standard deviation 0.747 was low suggestion that respondent's level of agreement on this item was nearly identical to one another.

The majority of research participants 93.1% agreed that most employees want their leaders to communicate with them frequently and supportively. This result was different from the results of 3% who disagreed and 3.8% who were non-committal. This result showed that the majority of employees favour leaders who communicate with them frequently and in a positive manner. This result followed the same pattern as mean 4.446, which was parallel to code 4 agree and indicated that study participants had approved of the provision of supportive communication. There may have been little to no fluctuation in respondents' attitudes among participants, as indicated by the low standard deviation of 0.762.

A substantial percentage of research participants, 75.2%, concurred that bosses must help workers accept responsibility for finishing their work. As opposed to 12.8% who disagreed and 12% who were undecided, this. According to this study, leaders have come to the conclusion that they must help staff assume responsibility for finishing their work. Mean 3.850, which is virtually identical to code 4, agreed with the conclusion that it is important to encourage subordinates to take ownership of completing their work. The standard deviation of 0.984 was low, indicating that respondents' perspectives on the necessity of assisting subordinates in accepting responsibility for completing given job were similar.

Further still, 52.8% of study participants believed that it is the responsibility of the leader to support employees in discovering their passion. 13.6% of respondents lacked a position, while 33.6% disagreed with it. This result implied that it is the responsibility of the boss to assist their team members in discovering their passion. This was confirmed by mean 3.263 which implied a moderate fair rating on this item. It suggests further that sub-ordinates are too passionate to keep working with Uganda Christian University and Kyambogo university. It was inferred that respondents' opinions did not diverge from one another by the low standard deviation of 1.246.

In general, people are competent and would perform well if given a task, according to the majority of research participants (61.2%). Notably, 17.4% were neutral, and 21.3% disagreed with this. This result suggested that respondents had accepted the idea that most people are competent in general and would perform well if given a task. According to the utilised Likert scale, the mean score of 3.527, which corresponds to code 4, indicates that participants agree with the aforementioned item. Therefore, it shows that the academic staff in the two institutions where the current study was conducted was qualified and skilled to operate in the two universities. Because of the item's low standard deviation of 1.103, it can be concluded that respondents' perspectives on it were mostly comparable. As a result of the low standard deviations across all questions, it is likely that respondents' opinions were consistent with one another.

To obtain an average opinion of the respondents' ratings on Democratic Leadership style, Table 4.6 has all items aggregated into one average index (*Democratic*). Figure 4.5 gives pertinent outcome.

Figure 4.5: Histogram and curve showing distribution of respondents' views on Democratic leadership style

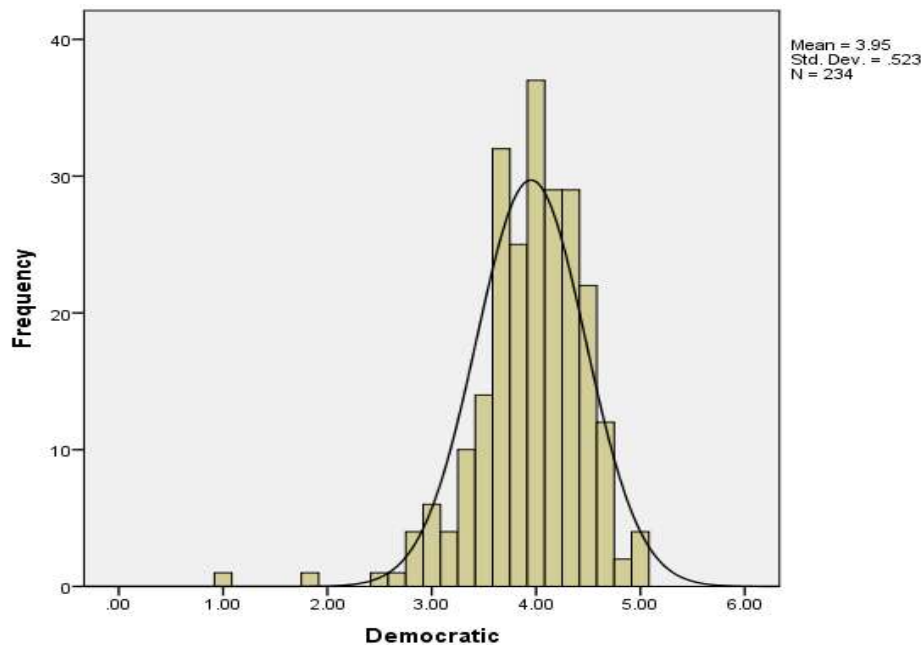


Figure 4.5 demonstrates that the greatest number of study responses on democratic leadership appeared on the histogram's right side and along the curve which suggests that democratic leadership style was fairly applied in the two universities where this current study was carried out. The Likert scale used to rate the items' acceptability was a mean value of 3.95, which corresponds to the code 4 for agreement. It was proven by this that academic employees at the two universities were satisfied with the degree to which democratic leadership style was employed there. The general standard deviation, however, was only 0.523, which indicated that respondents' opinions were generally similar to one another.

The findings were collaborated with qualitative results in which they were requested to comment about extent of Democratic Leadership style application in the university.

Qualitative results revealed that to some extent administrators in the two universities use the Democratic style of leadership. One of the administrators revealed that,

At this university, we arrive at key decisions in the management, the university after consulting all concerned parties. We developed a system where this consultation stems from the departmental level and moves within the upper levels of the administrative structure. This shows that consultations that allow decisions to be democratically arrived at are within the framework of UCU. This is done by organizing constant meetings where employees or lecturers are given an opportunity to contribute their views on whatever is happening in the university. Thereafter careful analysis of individual members' contributions is made with a more credible suggestion upheld (1d)

This finding implied that to some extent consensus decision making is exercised onto academic staff. Consequently, this is likely to result into better decisions in favor of employees work concerns that probably will contribute to organisational commitment of academic staff in KYU and UCU.

Similarly, an administrator also revealed that,

“I ensure that the views and contributions of every one are respected at Kyambogo University. All these decisions are arrived at after agreeing in the various meetings held in the university. This approach has allowed the democratic culture to go spread and become a guiding principle in university operations. Every after week, there are departmental meetings convened to discuss contentious issues emerging in the world of teaching research and community

outreach services. For instance, since COVID 19 there was a serious question on the issue of instructional pedagogies that academic staff should use. After serious discussions we decided to use the blended learning pedagogy to cater for physical and online classes.” (2d)

This suggested that the use of the democratic aspect is more pronounced as a mechanism for efficiency and effectiveness at UCU and Kyambogo University. Hence with application of the democratic leadership style employees work is likely to improve and staff commitment is likely to be boosted in way or the other.

The Pearson's correlation coefficient was calculated to determine the association between democratic leadership style and commitment, and the results are presented in Table 4.7.

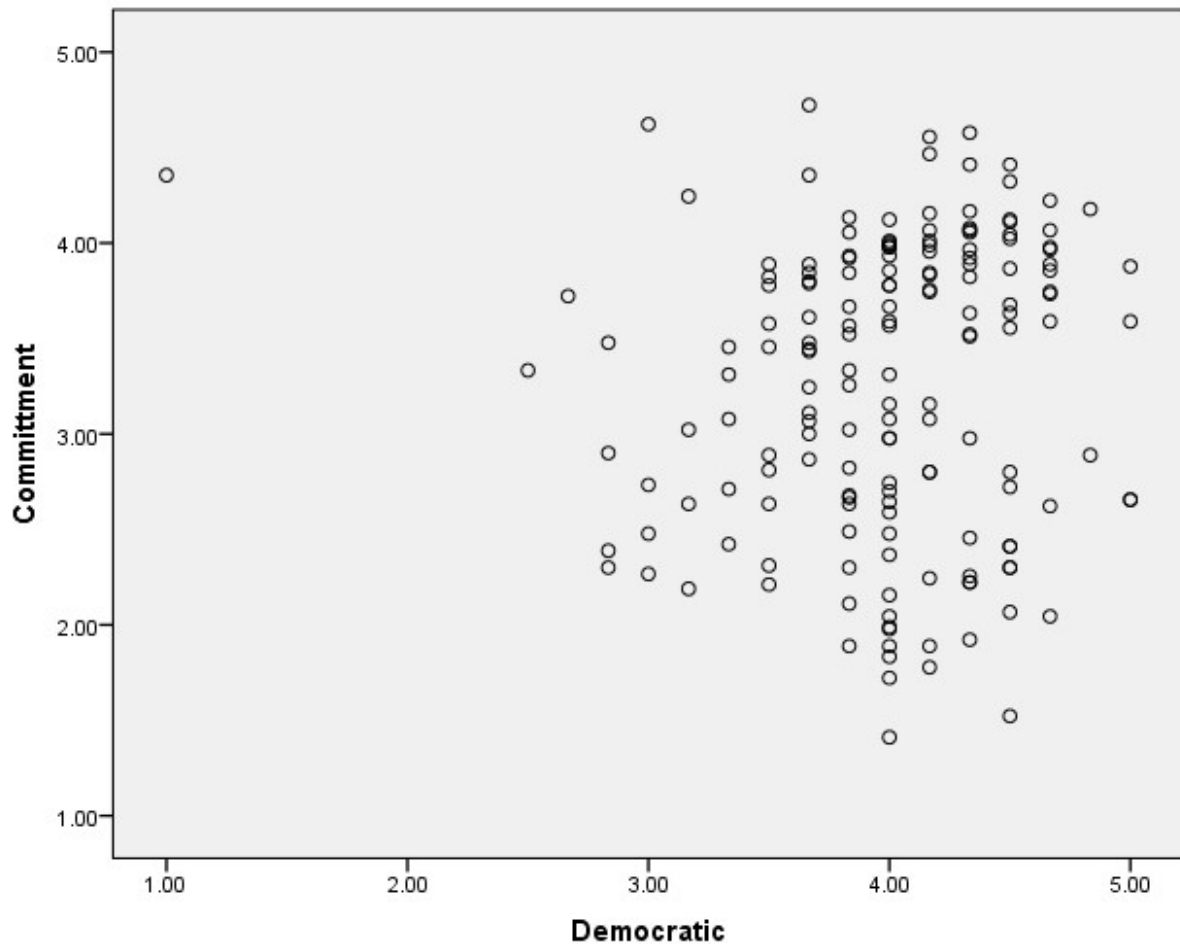
Table 4.7: Pearson’s Correlation Coefficient Showing Relationship between Democratic Leadership Style and Organisational Commitment of Academic Staff

		Commitment	Democratic
Commitment	Pearson correlation	1	0.116
	Sig (2-tailed)		0.078
	N	234	233
Democratic	Pearson correlation	0.116	1
	Sig (2-tailed)	0.078	
	N	233	234

Source: Field, 2023

Results for Pearson's Correlation Coefficient are displayed in Table 4.7 with $r = 0.116$ and $\text{sig} = 0.078$ less than 0.05. This shows that the relationship between democratic leadership style and commitment of academic employees was negligible. Hence the research hypothesis which stated that democratic leadership style significantly influences organisational commitment of Academic Staff was rejected while the null hypothesis which stated that democratic leadership style insignificantly influences the commitment of academic staff in KYU and UCU was accepted. It suggests that even if democratic leadership is fairly done by consulting employees, allowing them to engage in decision making among others or not the level of organizational commitment remains intact. This discovery differs from contingency theory view which has it that at times it is essential to apply the democratic leadership style to enforce high job commitment of employees. Thus, it is not applicable on academic staff in realm of universities where the present investigation was carried out that practicing democratic leadership enlists high effectiveness of the university's academic personnel. These conclusions were supported by the scatter-dot graph shown in Figure 4.6.

Figure 4.6: Scatter Dot Graph Showing Correlation between Democratic Leadership Style and Organizational Commitment of Employees



According to scatter dot graph in Figure 4.6, no statistically significant association between a democratic leadership and organisational commitment existed. This was because the scatter dots were not fairly distributed from left to right. These findings lead to the second aspect of leadership styles that is autocratic leadership styles.

4.3.2 Autocratic Leadership Style

Respondents under autocratic leadership rated themselves on six quantitative items that were based on a Likert scale. Table 4.8 includes ratings and comments on the essential descriptive statistics.

Table 4.8: Descriptive statistics on Autocratic Leadership Style

Indicators of Autocratic Leadership style	SD	D	NS	A	SA	Mean	Std.Dev.
Employees need to be supervised closely or else they are likely not to do their work	24 10.2%	44 18.7%	34 14.5%	95 40.4%	38 16.2%	3.336	1.241
It is fair to say that most employees in general population are lazy	52 22.1%	76 32.3%	35 14.9%	44 18.7%	28 11.9%	2.659	1.328
As a rule employees must be given rewards or punishments in order to motivate them achieve organizational objectives	20 8.5%	23 9.8%	44 18.7%	103 43.8%	45 19.1%	3.553	1.158
Most employees feel insecure	15 6.4%	45 19.1%	59 25.1%	92 39.1%	24 10.2%	3.276	1.084

about their work and need direction							
The leader is the chief judge of achievements of all members of the group	22 9.4%	56 23.8%	39 16.6%	82 34.9%	36 15.3%	3.229	1.236
Effective leaders give orders and clarify procedures	17 7.2%	40 17%	29 12.3%	103 43.8%	46 19.6%	3.514	1.192

Source: Field, 2023

Referring to Table 4.8, the majority of the respondents (56.6%) believed that employees must be tightly supervised in order for them to complete their work. This was opposed to 29.9% who disagreed while 14.5% were non-committal. Percentages presented above depict that at times employees in the two universities where the current study was done need to be closely supervised to enlist high sense of organizational commitment. The mean value 3.336 was similar to code 3 = not sure on whether academic staff should closely be supervised while undertaking their work roles and responsibilities on the job. The low standard deviation of 1.241 suggests that respondents' opinions on strict monitoring of workers doing their duties were consistent from one respondent to another.

More so, of those who responded to the study, 54.4% didn't think it was accurate to suggest that most people in the workforce are lazy. This was opposed to 30.6% who agreed while 14.9% were non-committal. This finding implied that respondents had disagreed that employees are lazy implying that they are active in executing their

responsibilities. This mean 2.659 was slightly below code 3 not sure which means that respondents are not lazy while executing their work roles. Standard deviation 1.328 was low and suggestive that respondents' views did not differ so much across different respondents.

In order to inspire employees to attain organisational goals, the majority of research participants, 62.9% agreed that rewards or punishments are typically necessary. This contradicted the 18.3% of respondents who disagreed and 18.7% of respondents who were undecided. It seems from this that academic personnel shared the belief that harsher penalties result in workers performing their jobs more effectively. The mean value 3.319 suggested that respondents had a moderate fair rating on allowing subordinates appraise their own work and standard deviation 1.207 suggested that respondents' views did not vary across different respondents.

Almost half of respondents 49.3% agreed that employees require guidance and feel uncertain about their employment. This was differing from 25.5% who disagreed while 25.1% were neutral. Hence there was agreement that at times academic staff are uneasy about their employment and may need guidance. The low mean value of 3.276 indicates that employees generally had a moderately positive perception of their level of job insecurity and consequent need for direction.

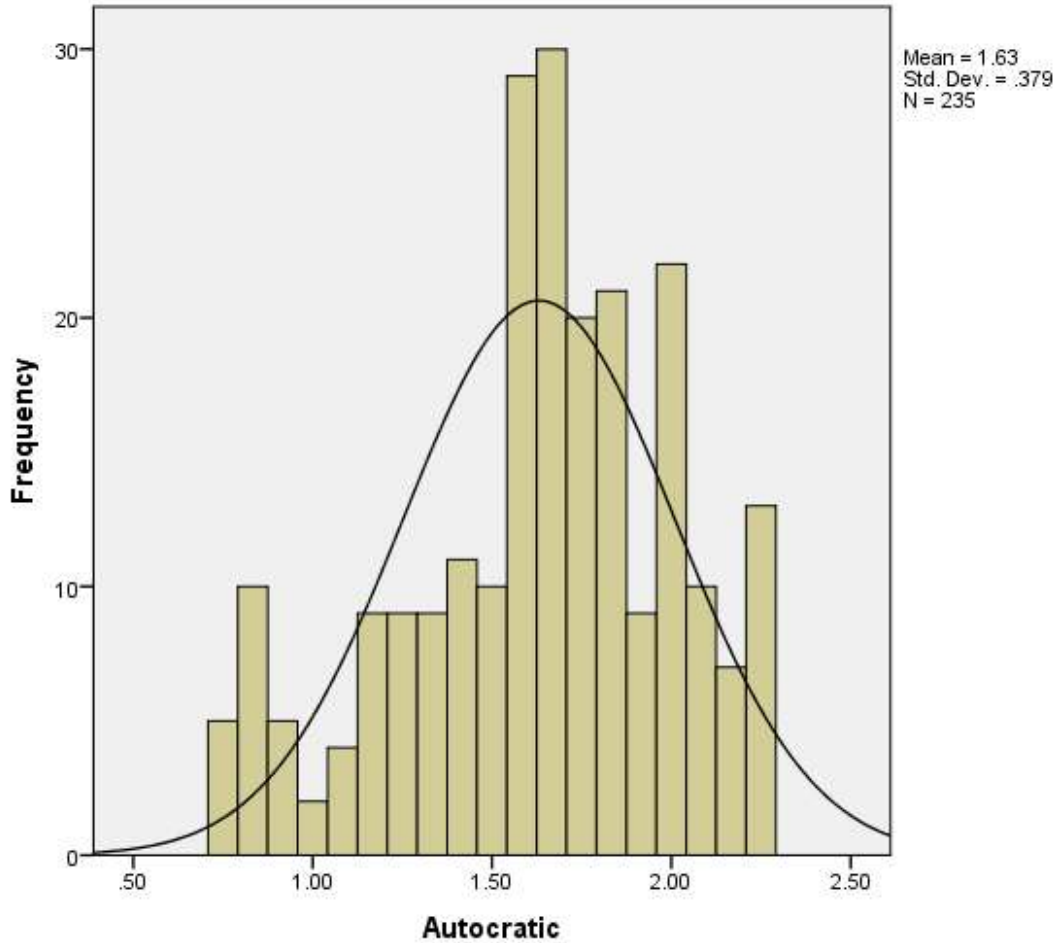
A significant portion of research participants, 50.2%, believed that the group's leader is the primary assessor of each member's accomplishments. This contrasted with 32.2% who disagreed and 16.6% who were undecided. As a result, everyone agreed that the group's leader is the primary evaluator of all its accomplishments. The average score of

3.228 was almost exactly code 3, which indicated a fair evaluation with group leaders acting as the primary arbiter of individual members' accomplishments. Additionally, the low standard deviation of 1.236 suggests that respondents' opinions on whether or not leaders should be the primary arbiters of a group's success are consistent across respondents.

Respondents 63.4% agreed that effective leaders give orders and clarify procedures while 24.2% disagreed while 12.3% remained neutral. This implied that respondents had concurred with the view that good leaders have to be open and clear when giving orders. The value of mean 3.514 almost equaled to code 4 agree, an implication that there was agreement that effective leaders give orders and clarify procedure. A standard deviation 1.192 appeared low suggesting that there were not many differences between the opinions of the respondents.

Moreover, participants disagreed that university administrators should place a strong emphasis on an autocratic leadership style, as seen by the percentages in the study's overall results. It should only be used in the institution under extremely uncommon conditions. All elements in Table 4.8 were combined into one average index (Autocratic) to obtain a broad picture of how respondents rated autocratic leadership style. These details are provided in Figure 4.7.

Figure 4.7: Histogram and Curve Showing Distribution of Respondents on Autocratic Leadership Style



A histogram and curve on Autocratic Leadership Style showing that respondents were fairly distributed on the bars which suggested a moderate fair rating on the autocratic leadership style. However, the general mean on all items about autocratic leadership style was 1.63 almost identical to code 2 = Disagree. This suggested that respondents in the current study had disagreed with autocratic leadership style that it should be moderately applied by university administrators in KYU and UCU. The general standard deviation on autocratic leadership style was 0.379 which was low implying that

respondents' views on autocratic leadership styles did not differ so much from one another.

These results were somehow in line with some participants' views, where an administrative staff from Kyambogo University revealed that,

There are situations when academic staff are neglecting their mandates of teaching and carrying out other mandate. With this kind of behavior, close supervision of their work activities is essential. A case in picture is where academic staff neglect part of their mandates related with supervision of students researches. Students at post graduate level always come here complaining that their supervisors are not doing work. This forces many students to delay on the program for so long. As an administrator I take the audacity to remind them their responsibilities (1e)

This also reveals that the situations at times force administrators to use the autocratic leadership styles. It implies that with some reluctant staff the university administration has to use elements of autocratic leadership style to make them perform as expected on the job. The outcome was comparable to one made by a participant from UCU who commented that,

There are instances when academic staff are offered teaching load and do not attend to students fully. Some lecturers know well that they are heavily loaded with projects and when offered teaching load they do not adequately attend to students. This challenge has been a matter of discussion in different departments and what I do here is to call the lecturer concerned and request him or her to

teach. This approach has to some extent helped lazy lecturers to behave accordingly (2e)

The implication of this is that autocratic leadership style is sometimes unavoidable as some employees in the university are reluctant to fulfill their work obligations. This accounts to why university administrators have to take the initiative to forcefully remind them what is expected out of them.

To investigate whether employees' organisational commitment in UCU and Kyambogo Universities was influenced by autocratic leadership. Results are summarized in Table 4.9 and were calculated using Pearson's Correlation Coefficient index:

Table 4.9: Pearson's Correlation Coefficient between Autocratic Leadership Style and Organizational Commitment of Employees in UCU and Kyambogo Universities

		Commitment	Autocratic leadership
Commitment	Pearson correlation	1	0.280**
	Sig (2-tailed)		0.000
	N	234	234
Autocratic leadership	Pearson correlation	0.280**	1
	Sig (2-tailed)	0.000	
	N	234	235

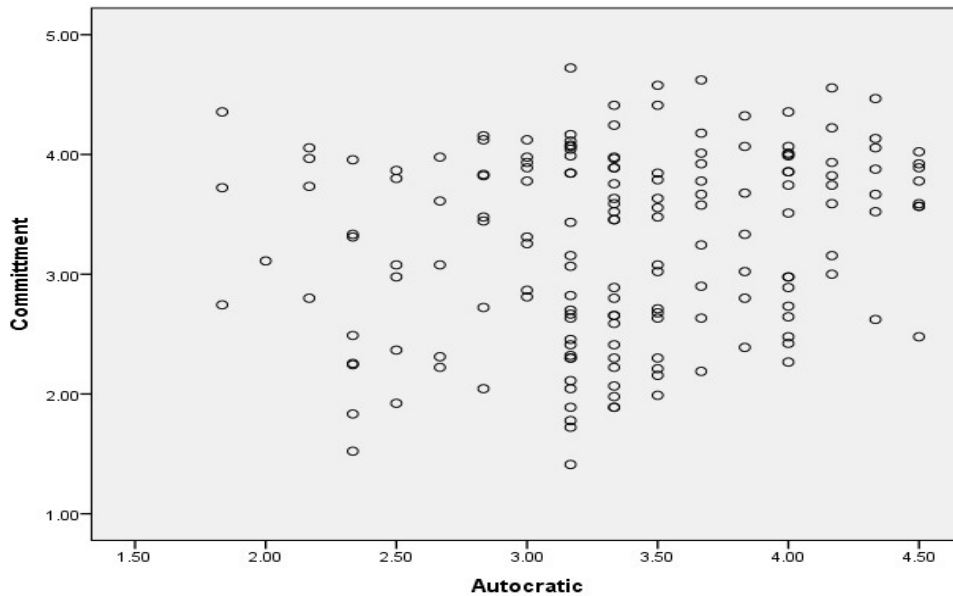
**Correlation is significant at 0.01 level 2-tailed

Source: Field, 2023

Table 4.9 shows Pearson's correlation coefficient index between Autocratic Leadership Style and organizational commitment of employees $r = 0.280^{**}$, $\text{sig} = 0.000$ less than 0.05. This indicated existence of a positive significant relationship between Autocratic Leadership and academic staff commitment in these two universities. Thus, the research hypothesis which stated that autocratic leadership style significantly influences organisational commitment of academic staff in Kyambogo and Uganda Christian University was accepted. However, the null hypothesis which states that autocratic leadership does not influence organisational commitment of academic staff in Kyambogo and Uganda Christian University was rejected. As one practices coercive use of deadlines, close supervision, reminders, threatening, reprimanding and expelling lazy employees, and the level of organization commitment enhances. Likewise, once employees show signs of the aforementioned weaknesses and nothing is done, the level of commitment onto the organisation narrows.

This finding was in favour of the contingency theory in the way that once you realize that employees are not compliant with work, for instance they miss lectures constantly, do not supervise students on time, constantly miss meetings, do not mark on time and don not effectively participate in community out reaches, the autocratic leadership style is the most suitable for ensuring that people are dedicated at work as contingency theory leadership suggest. Through using a scatter dot graph, as shown in Figure 4.8, these conclusions were verified.

Figure 4.8: Scatter dot graph showing the relationship between autocratic leadership style and employee organisational commitment



Source: Field, 2023

The scatter dot graph demonstrates a significant positive link between academic staff dedication and an authoritarian leadership style. This is due to the fact that the scatter dots are moving in a positive direction from left to right, and that once the line of basic fit is drawn, it cuts through all of them equally, an indication of a significant correlation between the two variables being studied. A third feature of leadership styles that results from this examination is the laissez-faire leadership style.

4.3.3 Description of Laissez Faire Leadership style

This section used six quantitative items in examination of laissez faire leadership style. Respondents were asked to rate themselves on these questions using a Likert scale with

1 - Strongly Disagree, 2 - Disagree, 3 - Not Sure, 4 - Agree, and 5 - Strongly Agreeing.

Table 4.10 displays the results in detail:

Table 4.10: Frequencies, Percentages, Means and Standard Deviation on Laissez Faire Leadership Style

Indicators of Laissez Faire Leader Styles	SD	D	NS	A	SA	Mean	Std.Dev
In complex situations leaders should let subordinates work problems on their own	28 11.9%	66 28.1%	37 15.7%	77 32.8%	27 11.5%	3.038	1.244
Leadership requires staying out of the way of subordinates as they do work	18 7.7%	48 20.4%	17 7.2%	119 50.6%	33 14%	3.429	1.183
As a role, leaders should allow subordinates to appraise their own work	20 8.5%	45 19.1%	50 21.3%	80 34%	40 17%	3.319	1.207
Leader should give subordinates complete freedom to solve their own problems	28 11.1%	86 36.6%	34 14.5%	69 29.4%	20 8.5%	2.876	1.109
In most situations, workers prefer little input from the leader	39 16.6%	54 23%	37 15.7%	76 32.3%	29 12.3%	3.008	1.310
In general, it is best to leave subordinates alone	61 26%	75 31.9%	39 16.6%	38 16.2%	22 9.4%	2.510	1.288

Source: Field, 2023

Table 4.10 shows that 40.3% participants disagreed that in complicated situations leaders ought to permit workers to resolve issues independently while 34.5% agreed and

15.7% were not decided. These findings revealed that academic staff were opposed to the view that they should be left to work out problems on their own. This finding was followed by mean 3.038 which implied that there was a moderate fair rating of respondents that in complete situations leaders should let sub-ordinates work out their problems. This finding concurs with the university environment where academic staff are intellectuals and can amicably solve their work-related problems. A standard deviation of 1.244 was low implying that respondents' views regarding leaving employees to solve their problems did not differ across respondents.

Majority of the study respondents 64.6% agreed that effective leadership demands staying detached from the way of staffs as they work. This was opposed to 28.1% who disagreed while 7.2% were not sure. This finding suggested that at times administrators should let academic staff do their roles and responsibilities without interference. The mean 3.42 was almost alike to code 3 not sure on the Likert scale that was used. This finding was in favour of the contingency theory of leadership and theory of leadership which emphasizes leaving employees to determine what to do especially if they are competent and knowledgeable enough of what is required of them in a particular situation. Meanwhile, a low standard deviation 1.183 meant that such views did not differ across different respondents.

Study respondents 51% agreed that as a rule, leaders had better let subordinates appraise their own work. This differed from 27.6% who disagreed while 21.3% were neutral. This suggested that to some extent leaders must allow subordinates to supervise their work. A mean value 3.319 was close to code 3 neutral. Hence, they had

a fair view with letting subordinates supervise their work. This finding further indicates that through self-appraisal employees in the two universities become more committed on their work assignments. A standard deviation 1.207 stood low denoting variance in respondents' views from one another on the view that employees should be left to do self-appraisal on the job.

Study respondents 47.7% disagreed with a belief that leaders should offer employees full flexibility to deal with their own concerns. This was opposed to 37.9% who agreed while 14.5% were not sure. Such a finding implied that academic staff were not in congruence with offering academic staff solve their own problems. Findings on this item implies that laissez faire leadership style has the ability to enlist high job commitment when carefully exercised. The mean 2.876 was close to code 3 equal to non-committal. This mean value implies that freedom of employees should be analysed to avoid mistakes and too much reluctance on the job. A standard deviation 1.197 was low suggesting that there was similarity of respondents' views that leaders should give subordinates complete freedom to solve their own problems.

A big number of the study respondents 44.6% agreed that most of the time, employees want to have little influence from the boss. This differed from 39.6% who disagreed while 15.7 were non-committal. Such findings imply that employees do not want to see administrators over interfering in their work. Over interference may create a sense of doubt among employees yet they are all intellectuals with almost similar qualifications. The mean 3.008 corresponded to code 3 non-committal. It hence suggested that respondents had fair ratings on requiring little input from the leader. This hence

suggested that there should not be over interference of university administrators when employees are undertaking their work roles and assignments. The standard deviation 1.310 was low suggesting that respondents had similar views and opinions regarding limited interference of administrators.

Majority of respondents 57.9% disagreed with the notion of leaving subordinates alone. This was opposed to 25.6% who agreed while 16.6% were neutral. Such frequencies suggest that in general academic staff see it important to leave them alone as interference of other parties may limit their possibilities of creativity and innovations at work. The mean 2.510 allied to code 3 neutral. This implied that it is important for academic staff moderately prefer to be left alone to decide on the best way they do work while the standard deviation 1.288 was low implying respondents had similar views and opinions regarding leaving subordinates.

Every components in Table 4.10 were combined into a single average index called Laissez faire leadership style (LISSE) in order to gain a broad picture of how respondents assessed laissez faire leadership styles. Figure 4.9 presents the results in summary.

Figure 4.9: Histogram and curve on distribution of respondents on Laissez faire Leadership style

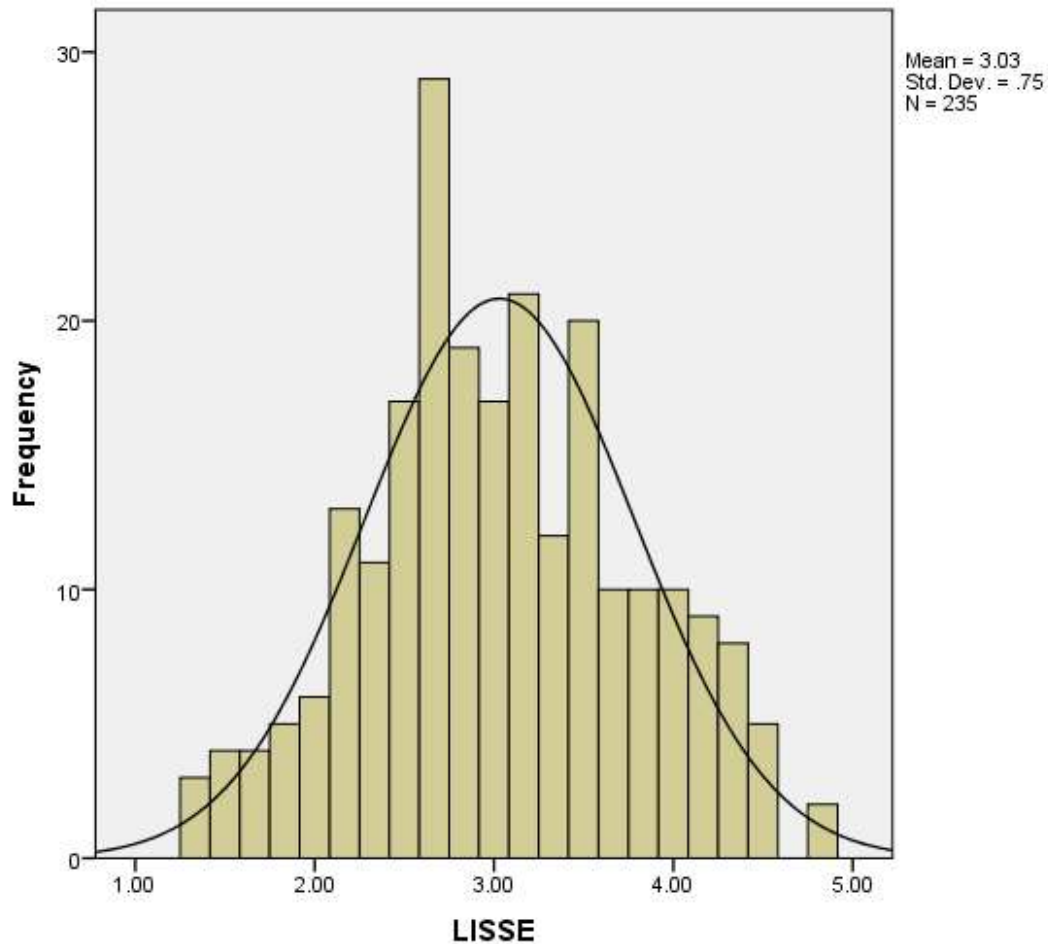


Figure 4.9 expresses that majority respondents concentrated in center of the histograms. This implied a moderate fair rating on laissez faire leadership style. This suggests that under some situations employees would desire to see to have some guidance on what they are ought to do and what they are doing are doing. This was confirmed by a mean value of 3.03 same to code 3=Not sure on Likert Scale adopted which implied that, to same extent the laissez faire leadership style must be reservedly

used. Meanwhile the general standard deviation 0.75 was low expressing the idea that answers were similar from a single respondent to the next.

Qualitative views on the question about the extent to which laissez faire leadership style is exercised in the universities studied were revealing. All academic staff were expected to perform their duties without close supervision. One administrator from one University stated that,

Academic staff to me are intellectuals who know what to do and when to do it in the University. The business of putting close supervision and pressure on them may not work. A big number of these academic staff are masters and PhD holders with adequate skills and experiences in what they are doing. This renders it imperative to trust them in whatever they are doing (2f)

This finding suggests that the laissez faire leadership is suitable and appropriate in the university context. Since they are skilled at times one may create a feeling of dissatisfaction and low commitment when interfering with their work

Another administrator from the same University stated that

“Once you closely supervise them (lecturers), you are likely not to achieve more from their work encounters and creativity”. For instance, the teaching styles and mode of supervision of students differs. Some academic staff prefer to supervise using online means while some others prefer physical interactions with students. Similarly, at university level using the competence-based teaching approach one may only introduce concepts and leave students to discover. If the administrator

just interferes it may frustrate the efforts of employees to do work leading to low organisational commitment (2g)

This finding suggested that academic staff needn't highly supervised at work as this causes a sense of dissatisfaction at work. It also suggests that administrators must be keen and carefully select areas of interference with employees works, unless they be embarrassed when they decide the opposite due to limited information.

The other administrator from one of the university stated that,

Although it is good to let academic staff take independent decisions without interference but in some situations this may develop laziness among academic staff in the university, leading to failure of several work assignments. This is a private university where value for money is highly recognized. We as administrators of the university we have to continuously supervise and get informed of whatever these employees are doing. As a university we are aware that many academic staff employees are adequately trained for the job but in field of business there no room for failure. Therefore, we have to actively supervise their actions (1f)

This means that, if not carefully utilized, laissez faire leadership can lead to poor decisions and failure of the system. To test the third hypothesis that is whether Laissez faire Leadership had a positive influence of organization commitment of academic staff. Pearson's correlation coefficient was computed as in Table 4.11.

Table 4.11: Pearson’s correlation coefficient results on Laissez faire Leadership style and Organizational Commitment

		Commitment	Laissez faire leadership style
Commitment	Pearson correlation	1	0.434**
	Sig (2-tailed)		0.000
	N	234	234
Laissez faire leadership style	Pearson correlation	0.434**	1
	Sig (2-tailed)	0.000	
	N	234	235

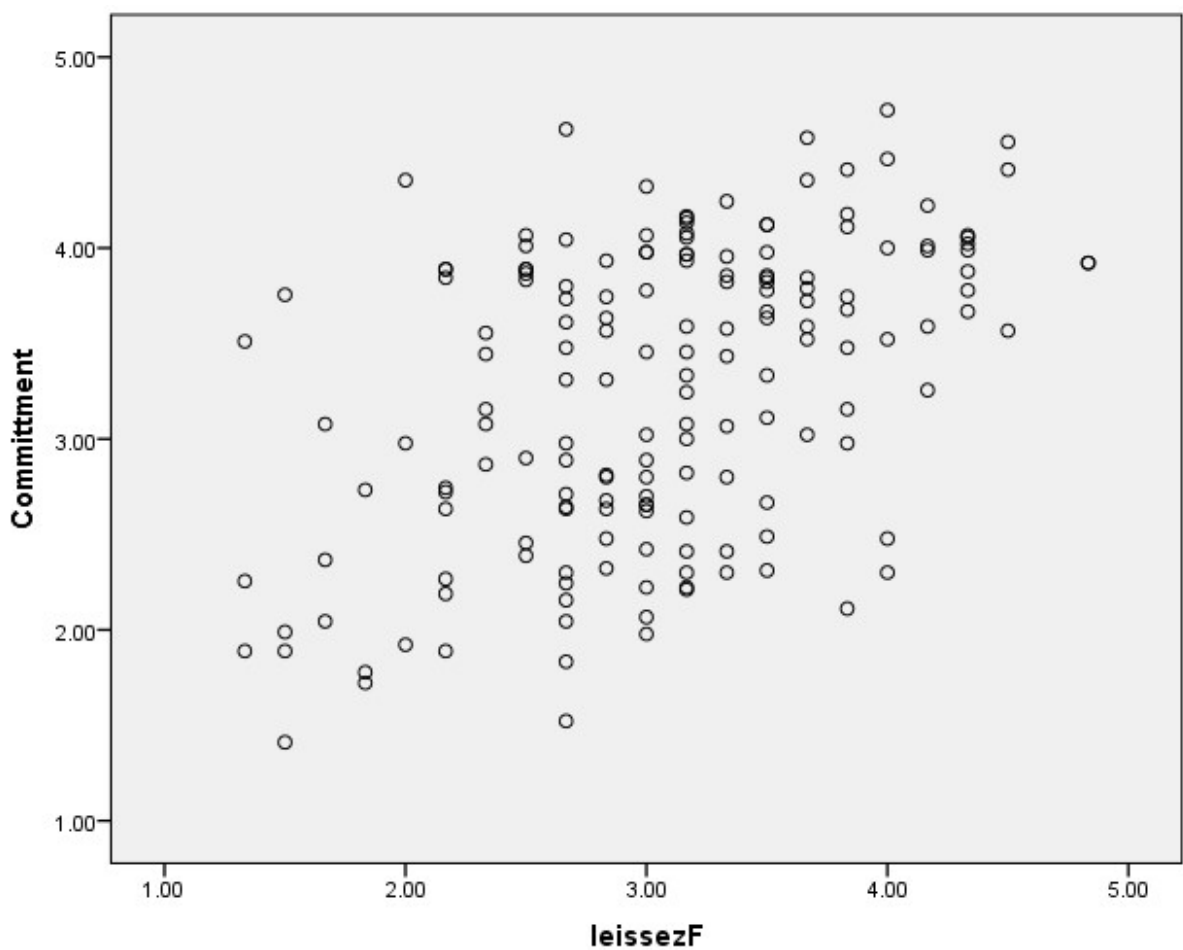
**Correlation is significant at 0.01 level 2-tailed

Source: Field, 2023

Table 4.11 portrays Pearson’s correlation coefficient between Laissez faire Leadership style and organizational commitment of academic staff with $r = 0.434^{**}$, $\text{sig} = 0.000$, less than 0.05. Hence a research hypothesis which states that laissez faire leadership style has a positive significant influence on organisation commitment of academic staff in KYU and UCU was accepted. On the other hand, the null hypothesis which stated that laissez faire leadership style does not influence organisational commitment of academic staff in the aforementioned universities was rejected. This implied that as laissez faire leadership style is effectively done, the better their job commitment would. Thus, with leaving employees to take self-control, self-regulation and self-direction, their organizational commitment enhances and the reverse is true. In addition, when employees are allowed to solve their own problems, their commitment improves. This finding favour the contingency theory of leadership whose explanation indicates that,

in situations when employees are intelligible and know what is requested of them and do it willing fully, it is better to apply the laissez faire leadership style. Application of this styles increases employee’s commitment and the reverse is true. A scatter dot graph was generated to support these findings, as shown in Figure 4.10:

Figure 4.10: Scatter dot graph showing the relationship between laissez faire leadership style and employee commitment



The dots in Figure 4.10 shows that the correlation between laissez faire leadership style and employee commitment in Kyambogo and Uganda Christian university Mukono was

significant portrayed by the scatter dots moving in a positive direction from left to right. Furthermore, once the line of basic fit is drawn on a graph it moves in a positive direction.

To confirm these findings, a multiple linear regression analysis was done and results are offered in Tables 4.12, 13 and 14.

Table 4.12: Model Summary Results on the Influence of Leadership Styles on Academic Staff Commitment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.481 ^a	.231	.221	.68223

a. Predictors: (Constant), Normative C, Democratic, Autocratic

Source: Field, 2023

The model summary results in Table 4.12 indicates the adjusted r square 0.0.221 which when expressed into a percentage revealed that leadership styles explain over 22.1% of the change in employee organisational commitment. Consequently, other factors that were not taken into account in the current study can explain the remaining 77.9%.

Table 4.13: Regressions ANOVA on the Influence of Leadership Styles and Academic Staff Commitment

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	32.156	3	10.719	23.030	.000 ^b
	Residual	107.050	230	.465		
	Total	139.206	233			

a. Dependent Variable: Commitment

Source: Field, 2023

a. Predictors: (Constant), Normative C, Democratic, Autocratic

Table 4.13 shows the ANOVA F value 23.030, which was accompanied by sig value = 0.000 less than 0.05. It seemed to suggest that when interconnected, leadership styles had a positive, considerable effect on workers' commitment. Thus, as most suitable leadership styles are applied in UCU and KYU Universities, the better their commitment would be and the reverse is true.

Table 4.14: Regression Coefficients on leadership styles and employee commitment

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.722	.228		7.563	.000
	Democratic	.865	.297	.622	-.2.342	.650
	Autocratic	-1.269	.542	0.811	2.913	.020
	Laissez faire	.297	.073	.289	4.093	.000

a. Dependent Variable: Commitment

Source: Field, 2023

Table 4.14 results shows when combined it were autocratic and laissez faire leadership style that was significant on employee commitment. This was indicated by the [Beta value 0.811 and sig value 0.020 and beta 0.289 and sig 0.000] respectively. The remaining variable (democratic leadership styles) in the joint variation were insignificant as the Beta values .622 and 0.65 were greater than 0.05, meaning that democratic leadership styles insignificantly correlated with employee organisational commitment in the two universities. These results suggest that the autocratic and laissez-faire leadership styles, which are the most important determinants of employee commitment in the two higher education institutions, should be given more consideration.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

The chapter intended to examine, characterise and explain important study findings. It describes the fresh understandings or perspectives that have recently emerged as a consequence of the study, as well as to do so in the context of what is currently understood about the research problem being investigated. Dynamically produced solutions based on a logical synthesis of the results and any possible improvements that might be made to develop the issues of this research are all discussed. The researcher explains how they have contributed to understanding the specific study issue at hand and have filled in any gaps in the existing literature that has not been previously described. All of this is done in accordance with the interpretations drawn based on evidence. Therefore, this chapter discusses the results of the study, conclusions, recommendations as well as areas for further research.

5.1 Discussion

The discussion of findings follows three study specific objectives; relationship of autocratic, democratic and laissez faire leadership styles on the organizational commitment of academic staff in Uganda Christian University (UCU) and Kyambogo University (KYU).

5.1.1 Objectives One: The extent to which Democratic Leadership influence Organisational Commitment of Academic Staff in UCU and KYU

The first objective of the study was to establish the extent to which democratic leadership style and the commitment of Academic staff in UCU and Kyambogo Universities. Results obtained from Pearson's correlation coefficient index revealed an insignificant correlation between democratic leadership style and academic staff commitment in both universities. These results revealed that even if democratic leadership style is applied, commitment of academic staff in the two universities remain constant. These findings were in direct agreement with earlier studies like Al-Kareidi (2010) who investigated the power of leadership by democracy on organizational commitment, and recognized an insignificant relationship between the style and the three organizational commitment dimensions. Although Contingency theory assumes that, not all organisations can benefit equally from a single style of leadership (Magaji & Naziru, 2018), the findings in both universities still showed some similarities as revealed that democratic leadership and staff commitment is not correlated.

Furthermore, Richter (2018) carried out a study about antecedents and consequences of leadership styles. Survey data results showed that leadership styles have no significant effect on organisational commitment and that such results were quite different from what was expected. In one of the organisation surveyed by Richter, 50% of those surveyed concurred that the leadership style they prefer and the reality they encounter do not coincide. In addition, democratic leadership is associated with sensitivity and caring with assumptions that all people like responsibility, they are self-

motivated and trust worthy (Jones et al., 2016). When such qualities are apparent in the academic staff, democratic leadership styles would foster teamwork, motivation, commitment, satisfaction and high performance. Results from other studies on similar constructs are also revealing. For instance, Fiaz et al. (2017) analysed leadership styles and motivation and the analysis's findings showed that there is no conclusive evidence to demonstrate a link between democratic management methods and employee motivation.

In a similar vein, study results that indicated an insignificant relationship between academic staff commitment and democratic leadership style in universities differed from Al-Khasawneh and Futa (2012) who revealed that democratic style of leadership had a modifying control of commitment in academic staff on the job which shaped students behaviours positively. This study was done in Jordanian universities while this current study was targeting employees in universities. These findings in the same way differed from Ntenga and Awoor (2018) who revealed that democratic leadership style leads to continuance commitment or intentions to continue on the job. However, this study was only on one aspect of commitment (continuance commitment) while this current study was on all aspects of organisational commitment.

In addition, the insignificant relationship between democratic leadership style commitments of academic staff in universities as discovered by this study differed from Takroun and Alsharqi (2021) who revealed that the democratic leadership was greatly responsible for high sense of employee commitment on the job. This was because this leadership allowed participation of employees in whatever was happening on the job

leading to a high sense of job commitment. This participation was perceived as team work that enlisted high employee organisational commitment.

The study finding that which showed that there was an insignificant relationship between democratic leadership and commitment of academic staff in universities differed from Terzi and Derin (2021) who looked at the connection between democratic leadership and organisational cynicism, they learned that democratic leadership was a strong forecaster of organisational cynicism. Furthermore, the study finding which illustrated an insignificant relationship between democratic leadership style and commitment of academic staff in universities differed from Okello (2018) who revealed a strong and substantial effect of participative and supportive leadership on employee commitment. Additionally, Abulle (2011) demonstrated that when exposed to democratic leadership style, workers acquired a strong commitment to their work which categorically differed from the results reported by this research. All these findings suggested that, they did not favour the contingency theory which calls for use of styles interchangeably depending on the nature of staff and situations in the organization.

In contrast to the study findings Chepkorir and Yambo (2019) revealed that the democratic leadership style was significantly related to teachers' commitment in public higher schools of Kericho, Kenya. Findings however, differed from Al- Daibat (2017); Ismail, Samah and Temitope (2018) who all revealed that democratic leadership style positively correlated with all three commitment domains. These findings hence recommended a divergence between the findings established from those of the earlier reviewed studies.

The findings of Matiko and Mbuti (2021), who examined the leadership philosophies and level of dedication among the personnel in government-run medical facilities in Dodoma of Tanzania found non-significant association between democratic style and academic staff commitment. The findings were different from those of this study, which found an insignificant relationship between democratic and organisational commitment of academic staff. In hospitals, there was found to be an important correlation among leadership styles and employee commitment, favouring democratic with 24.1% and autocratic leadership styles with 5.6%.

In disagreement with the study findings Chukwusa (2019) revealed that there was a favourable opinion of library staff regarding applicability of democratic headship and their organizational commitment. Thus, the more chances these library staff had to apply democratic leadership through involvement of all employees, the more the level of commitment would like on the job. Furthermore, Asgari (2014) disagreed with the analysis's outcomes that showed a direct, significant association between the commitment of employees and participatory leadership styles. This meant that the participative leadership style as an aspect of democratic leadership style had a strong bearing on commitment of employees in the organisational.

Slightly different from the study findings Pahi et al. (2022) established that the participative style greatly contributed to knowledge sharing and a high degree of job commitment. In this study, it was revealed the more the consultation within employees, the further are chances they could develop a sense of ownership on the job which would translate into high job commitment.

In conclusion of the discussion on this first objective, the democratic leadership style has an insignificant correlation on the commitment of employees in UCU and Kyambogo Universities.

5.1.2 Objective Two. The extent to which Autocratic Leadership Style influence Organisational Commitment of Academic Staff in UCU and Kyambogo Universities

Results on this objective revealed that autocratic leadership had a positive significant relationship on the commitment of academic staff in UCU and Kyambogo Universities. This revealed that academic staff close supervision, setting deadlines, reminders and punishments as means of autocratic leadership can easily contribute to commitment of academic staff employee on their jobs. Findings which showed a significant relationship between autocratic leadership and commitment were in tandem with the contingency theory of leadership which spelt out that under unbearable circumstances when employees are not adequately responding to their work tasks autocratic leadership style may be applied to enlist high job commitment. These results were in tandem with earlier findings such as those of Leng, Xvan, Leng and Yan (2014) who revealed that, autocratic leadership style had a positive substantial relationship to employee organisational commitment.

The significant relationship between staff commitment and autocratic leadership as discovered in this research were in tandem with Takrouni and Alsharqi (2020) who showed that the most preferred form of leadership style was autocratic. These results also revealed that leaders feel more secure giving directions. This type of leadership

style was greatly responsible for enlisting a high sense of employee commitment on the job. Such a finding was in agreement with the contingency theory which supported the use of authoritative styles of leadership where necessary for instance when employees show noncompliance to try to influence their job commitment in the positive direction.

The findings about autocratic leadership concur with the power position domain of contingency theory. The power position is a consideration of legal power and the extent to which the leader is able to impose positive or negative punishments. Puni et al. (2014) adds that, power, control, authority and manipulation are necessary to get the job done. It assumes availability of an institution encircling the group of people and a hierarchical method of distributing authority. In UCU and Kyambogo universities, HoDs and deans are surrounded by academic staff and their positions are not free from the directives from the authorities above them including the University Council, Deputy Vice Chancellors, Academic Registrars and others in the university hierarchy. Therefore, the position and authority of HoDs and deans is constrained by the operational sequence of command, which may force individuals to operate in a severe manner hence autocratic leadership.

In UCU and Kyambogo universities, tasks for staff are clearly identified and stated, goals are clearly stated and understood, different avenues have been designed to achieve these goals and correct answers or solution that exist have been tried and tested for effectiveness. In such a highly structured situation, leading is easy because structured tasks are enforceable (Miner, 2015). The contingency theory adopted for this study had such rich considerations that, the existing situation and goals to be achieved determine

the leadership style applied (Anwar, 2015; Adoli & Kilika, 2020; Lartey, 2020). Considering the two universities studied, tasks are well explained in individual contracts, university policies, regulation and rules and these are made available to academic staff. The head of department and deans exist to enforce such achievement of goals through these clearly stated tasks. This is consistent with what Shala et al. (2021) noted concerning contingency management, which is that the leader has stronger influence over employees in organisations wherein the responsibilities are precisely specified.

In addition, findings from this study concurred with Igbal, Abid, Ashfad, Arshad and Athar (2021) who looked into how authoritative and laissez-faire leadership affected flourishing at employment and revealed that authoritative leadership style (autocratic) significantly affects thriving work. This presumes that authoritative/ autocratic leadership styles always remind employees about their work ethics and leads to a high sense of job commitment. This is true according to Fiaz et al. (2017) who noted that, autocratic leaders enforce clearly defined processes, procedures and mechanism to see to it that employees do their duties effectively and in accordance with the rule.

The findings of the present investigation were in agreement with those of Okello (2018), who conducted an empirical investigation into the effect of leadership philosophies on commitment among employees at for-profit colleges at USIU and discovered a statistically significant and beneficial link between staff commitment and an authoritarian or dictatorial leadership philosophies. In the studied universities, everything is made prior to the start of the academic year and semester. Sometimes,

with time lines either borrowed from Education Ministry or designed by the university itself. For example, semester start dates and end dates, teaching times and examination periods. This is followed by circulars and procedures to follow that require observance with total submission and obedience. Therefore, participation of academic staff is less and agreement is not necessary for successful outcome. The head of departments and deans are operating in such a framework and academic staff have to abide. These leaders' responsibility is to involve lecturers in discussions, to motivate them build team work performances, give directions but render guidance. Despite the fact that these duties can be performed regardless of the leadership style, the heads of department will have to ensure strict observance and obedience to these directives through close monitoring.

Commitment of Academic staff is significantly influenced by autocratic relationship as revealed in this current study coincided with those of Abdulle (2011), who examined the relationship between organisational leadership styles and staff commitment. The scholars' research at the Somali Institute for Management and Administration found that employee commitment is adversely connected with autocratic leadership styles. Mbuya et al. (2018) conducted a study on the implications of autocratic leadership style on quality assurance in Kenyan institutions of higher learning, and they discovered a substantial positive relationship between those two factors. This revealing outcome is more or less in line with the earlier findings. Thus, with this autocratic leadership all concerned stakeholders would be committed on the job leading to achievement of quality assurance ends.

The findings from this study which revealed that autocratic leadership significantly influenced commitment of staff in KYU and UCU were in disagreement with earlier studies like Al-Khasawneh (2012) who stated that in autocratic leadership style, work methods are dictated, decisions are made unilaterally and participation of employees limited. This leadership style makes a leader appear less inventive in identifying a constant state of tension and unhappiness, resistance, and diminishes interest in their team members.

The study findings which revealed a positive significant relationship between autocratic management style and commitment of academic staff was negatively related with, Sakiru, Ismail, Samah and Temitope (2018) who established that autocratic or authoritative leadership style had no close association with organisational commitment of employees. In consonance with the study findings more still, Razak et al. (2015) conducted research on leadership styles of lecturers' technical and vocational in teaching and learning. Findings revealed that autocratic leadership style was fair and highly practiced by lecturers. Its practice allowed to create a sense of high job commitment through constant reminding of their work roles and obligations.

Findings from the current study demonstrated a strong correlation between autocratic leadership and staff commitment which are more less similar with Igbal (2021) who investigated the influence that Laissez faire and authoritative leadership had on prospering on job. Results showed that authoritative leadership significantly and positively impacted on thriving work. This was in the sense that the authoritative

leadership was perceived as always been used to make employees aware of their work roles. This in turn made these employees dedicated and highly committed to work tasks.

While studying about antecedents and leadership styles, Richter (2018) assumed that participative leadership styles is the most preferred however, the findings demonstrated that non-participative leadership styles had beneficial impacts on affective commitment and purpose clarity. Contrary to that, most theorists have agreed that authoritarianism and autocratic leadership style have a close relationship (Fiaz et al., 2017; Chemers, 2014). Similarly, Tromp and Blomme (2013) noticed the diminished affective commitment brought on by harassment and the employee's loss of autonomy. This resulted from their investigation on styles of leadership and harmful work-home interference within a hotel sector, which revealed that followers were strained under more autocratic leadership styles. Similarly, Vugt et al. (2004) warned that autocratic leadership isn't a stable long-term solution to organisational problems. In their study about Autocratic leadership in social dilemmas, they noted that group members under autocratic leaders were unhappy about high control exercised over the decision-making process. This is why Leithwood et al. (2006) recommended that leaders should maximize the methods of persuasion and minimizing the usage of intimidating measures.

In contrast to Kijjambu (2022), who investigated the how employee engagement and making decisions among teaching staff at Makerere University were influenced by leadership styles, the study's findings showed a momentous positive relationship between autocratic leadership style and commitment academic staff. According to findings, there is no correlation between an autocratic style and staff engagement used

to measure affective commitment in institutions. Findings diverged from Pahi et al. (2022), who looked at leadership style and staff members' commitment to service excellence through knowledge sharing. The results showed adverse and insignificant association between commitment level on the job and the directive/ authoritative leadership. In this study it was revealed that through excessive use of force, employees' synergies are affected creating a sense of low morale to continue on the job.

A revelation made from this research that autocratic leadership significantly influences commitment of staff in UCU and KYU was in disagreement with the findings from Essien and Okoriko (2020). Both scholars studied whether leadership styles impacted workers' organizational commitment as evidenced from Champion Breweries PLC Nigeria. Findings from the descriptive analysis revealed that the autocratic styles had insignificant negative influences on workers' job commitment, mainly continuance commitment and engaging in decision making.

5.1.3: Objective Three: The extent to which Laissez Faire Leadership Style influence Organisational Commitment of Academic Staff of UCU and Kyambogo University

Results from the three third objective revealed a significant positive relationship between laissez faire leadership and academic staff's commitment in UCU and KYU. These results showed that as laissez faire leadership style is applied by administrators in the two universities allowing these academic staff to take independent decisions without external interference, by allowing them to decide the pace of work and on what to do and how to do it, the greater the possibility that these employees were likely to get committed on the job and the reverse was true. This finding agreed with

the Contingency Leadership Theory where in situations when employees are intelligent and know what to do and can do it without close supervision and force, it is rational for the university administrator to let employees take self-direction and control of themselves as a way of enlisting commitment. These results resonated well with those of Sakiru et al. (2018) revealed that leadership style of laissez faire may in one way or the other enhance the organisational commitment of employees. This suggests that using this leadership approach results in increased employee commitment at work, and the reverse is also true.

Laissez faire leadership significantly influenced academic staff's commitment in a positive manner as discovered herein the study and results were in direct agreement with Ntenga and Awor (2018) who investigated how turnover intentions of employees in Kenyan organisations were influenced by leadership. The results revealed a 0.564 rise in intentions for staff turnover whenever laissez faire leadership would be practiced. This conclusion was that a laissez faire leadership style would result into continuance commitment of staff. Consistently with the study's findings, Suong et al. (2019) indicated that laissez-faire approach to management had an immediate effect on organisational commitment of cadres, lecturers, and employees at public universities. The results from study concurred with those of Abasilim et al. (2019), who looked at the interaction between strategies for leadership and employees' loyalty in Nigeria. Their research indicated that employees' commitment was positively correlated, albeit weakly, with a laissez-faire leadership style.

A significant positive relationship as exposed to exist between commitment of staff and laissez fair leadership style were supported by those of Biza and Irbo (2019), whose

findings showed a significant and positive relationship between laissez leadership and continuance commitment as opposed to an insignificant and weak correlation with affective commitment. The findings from this study also backs up the leadership theory of contingency, which claims that, in situations when employees are diligent and aware of what is required of them on the job, laissez faire leadership style can be applied to ensure that their commitment is enhanced on the job.

Furthermore, the results attained from this research were in favour of Iqbal et al. (2021) who concluded thriving work was positively impacted by laisses faire leadership from their investigation about how the two related in Lahure Pakistan. This was suggestive of increasing commitment among staff resulting into thriving work when laissez faire leadership was applied. This finding is closely linked to the contingency theory which spells out that in situations when employees are willing to work as expected without directions from administrators then they ought to be left do it on their own. Nevertheless, the findings which revealed that laissez faire leadership style significantly related to commitment of academic staff in UCU and KYU differed from Robert and Vandenberghe (2020) whose results revealed a negative effect of laissez leadership style on affective commitment.

Comparatively, the research results contrasted from those of Skudiene (2008), who looked into how leadership styles affected workers' organisational commitment in Lithuanian manufacturing companies. According to these results, affective commitment was negatively influenced by laissez-faire leadership. Results of research which indicated a favourable significant relationship between laissez-faire and commitment

of academic staff at Kyambogo and UCU universities, were in contrast to those of Alemayihu and Batisa (2020), who found no significant relationship between laissez-faire leadership style and organisational commitment's dimension in their examination of a leader, the style applied and commitment of employees.

Findings of the study on this objective were in direct in support of Awan, Mahmood and Idrees (2014) who revealed that once applied onto employees they become self - driven and can lead to higher organizational commitment as was the case with organisational commitment of library staff members. The finding which stated that laissez faire leadership style significantly associated with commitment of academic staff differed from Silva and Mendis (2017) who described laissez faire leadership as being incredibly passive style - unwilling to positively control subordinates' organizational commitment. The leader avoids making decisions. Individual decision-making, information interchange, and minimal leadership constraints are all permitted under laissez-faire leadership. Leaders who use laissez-faire management allow staff to assist themselves and are typically visible but not felt.

It should be noted that findings of this research coincided with Igbal et al. (2021) who investigated ways in which productive work was influenced by authoritative and laissez faire leadership. Findings arising revealed the connection among commitment and laissez faire leadership style as significant and contributed highly towards work thriving. As employees were allowed to do what they wanted at work a sense of maturity and high degree of intellectual was developed leading to high job commitment.

Outcome from this research that reveal an important relationship among laissez leaders and commitment of staff is empirically supported by Suong et al. (2019) who studied the leaders' effect on the involvement of cadres, instructors, and employees at public institutions. A considerable beneficial impact was established amongst laissez-faire leaders and academic staff commitment. The higher employees were allowed to do what they felt was appropriate at work, the greater they were likely to get more committed at work. In tandem with the study findings, Pavlos (2019) studied styles of leadership and employees' commitment in Ethiopian college of agriculture and research. The findings showed that, normative, affective and continuance commitment were positively and significantly correlated with a laissez-faire leadership style. Overall, it appeared that leaders weren't modelling the essential laissez-faire leadership behaviours at work.

The study's findings showed that the degree to which employees at Uganda Christian University Mukono and Kyambogo were committed to their work was positively and significantly correlated with their leaders' laissez-faire leadership style. This coincided with research conducted by Biza and Irbo (2019) in the research at Mada Walabu University which established the existence of a significant correspondence between laissez-faire leadership and continuance commitment. However, the same research discovered a negligible and adverse relationship with the same leadership style with normative and affective commitment. This hence revealed that with laissez faire leadership commitment of academic staff is not an automatic case. This finding favoured the contingency theory of leadership which had it that once employees are knowledgeable of what they are doing, self-directed, and motivated they should not be

coerced to work as this will lower their loyalty. What was found out study resonated well with Yahaya and Ebrahim (2015) in a desktop review of literature employees' organisational commitment to leadership styles, and it was found that staff commitment was significantly and favourably impacted by a laissez-faire leadership style.

The study finding that autocratic leadership style had a positive significant effect on the commitment of employees in UCU and Kyambogo Universities was in disagreement with Essien and Okoriko (2020) who studied whether employees' organisational commitment is impacted by leadership styles, as demonstrated with leadership from Champion Breweries PLC Nigeria. Findings from the descriptive analysis revealed that laissez faire leadership style had insignificant negative influences on workers' job commitment, mainly continuance commitment and engaging in decision making. This again presupposed that their affective commitment on the job was poor.

A significant association between academic staff commitment and a laissez faire leader as revealed through this research differed from Matiko and Mbuti (2021), who looked into the leadership practices and level of commitment among personnel at government hospitals in Dodoma, Tanzania. According to descriptive results percentages, dedication of staff members in hospitals was not connected to laissez faire leadership style. However, this current study will involve use of correlational results. Kijjambu (2022) examined the connections among leadership philosophies, decision-making processes, and engagement of employees whose results further contradicted those of this study. The outcomes obtained showed that there was no correlation between the academic staff's level of work engagement at Makerere University and the laissez-faire leadership

style. This presupposed that any move to improve on laissez faire leadership in anticipation of change in commitment of academic staff would be fruitless. This finding also differed from the theoretical assumptions of the contingency model which states that at times to enlist employee commitment laissez faire leadership style has to be applied. Therefore, academic staff's commitment at Uganda Christian University and Kyambogo Universities definitely correlated with laissez faire leadership style, according to the study.

5.2 Conclusions

In this section, study conclusions are provided, these conclusions are based on the study findings and conclusions. Also these findings are offered following three respective study objectives.

5.2.1 Objective one

According to the research's findings, there was little evidence of a relationship between academic staff commitment and democratic leadership. The relationship between the two variables was insignificant. The investigation also comes to the conclusion that improving or enforcing democratic leadership style yields no impact on commitment of academic staff at UCU and Kyambogo University. Although everyone is given the chance to engage, the open flow of ideas, the promotion of teamwork, and conversation yet commitment of academic staff has not been guaranteed. Results of this objective caution head of department and deans must carefully assess their behaviour and lead in circumstances that favour enrichment of lecturers' commitment towards the universities they serve. In order to increase commitment therefore, democratic leaders

should attempt to construct vigorous, energetic collective work conditions and increase their concern regarding loyalty of academic staff to the institution and their satisfaction.

5.2.2 Objective Two

The current study concludes that autocratic leadership style had a positive significant relationship on the commitment of academic staff in UCU and Kyambogo Universities. As administrators apply autocratic approaches like strict supervision, warnings, punishments, threatening, deadlines, reminders, among others, employees' level of commitment in the two universities enhances and the reverse is true. Since such decisions and action strongly affect staff commitment, universities are better positioned to foresee the effects leadership should have on commitment. Hence adoption of an effective style. Besides this, leaders should keep in mind the nature of work tasks, university culture, values and ethical perspectives.

5.2.3 Objective three

From the third objective, a conclusion is drawn that laissez faire leadership style had a highly positive significant relationship on the commitment of employees in UCU and Kyambogo University. Thus, with use of laissez faire style where there is less interference with lecturers' work programs, tasks, schedules, mode of delivery, among others, improves the degree of commitment on the task and the reverse is true. The findings are conclusive of the fact that lectures are aware of what is required of them on the job in the university. Therefore, they are likely to be independent from any

leader's influence of power and relationship since tasks are highly structured, unambiguous and relevant.

In addition, there are different ways leaders in universities can improve commitment, various activities can be done achieve this improvement. One of the ways is to create a strong team of workers and ensure they are working in a favourable environment. Building working teams is very important. These employees come from different backgrounds with divergent views. When the organisation carries out team building workers would love to work together hence increasing their affective or continuance commitment. Group cohesion enables, collegial relationship, trust and a combined effort to achieve organisational goal. This will result into committed members of the group. The second way to improve commitment is to be transparent and encourage open communication. Employees don't want to work in an environment of uncertainty. They want to set targets which they are sure of achieving. They prefer to know what the crucial aspects of their job assignments are so that they are excellent at the job. Therefore, the leaders should be open in communication. In addition, the leaders should maintain a high standards of work ethics. Employees feel respected and feel that they have a great equal role in the organisation when they are assured of royalty. The leader should also ensure a positive culture and develop trust. This also improves on commitment of employees. Furthermore, there is improved commitment, in an environment that encourages innovation, where the feedback is provided constructively, tasks are delegated efficiently, and rewards or incentives are offered.

Also to conclude, one limitation of these results is the limited generalizability. The results might only apply to the specific context of the study for instance only in universities, and not to broader situations.

5.3 Recommendations

Strengthening organisational commitment of academic staff in Kyambogo and Uganda Christian University, university council in both universities, boards of faculties and departments, dean, and heads in departments require consideration of the following:

- i. Providing leadership and policy makers at the university with training. Trained leaders are able to express the institution's mission and objectives in a clear and concise manner, giving lecturers a feeling of direction and purpose. This clarity can inspire them and give them a sense of purpose and contribution from their work. This encourages dedication, which is in line with the study's conclusions. Regardless of their preferred leadership styles, the academic leaders at Kyambogo and UCU should foster a welcoming climate where lecturers feel free to voice their thoughts on critical issues. Deans and department leaders must be determined to increase organizational commitment.
- ii. They should ensure that they draw attention to the use of autocratic and laissez faire leadership styles. The leaders should be decisive and provide a clear vision for the institution which is likely to be appealing to lecturers who value structure and knowing what's expected of them. This will foster efficiency and focus since they can streamline processes and decision-making, potentially leading to a more efficient work environment. This might be attractive to lecturers who feel bogged down by bureaucracy. This could be achieved by conducting ongoing personnel supervision.

Additionally, procedure must be established to guarantee that academic staff reminded of their work, offered deadlines, warnings for non-compliance. This should be done in line with the desire to promote independency, innovativeness, competence and professionalism.

- iii. Further, they should also ensure that since universities are full of intellectuals, they should study them carefully and leave those who are self-directed to continue doing do what is expected of them so without adequate force. The university councils should allow these employees to take an independent mind, take individual decisions in what they do.

5.4 Areas for further research

This research's variables cover such a broad range while this current study was limited to leadership styles (autocratic, democratic and laissez faire) and how these related with commitment of employees in KYU and UCU. However, there are other variables like staff development, remuneration, appraisal, employee demographics, which might affect the commitment of academic staff/ employees. These will call for attention of intending academics to investigate the extent to which they relate with the commitment of employees not only in the studied universities but also in other Universities. Also, there is a need to study university leadership in crisis situations example during Covid-19 while verifying the theory used herein.

5.5 New knowledge

The new knowledge acquired herein study was that the results did not support theoretical assumptions which states that, using democratic leadership style does not impact on commitment of academic staff. Further still, these findings disapprove the

contingency theory which shows that under normal situations the democratic style of leadership may be applied. The findings were however in favour of the contingency theory which indicates that if employees are non-compliant the autocratic leadership style may be applied while in situations when they know what to do and self-driven the laissez faire leadership style may be applied.

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Appendix A: Questionnaire to Deans, Head of Departments and Lecturers

Questionnaire to Deans, Head of Departments and Lecturers

Dear respondent,

This questionnaire comprises of three sections; section A (**Respondent Background variables**), B (**Items on Leadership Styles**) and C (**Organizational Commitment Questionnaire**), you are kindly requested to respond to all items in the three sections with utmost sincerity, please. The outcome (information) is to help the researcher in scholarly issues only. Therefore, do not put your name on the questionnaire. All responses to the questionnaire shall be treated with the confidentiality desired.

Yours,

Micheal Mwebaza

PhD. Student/Researcher

Uganda Christian University, Mukono

Phones 0752021232

Email: michealmwebaza@yahoo.com



Section A: Respondent Background variables

Instruction:

1. Mark with a tick the box with information that best fits you
2. All items A1 up to A6 should be responded to, please do it with utmost genuineness.

Factor	Responses (Use a tick)			
A1: Tell your sex (Gender)	1: Female	2: Male		
A2: Tell your age	20-29yrs	30-39yrs	40-50yrs	Above 50yrs
A3: Highest level of education	Bachelor	Master	PhD.	Post-Doctoral
A4: Employment position at University	Assistant Lecturer	Lecturer	Senior Lecturer	Associate & Professor
A5: Your employment tenure at the University	Casual	Contract	Permanent	
A6: Number of years in your current position	Below 0-2 yrs	3-5 yrs	6-10 yrs	Above 10 yrs

Section B: Questionnaire on Leadership Styles

Instructions

1. Give your immediate impression on the stated statement by ticking the number that indicates the degree to which you agree or disagree with the stated statement.
2. Respond to all the 18 statements
3. There is no right or wrong answers, please.

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
B1. Employees want to be a part of the decision-making process	1	2	3	4	5
B2. Providing guidance without pressure is the key to being a good leader.	1	2	3	4	5



B3. Most workers want frequent and supportive communication from their leaders.	1	2	3	4	5
B4. Leaders need to help subordinates accept responsibility for completing their work.	1	2	3	4	5
B5. It is the leader's job to help subordinates find their "passion".	1	2	3	4	5
B6. People are basically competent and if given a task will do a good job	1	2	3	4	5
B7. Employees need to be supervised closely, or else they are not likely to do their work	1	2	3	4	5
B8. It is fair to say that most employees in the general population are lazy.	1	2	3	4	5
B9. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.	1	2	3	4	5
B10. Most employees feel insecure about their work and need direction.	1	2	3	4	5
B11. The leader is the chief judge of the achievements of the members of the group.	1	2	3	4	5
B12. Effective leaders give orders and clarify procedures.	1	2	3	4	5
B13. In complex situations, leaders should let subordinates work problems out on their own	1	2	3	4	5
B14. Leadership requires staying out of the way of subordinates as they do their work.	1	2	3	4	5



B15. As a rule, leaders should allow subordinates to appraise their own work.	1	2	3	4	5
B16. Leaders should give subordinates complete freedom to solve problems on their own.	1	2	3	4	5
B17. In most situations, workers prefer little input from the leader.	1	2	3	4	5
B18. In general, it is best to leave subordinates alone.	1	2	3	4	5

Section C: Organizational Commitment Questionnaire

Instructions

1=Strongly Disagree 2=Disagree 3=Neither agree nor disagree 4=Agree 5=strongly agree
Tick the most appropriate option to respond to the given corresponding statement.

C1=Affective OC	1	2	3	4	5
C1.1 I would be very happy to spend the rest of my career in this organization.					
C1.2 I really feel as if this organization's problems are my own.					
C1.3 I feel 'emotionally attached' to this university					
C1.4 This organization has a great deal of personal meaning for me.					
C1.5 I feel a strong sense of belonging to this university.					
C2 =Continuance OC					
C2.1 It would be very hard for me to leave my job at this organization right now even if I wanted to.					
C2.2 Too much of my life would be disrupted if I leave my organization.					
C2.3 Right now, staying with my job at this university is a matter of necessity as much as desire.					

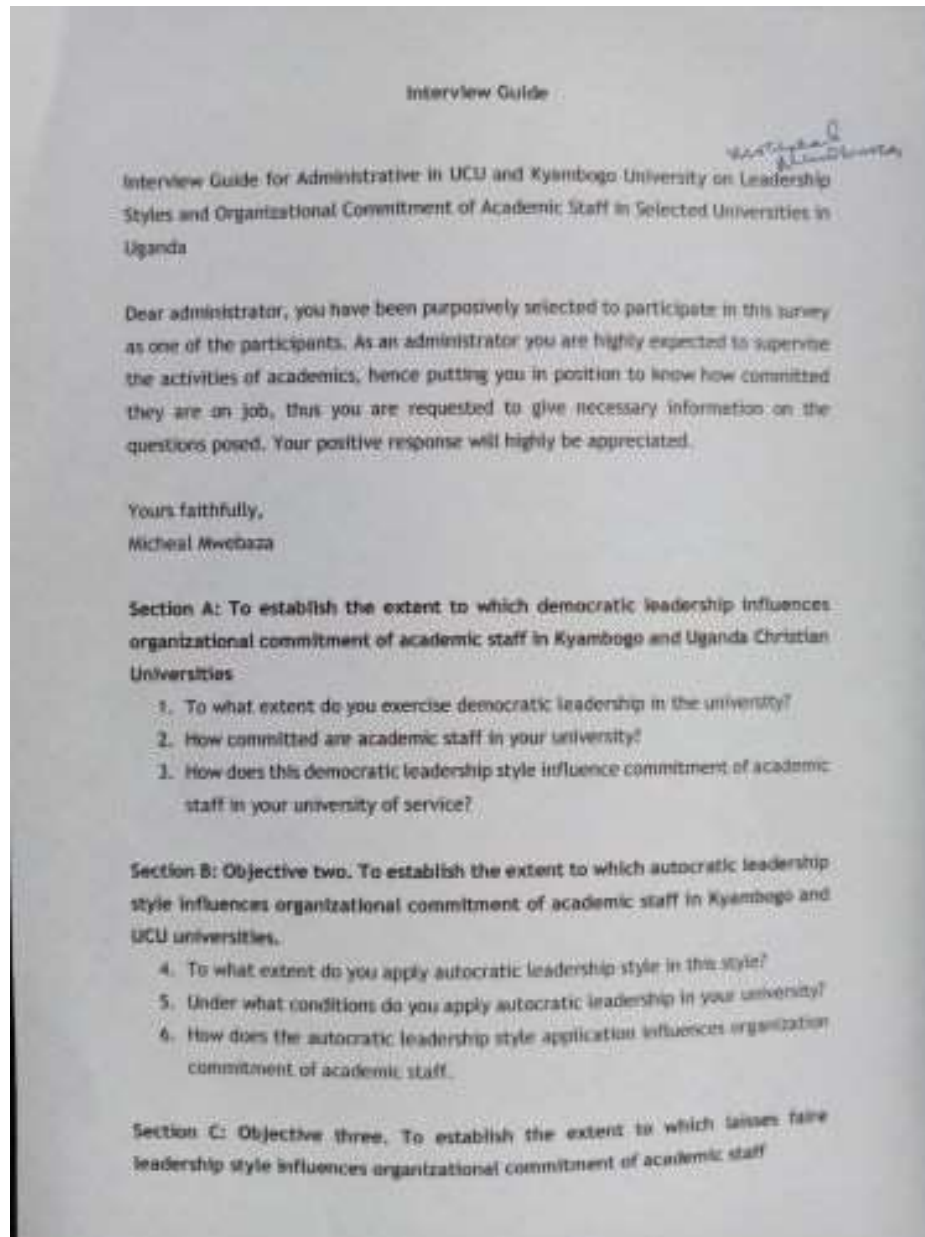


C2.4 I believe I have too few options to consider leaving this university.					
C2.5. One of the few negative consequences of leaving my job at this university would be the scarcity of available alternative elsewhere.					
C2.6 One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice.					
C3=Normative Commitment					
C3.1 I feel obliged to remain with my organization.					
C3.2 Even if it were to my advantage, I do not feel it would be right to leave.					
C3.3 I would feel guilty if I left this organization now.					
C3.4 This organization deserves my loyalty.					
C3.5 I would not leave my organization right now because of my sense of obligation to it.					
C3.6 I owe a great deal to this organization.					

Thank You for the time



Appendix B: Interview Guide



7. To what extent do you apply laissez faire leadership style on the job?
8. What conditions favour application of laissez faire leadership style?
9. How does this laissez leadership style application influences organizational commitment of academic staff?

Thanks and God bless you

Michael
Munira

Appendix C: Work Plan

Work plan		
1.	Discussion of research topic with supervisors	May 2019
2.	Writing of a proposal	2020- Jan 2021
3.	Review of proposal with supervisors	Feb 2021
4.	Designing of research instruments	March-April 2021
5.	Production of final research proposal	May- December 2021
6.	Actual field research and data collection	Jan- November 2022
7.	Processing of data	Early December 2022
8.	Report writing and submission	July- 2023

Appendix D: Consent Form - HoD

Consent Form for Head of Departments and Deans

My name is Micheal Mwebaza. I am a PhD student at Uganda Christian University Mukono. I am conducting a study as a requirement for the course. The purpose of this study is to establish the extent to which leadership styles influence organizational commitment of academic staff in Uganda Christian University and Kyambogo University.

I am using several research methods, including interviews and self-administered questionnaires for yourself. You have been chosen to participate in this study because you are an administrator, a leader in your university. I am therefore requesting for your consent to participate in a self-administered questionnaire and an interview. You don't have to give your decision now. You can make it on a later date. It is voluntary and optional for you to participate in this research. You can choose to say no. You can decide not to answer some question. You have a right to withdraw at any time in which case all information provided will be removed from the study unless you authorize otherwise.

This research will take place between December 2022 and February 2023. It is going to be conducted in Uganda Christian University and Kyambogo University. It is for academic purposes. The research has been formally approved by the UCU Research Ethical Committee (REC). The self-administered questionnaire will be closed ended with items Likert scaled. It has 3 sections. Section A requests for your background information, section B is about your perception on Leadership styles and section C is about Organisational commitment. The questionnaire will take 10-15 minutes to complete. The interview on the other hand is semi-structured. The researcher will be filling in the responses as provided by the participant. The interview will be recorded. You have the right not to be recorded.

I will maintain safe custody of all research records and information you provide will be treated in a confidential manner. This will be done to preserve your confidentiality. I will enter the data into a password-protected electronic device and database.

There will be no immediate and direct benefit to you. However, your participation is likely to help me complete my course, Help University lectures on identification of avenues for commitment, inform university leaders of the best leadership practices that can ensure increased



commitment of academic staff and the entire university authorities and educational stakeholders of how leadership styles relates to academic staff organisation commitment. Nobody is paid to participate in this research. It is entirely voluntary.

During and at the end of this research, I will be sharing what we have learnt with lecturers, head of departments, deans, university authorities and the entire education stake holders. I will publish the results in educational journal and in electronic websites in order that other interested people may learn from my experience and evidence. All results will be presented anonymously and will be presented in a way that would not allow anyone outside the research staff to know what you answered.

If you have any questions, complaints or concerns about your rights as a party in this research, please contact an independent Authority:

- 1) **Prof. Peter Waiswa**, Chairperson UCU-Research Ethical Committee,
Tel: +256 772405357
- 2) **Mr. Ahimbisibwe Osborn**, Administrator UCU- Research Ethical Committee
+256 775737627

By signing below, you are indicating that you are willing to participate in the study and you have received a copy of this consent form.

Declaration of Consent

I have read the information, understood the nature of the study. I therefore give consent to the self-administered questionnaire.

Name of participant (Optional)
Title of the participant:
Date:
Signature:

Thank you for your Participation



Appendix E: Consent Form - Lecturers

Consent Form for Lecturers

My name is Micheal Mwebaza. I am a PhD student at Uganda Christian University Mukono. I am conducting a study as a requirement for the course. The purpose of this study is to establish the extent to which leadership styles influence organizational commitment of academic staff in Uganda Christian University and Kyambogo University.

I am using several research methods, including interviews and written self-administered questionnaires for yourself. You have been chosen to participate in this study because you are an academic staff in your university. I am therefore requesting for your consent to participate in a self-administered questionnaire. It is voluntary and optional for you to participate in this research. You can chose to say no. You have a right to withdraw at any time in which case all information provided will be removed from the study unless you authorize otherwise.

This research will take place between December 2022 and February 2023. It is going to be conducted in Uganda Christian University and Kyambogo University. It is for academic purposes. The research has been formally approved by the UCU Research Ethical Committee (REC). The self-administered questionnaire will be closed ended with items Likert scaled. It has 3 sections. Section A requests for your background information, section B is about your perception on Leadership styles and section C is about Organisational commitment. The questionnaire will take 10-15 minutes to complete.

I will maintain safe custody of all research records and information you provide will be treated in a confidential manner. This will be done to preserve your confidentiality. I will enter the data into a password-protected electronic devise and database.

There will be no immediate and direct benefit to you. However, your participation is likely to help me complete my course, Help University leaders identify the best leadership practices that can ensure increased commitment of academic staff. Nobody is paid to participate in this research. It is entirely voluntary.

During and at the end of this research, I will be sharing what we have learnt with lecturers, head of departments, deans, university authorities and the entire education stake holders. I will publish



the results in educational journal and in electronic websites in order that other interested people may learn from my experience and evidence. All results will be presented anonymously and will be presented in a way that would not allow anyone outside the research staff to know what you answered.

If you have any questions, complaints or concerns about your rights as a party in this research, please contact an independent Authority:

- 1) **Prof. Peter Waiswa**, Chairperson UCU-Research Ethical Committee,
Tel: +256 772405357
- 2) **Mr. Ahimbisibwe Osborn**, Administrator UCU- Research Ethical Committee
+256 775737627

By signing below, you are indicating that you are willing to participate in the study and you have received a copy of this consent form.

Declaration of Consent

I have read the information, understood the nature of the study. I therefore give consent to the self-administered questionnaire.

Name of participant (**Optional**)
Title of the participant:
Date:
Signature:

Thank you for your Participation



Appendix F: Risk Assessment

Risk Assessment and Management Plan

Micheal Mwebaza (PhD Student-UCU)

Risk Category	Risks	Action to be Taken/Mitigation
External Risks	Ebola and Covid-19 Pandemics	<ul style="list-style-type: none"> - The researcher will avoid overcrowding and body contact and will keep at least 1.5 meters between participant/interviewee -Researcher will select appropriate interview locations that balance the need for privacy and COVID-19 safety. The ideal would be outdoors, but if indoors, adequate ventilation will be ensured. -Participants feeling unwell (fever, cough, etc.) will be excluded from participation. -Researcher and participants will be encouraged to wash and sanitize their hands on arrival for the interview, during questionnaire distribution and collection as frequently as possible. -Researcher will move with alcohol-based gel or sanitizer - Researcher will if appropriate wear a face mask all the time and will encourage participant to do the same and or offer a mask to the interviewees -Researcher will avoid handshakes or any physical contact with participant or interviewees. -Researcher will also follow the guidelines provided by the MoH at: https://www.health.go.ug/covid/project/guidelines/



	Non- Cooperation of some research participants	A consent form has been prepared and clear about enrollment into the research and all rights in the study. Researcher should endeavor to establish rapport
	Lack of time on the side of participants	Researcher will make appointments with participants to ensure convenience
	High Expectation from the participants in terms of logistics	The research has made it clear in the consent form that no logistics accrue to participation in the study. Researcher will endeavor to explain that the research is for study purpose and the student is not well resourced.
Internal Risks	Limited Time for Research	A work plan was prepared and will be adhered too
	Limited human resources or research assistants	The researcher intends to use one research assistants in each university
	Limited funds to support the field activities	A developed small budget has been put in place to cover each of the activities
	Breaking down of audio recorders during the session	The researcher will move with spare parts including batteries and external drives
	Plagiarism	A plagiarism check is often done prior to submission and report production



Appendix G: Krejcie & Morgan Table for Sample Size Determination

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	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	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix H: UCUREC Approval Letter



**UGANDA CHRISTIAN
UNIVERSITY**
A Centre of Excellence in the Heart of Africa

14/10/2022

To: Micheal Mwebaza

+256752021232

Type: Initial Review

Re: UCUREC-2022-395: Leadership Styles and Organisational Commitment of Academic Staff in Selected Universities in Uganda, British English Version, 2022-09-27

I am pleased to inform you that the Uganda Christian University REC, through expedited review held on **14/10/2022** approved the above referenced study.
Approval of the research is for the period of **14/10/2022** to **14/10/2023**.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **14/10/2023** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Uganda Christian University REC:

No.	Document Title	Language	Version Number	Version Date
1	Informed Consent forms	English	British English Version	2022-09-15
2	Data collection tools	English	British English Version	2022-09-19
3	Data collection tools	English	British English Version	2022-09-20
4	Protocol	English	British English Version	2022-09-27

Yours Sincerely



Peter Waiswa
For: Uganda Christian University REC

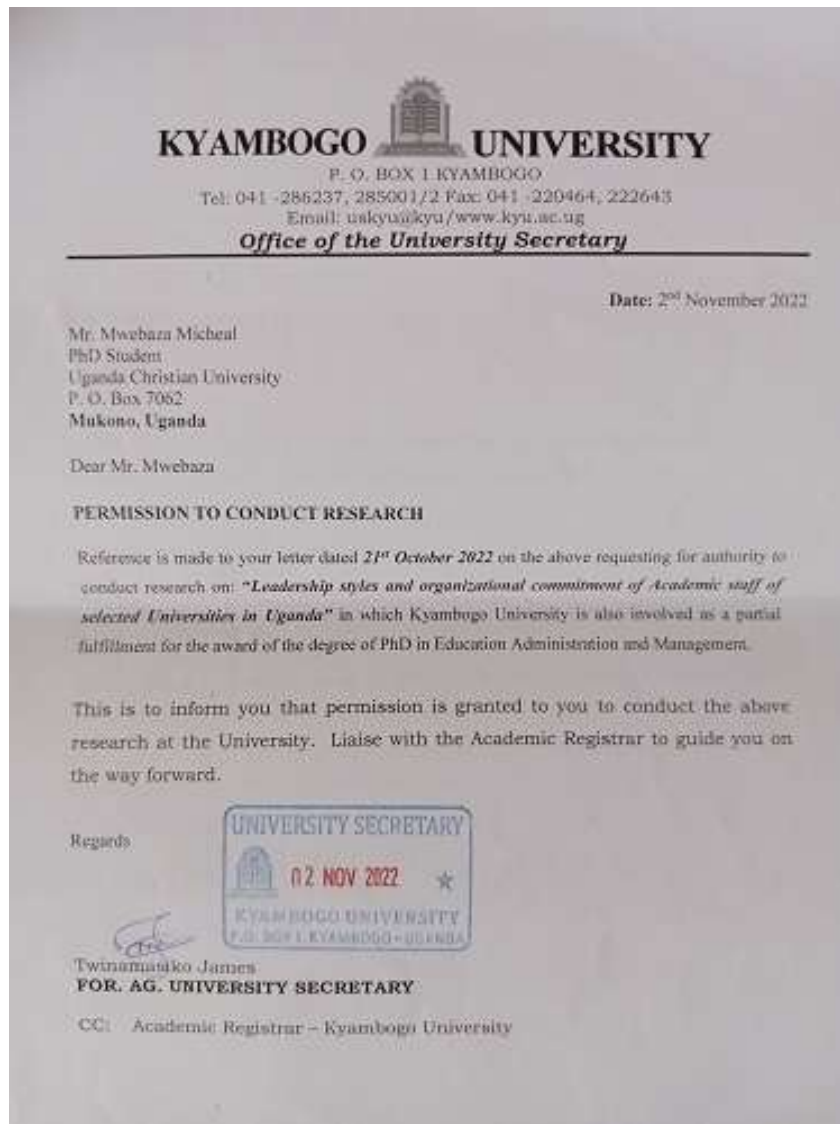
Appendix I: Introduction Letter from REC-UCU



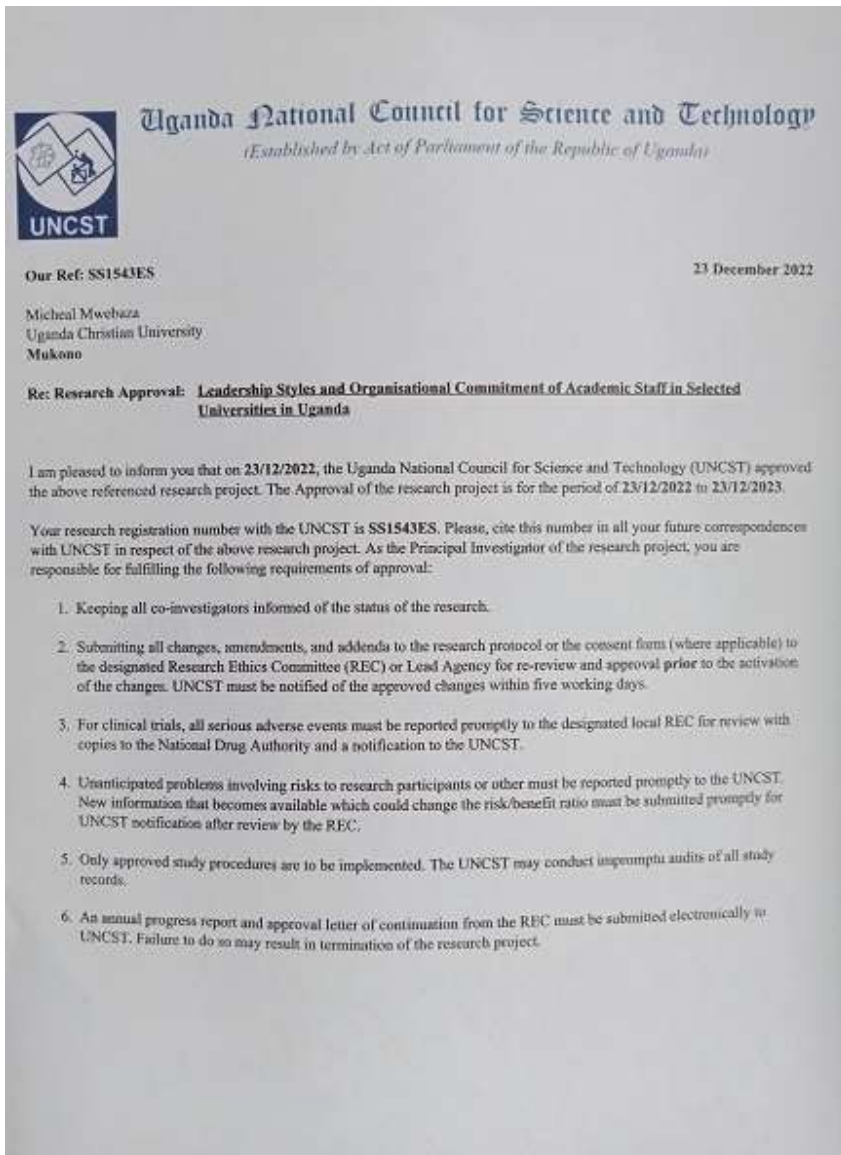
Appendix J: UCU Administrative Letter



Appendix K: Kyambogo Administrative Letter



Appendix L: UNCST APPROVAL



Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Interview Guide	English	1	07 November 2022
2	Project Proposal	English	LEADERSHIP STYLES AND ORG ANISATIONAL COMMITMENT OF ACADEMIC STAFF IN SELECTED UNIVERSITIES IN UGANDA	
3	Approval Letter	English		
4	Administrative Clearance	English		
4	Consent Form- Lecturers	English	1	09 December 2022
5	Consent Form- Head of Departments and Deans	English	1	09 December 2022
6	Risk Management Procedure	English	1	09 December 2022

Yours sincerely,



Helmi Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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Appendix M: Compliance Report



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

UGANDA CHRISTIAN UNIVERSITY SCHOOL OF RESEARCH & POSTGRADUATE STUDIES

DISSERTATION CORRECTION COMPLIANCE REPORT BY THE CANDIDATE

(POST VIVA FORM)

Date: 5th May 2024

Name of Candidate: Micheal Mwebaza **Reg. No:** RM18P02/503

Title of Dissertation: Leadership Styles and Organizational Commitment of Academic Staff in Selected Universities in Uganda

SN	COMMENTS BY EXTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Specify Study was conducted in UCU and KYU	Title changed to reflect recommendation	Cover page corrected
2	Abstract should be reduced to about 250 words	Abstract reduced to recommended length	Page 11 corrected
3	Show more evidence of problem studied	More evidence included on page	Pages 23, 24 corrected
4	The review of the literature must be improved on	Literature review improved and critiqued	Pages 35,37, 41, 42-89 corrected
5	Best philosopher for the study is Pragmatism not Positivism	Pragmatism adopted as recommended	Pages 91, 92 corrected
6	Researcher should ensure consistency in writing to	Objectives corrected to reflect Influence not Relationship	Pages 162, 166, 172 corrected

	maintain Influence in objective not relationship		
7	More cross referencing required in the discussion chapter	Cross-referencing improved	Pages
8	Refine statement of Recommendation	Recommendations refined	Pages 181 corrected
9	Some references need to be completed with volumes, page numbers	References completed	Pages 187, 189

SN	COMMENTS BY INTERNAL EXAMINER	ACTION TAKEN	INDICATOR
1	Award field/area needs to be included on first page	Award inserted as recommended	Cover page
2	All cited work in text should be included in references	Works cited in text added in reference	Page 197, reference added
3	Uganda Christian University is a name and writing 'Kyambogo and Uganda Christian Universities' is wrong	Corrections made	Page 25, 74, 97 corrected
4	Lecturers and Academic Staff used interchangeably. What do you want to use:	Conceptualization provided for Academic staff and Lecturer as used in the study	Pages 21, 23, 24 corrected
5	Tenses and grammar needs to change in methodology to reflect past tense	Grammar collected	Pages 99 corrected
6	Repetitions under 1.3.2 can be corrected	Word 'Specifically' deleted in favour of word 'Particular'	Pages 25 corrected
7	Inconsistent information identified 3.4.2	Source Corrected to include both Target Population and Sample Size	Page 95 corrected
8	Purpose on page 14 does not correspond with last	The last statement of the problem has been corrected to reflect researcher intention.	Page 25 corrected

	statement of the problem statement		
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SN	COMMENTS BY VIVA VOCE PANNEL	ACTION TAKEN	INDICATOR
1	Title: Mention the University names in the topic.	Topic Corrected to reflect recommendation	Cover Page
2	Adjust the number of words in the abstract	Adjusted to 225 Words as recommended	Page Xi (12)
3	<p>a) Methodology: Which philosophy did you uses? Pragmatism or positivism? You should have used pragmatism</p> <p>b) <i>Have you heard of post positivism of philosophy, may be the qualitative data was for positivism?</i></p> <p>c) <i>The research design: what design did you use? Is it a mixed method design?</i></p> <p>d) <i>Post positivism should have been used to analyze the qualitative data)</i></p> <p>e) You talked about Plato he just gives a general theory, he was an ideologist to he was not a positivist <i>(Yes and dropped)</i></p>	<p>Therefore, the philosopher in the research was corrected to pragmatism</p> <p>Pragmatism adopted as recommended</p>	Pages 91, 92
4	How did you sequence the data: explanatory sequential design when u star with qualitative and followed by quantitative.	I used an Explanatory sequential analysis by presenting the quantitative data first followed by a descriptive analysis of data and voices of participants from qualitative data	Pages: 136, 137, 145, 146, 150, 154, 155, 156,
5	Philosophy is followed by design, the whole of methodology section the first thing is philosophy.	Re-arranged	Page 91

6	The interpretations of the finding: all variables had effects on influence, you need to check	Democratic has an insignificant influence (Pg-139 & 140) Autocratic a significant influence (Pg-148, 149) Laissez faire had a significant influence (Pg- 156, 157)	Page 139, 140, 148, 149, 156, 157, 117
7	Transformative leadership style was expected to be in this study	(The study's objectives considered democratic, autocratic and laissez faire leadership)	N/A
8	On the background: it presented did not talk about the context, positioning the study with in the existing research. Needed to give a research context which is the theoretical it comes from the research that has already been done and empirical context-methodology up to findings. You must have given justification on each on them.	Contextual: Research stems from identified gaps and Justification provided on page 24 & 25 Theoretical: Studied by (Arenas, Connelly & Williams, 2017 and Shala, Prebraza & Ramosaj, 2021)- Page-17	Pages 24 and 25 for contextual and Page 17 for theoretical
9	Literature: you did not give the existation import to your study, what kind of knowledge your study is giving, how important it is filling the gaps in the existing literature.	The importance been included through the literature as it	Pages: 48, 51, 60,62, 63, 65, 66
10	Methodology: you ended up making it difficult to understand, you did not give the qualitative findings yet you mentioned that you used the mixed methods. You needed to present them to clear that aspect	The qualitative data is provided with voices of the participants.	Pages:116, 123, 124, 129, 137, 138, 146, 148, 155, 156,
11	Issues of measurement of constructs; you have three constructs in the independent variables but decided test	The research undertook a 3 to 1 treatment of variables. 3	Pages: Democratic

	<p>them at a time, how did you get a score for one construct e.g. democratic: how did you scores. How was your score board structured to run a Pearson correlation?</p>	<p>independent variables were treated against 1 dependent variable of organization commitment. The 3 analysed objectives include the three independent variable against one construct of organization commitment. The Likert scale applied in the questionnaires enabled acquisition of the scores that were treated</p> <p>Democratic (Score-pg. 132, Pearson- Pg-138) Autocratic (Score-pg.141, Pearson- Pg-147) Laissez faire (Score-pg.150, Pearson-Pg-157)</p>	<p>132, 138, Autocratic 141, 147, Laissez Faire 150, 157</p>
12	<p>a) The conceptual framework is ok but not right because it did not take in other factors.</p> <p>b) A regression would have partial out all other factors.</p> <p>c) Your literature review also does not include in therefore factors, you needed to include them.</p> <p>d) You should have looked at the contribution of those other factors</p>	<p>Only factors that pertinent to student were included in the framework. Other factors were held constant and inactive and were not considered for the study.</p>	<p>Page. 34</p>
13	<p>Why did you go Pearson correlation, if you had used a regression you should have got something better?</p>	<p>The reasons for adoption of Pearson and regression is provided</p>	<p>Page.105</p>
14	<p>How did the findings relate to the literature? You needed to present them.</p>	<p>The relationship is provided in the Chapter five discussion (Pg. 163-178)</p>	<p>Pages: 163-178</p>
15	<p>You need to work on the historical background, it started in 2002 yet issues of organizational leadership are</p>	<p>Historical background has been worked on to include works of 1928, 1952, 1982, and more.</p>	<p>Pages: 14</p>

	older than 2002. May be you needed to look at an encyclopedia on		
16	Your site should be in the methodology	Area/Site of Study	Page: 94
17	Did not code the transcripts, administrators from KYU and UCU need to be coded to hide their identities	Coded	Pages 117, 123, 129, 137, 146, 154, 155, 156
18	Why didn't you do one university? Because one is private and another is public	The problem had been identified in both private and public university which rose the curiosity of the researcher	Page: 94
19	Point out limitations of not considering other variables only focused on organizational leadership styles.	Limited generalizability as the results might only apply to the specific context of the study, not to broader situations.	Page: 182
20	Why did you use the old theory of 1958, are there any scholars that have used it in current years	Current scholars have studied and used Contingency theory like: Arenas, Connelly & Williams, 2017 and Shala, Prebraza & Ramosaj, 2021)	Page: 17

1) Christine Okurut, (PhD)


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Micheal Mwebaza



2) Samuel Ssozi Kafuuma, PhD


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Candidate's Name & Signature

Supervisor's Name &

Signature