

**LEADERSHIP STYLES AND ADMINISTRATIVE EMPLOYEE PERFORMANCE :
A CASE OF UGANDA CHRISTIAN UNIVERSITY**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS IN PARTIAL FULFILLMENT
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**UGANDA CHRISTIAN
UNIVERSITY**

A Centre of Excellence in the Heart of Africa

ABSTRACT

This dissertation was conducted on the topic “Leadership Styles and Administrative Employee Performance; a Case of Uganda Christian University”. The purpose was to study how leadership styles affect employee performance specifically considering three styles; namely, autocratic leadership style, laissez-faire leadership, and democratic leadership style, and their effect on administrative employee performance at UCU.” A quantitative approach with specifically a descriptive research design was adopted. A probability random sampling technique was applied to determine the sample size with a simple random sampling technique for determining inclusion in the sample size. Data collection was done using questionnaires with a proper Likert scale question. Secondary data was reviewed as already-published information. Data was analyzed using the SPSS software.

The findings summarized that Autocratic leadership in UCU had a poor correlation with employee performance based on a Pearson correlation of 0.108, which was a very weak positive relationship between the variables because the value of r was close to 0, implying no linear correlation. The p -value greater than both the 0.05 and 0.01 significance levels suggests that the correlation between Employee Performance and Autocratic Leadership is not statistically significant. Secondly, a correlation analysis between *Employee Performance* and *Laissez-faire leadership style* showed a 0.502 and a Significance (2-tailed) of 0.000. Thus, indicating a moderate positive correlation which suggests that as Laissez-faire leadership increases, employee performance tends to increase. Finally, the Pearson correlation of 0.412 for democratic leadership indicates a positive relationship between the two variables implying that democratic Leadership increases, and Employee Performance improves on the other hand. The p -value for this correlation is 0.000, which is well below the commonly used significance threshold of 0.05. meaning that the correlation exists at the 0.01 level.

The researcher recommended the following; Leaders should focus on building trust and confidence with teams, emphasize collaboration, autonomy, clear communication, and develop a strategy to evolve a balance of traditional reward systems with more personalized, intrinsic methods that align with employees’ preferences for autonomy and trust, and encourage Shared Leadership, with a democratic leadership approach towards managing teams.

DECLARATION

I, Simon Tusubira, declare that this entire dissertation on the topic "*Leadership Styles and Employee Performance, a Case of Uganda Christian University*" is my original work and has never been submitted to any University or higher institution of learning for **academic award or examination** whatsoever. All secondary sources used have been indicated and acknowledged as complete references.

Signature..........Date.....25/5/2025.....

Simon Tusubira

J22M15/034

APPROVAL

This dissertation entitled: "*Leadership Style and Employee Performance; A Case of Uganda Christian University*" has been prepared under my supervision and is now ready for submission for the award of a Degree of Master in Business Administration of Uganda Christian University.

Signature:

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Date:

25th May 2025

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DEDICATION

This dissertation is dedicated to Jehovah Jireh, the Provider of All Wisdom, Strength, and Understanding. I am truly confident that without Him, we are completely nothing. I also wish to dedicate this work to my Family, specifically my beloved Wife, Irene Tsubira, My Children; Joshua Tsubira, Peace Tsubira, and Fortunate Kisakye Tsubira, and my brothers Daniel, John, Rogers, and Sharon. To my beloved Mother, Jane Biryeri, who has continued to pray and support me in my Career Journey. Your Prayers and support are highly valued for my academic success, and May God surely and richly bless your endeavors.

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I acknowledge the great power and sovereignty of the Almighty and Everlasting God who has enabled me throughout this academic journey and am confident that without His enabling Grace, I would not have reached this step in my Academic Career.

Great appreciation and acknowledgment further go to Dr. Mable Birungi Komunda, who has always offered her guidance and support in the process of ensuring this Dissertation is compiled. Such a parental heart with Christ-centered values is highly appreciated.

To the team that supported me in my data collection at Uganda Christian University, especially the Directorate of Human Resource and the Administrative Employees who volunteered to offer data and filled my questionnaires, **May God richly reward you accordingly.**

To the School of Business and the Staff that has always been there to ensure that I gain assistance in the process of Research, I highly appreciate and acknowledge your support.

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May the Almighty and Everlasting Father bless you exceedingly and abundantly through Jesus Christ, our Lord and Savior.

LIST OF FIGURES

Figure 1.1:	Figure showing the Conceptual Framework.....Pg. 8
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LIST OF TABLES

Table 1: Showing Category of Respondents	24
Table 2: Showing Gender of Respondents	30
Table 3: Showing Marital Status of Respondents	31
Table 4: Showing the Age Range of Respondents.....	31
Table 5: Showing the highest Levels of Education of the Respondents.	32
Table 6: Showing the Service length in the University by the Respondents	33
Table 7: Showing response on the effect of autocratic leadership style on administrative employees	34
Table 8 showing the Correlation between Autocratic leadership Style and Employee performance	38
Table 9 showing response on the effect of Laissez-Faire leadership style on administrative employee performance	39
Table 10: Showing Correlation between laissez-faire leadership Style and Administrative employee performance	43
Table 11: Showing descriptive statistics for responses on democratic leadership style effect towards administrative employee performance	44
Table 12: Showing a Correlational Analysis of Democratic leadership Style and Administrative employee performance	47
Table 13: Showing Descriptive statistics on the Employee performance from the respondents	48

LIST OF ACRONYMS & ABBREVIATIONS

UCU..... Uganda Christian University

SPSS..... Statistical Package for social sciences

SD..... Standard Deviation

TABLE OF CONTENTS

ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
DEDICATION	v
ACKNOWLEDGEMENT.....	vi
LIST OF FIGURES	vii
LIST OF TABLES	viii
LIST OF ACRONYMS & ABBREVIATIONS	ix
CHAPTER ONE	1
1.0 Background	1
1.1 Theoretical Perspective	1
1.2 Contextual Perspective	1
1.3 Statement of the Problem.....	3
1.4 Purpose of the Study	3
1.4.1 Specific Objectives.....	4
1.4.2 Research Questions	4
1.4.3 Research Hypotheses	4
1.5 Justification of the Study.....	5
1.6 Significance of the Study	5
1.7 Scope of the Study.	6
1.7.1 Geographical scope	6
1.7.2 Content scope	6
1.7.3 Time scope	6

1.8 Conceptual Perspective.....	6
1.8.1 Conceptual Framework.....	6
1.9 Definition of Core Terms	8
CHAPTER TWO	10
LITERATURE REVIEW	10
2.0 Introduction	10
2.1.0 Autocratic Leadership Style and Employee Performance	10
2.2.0 Laisses-Faire Leadership Style and Employee Performance	14
2.3.0 Democratic leadership style and Employee performance	18
2.4.0 Employee Performance.....	21
CHAPTER THREE	23
METHODOLOGY	23
3.0 Introduction	23
3.1 Research Design.....	23
3.2 Population of the Study.....	23
3.3 Sample Size	24
3.3.1 Sampling Technique and Sampling Method	25
3.4.0 Sources of Data	25
3.4.1 Primary data source	25
3.4.2 Secondary data source	26
3.5.0 Data Collection Instruments	26
3.5.1 Questionnaires.....	26
3.5.2 Data Collection Procedure	26

3.6.0 Data Analysis, Presentation, and Interpretation	27
3.6.1 Data Analysis.....	28
3.7. Limitations & Solutions to the Study.....	28
CHAPTER FOUR	30
DATA ANALYSIS, INTERPRETATION, AND PRESENTATION OF RESULTS	30
4.1 Introduction	30
4.2 Background information of the Respondents	30
4.2.1 Gender of Respondents.....	30
4.2.2 Marital Status of Respondents.....	31
4.2.3 Age of Respondents	31
4.2.4 Highest Education Level of Respondents	32
4.2.5 Length of Service of Respondents	33
4.3 Empirical findings.....	34
4.3.1 To examine the effect of Autocratic Leadership Styles on Administrative Employee Performance	34
4.3.2 Hypothesis One: Correlation between Autocratic leadership Style and administrative employee performance at Uganda Christian University	38
4.3.3 To investigate whether the Laissez-faire Leadership style affects administrative employee performance.....	39
4.3.4 Ho ₂ : Correlation between Laissez-faire leadership Style and administrative employee performance at Uganda Christian University.....	43
4.3.5 To establish the effect of Democratic Leadership style and Employee Performance.	44
4.3.6 Ho ₃ : Correlation between Democratic leadership Style and administrative employee performance at Uganda Christian University.....	47

4.4 Data Analysis on Employee Performance.....	48
CHAPTER FIVE.....	51
DISCUSSION OF FINDINGS.....	51
5.1 Introduction	51
5.2 Discussion.....	51
5.2.1 Discussion of findings of Hypothesis One, which presented Autocratic Leadership and Employee Performance.....	51
5.2.2 Discussion of Findings from Research Hypothesis Two: Laissez-Faire Leadership and Employee Performance.....	53
5.2.3 Discussion of Findings for Research Hypothesis Three: Democratic Leadership and Employee Performance.....	55
CHAPTER SIX.....	56
CONCLUSIONS AND RECOMMENDATIONS	57
6.1 Conclusions on Autocratic Leadership Style and Employee Performance	57
6.2 Conclusions on Laissez Faire Leadership Style and Employee Performance	58
6.3 Conclusions and Recommendations on Laissez-Faire Democratic Leadership Style and Employee Performance.....	59
6.4 Summary of Conclusions	60
6.5 Suggestions for areas for further research.....	60
REFERENCE	60
Appendix One - Questionnaire Guide.....	66
Appendix Two - REC Clearance Letter.....	67
Appendix Three- School Clearance Letter.....	68

CHAPTER ONE

1.0 Background

Organizations must continuously change and innovate to remain competitive in today's dynamic and highly competitive business environment. At the core of this resilience is effective leadership, a key factor in organizational performance and enhanced employee performance (Kehinde & Banjo, 2014).

Leadership not only influences the direction of an organization but also directly shapes how employees perceive their working environment, engage with their jobs, and perform their duties. Recent research highlights that leadership style plays a significant role in employee performance, including motivation, job satisfaction, and productivity (Mobarak et al., 2023).

Different leadership styles, such as democratic, autocratic, and laissez-faire, elicit varying responses from employees, affecting morale and overall work output. Thus, understanding the relationship between leadership styles and employee performance is essential for organizations striving to develop an inspired, high-performing workforce. This paper examines the developmental history, theoretical foundations, and situational relevance of leadership styles in relation to employee performance, aiming to enhance organizational performance

1.1 Theoretical Perspective

The study utilized Fiedler's Contingency Theory of Leadership (Fiedler, 1964), which provides a model for explaining how a leader's performance is shaped through a two-way interaction between their leadership style and the specific situation in which they operate. The theory identifies that there is no single best way to lead; instead, a leader's effectiveness hinges on the quality of their inherent leadership style in adapting to situational variables such as task structure, leader-member relations, and position power.

The theory emphasizes that leadership must be learned without a one-size-fits-all technique but rather encourages situationally adaptive leadership, a mechanism where leaders identify the unique requirements of a setting and utilize the most effective style of leadership to optimize performance outcomes. Leaders should know their own preferred leadership style and workplace environment, like employees' behavior, attitude, and performance drivers. This enables them to make their workplace efficient in being high-performing, job-satisfying, and goal-achieving.

Ivancevich et al. (1997) concur with such an outlook by observing that the effectiveness of leadership originates from congruence between a leader's style and work environment situational circumstances, thus employees' performance would significantly improve when leadership styles come close to the workforce's unique needs and dynamics.

By applying Fiedler's Contingency Theory, this study aims to investigate the extent to which different leadership styles, when applied to work environments, influence employee performance. The theory offers an explanatory framework for the investigation into the flexibility and effectiveness of different leadership styles in different organizational settings.

1.2 Contextual Perspective

At Uganda Christian University, administrative employee performance is critical and vital for the achievement of the Vision, Mission, and set goals by the Senior University Management organs. The biggest objective of the University is to become a Centre of Excellence in the heart of Africa. The various employees, specifically the administrative employees who perform the different functions in the University, contribute highly to the attainment of the set goals and objectives.

The University has basic core functions, namely teaching, research, degree awarding with certification, and academic consultancy. In addition to its primary mandate of training different professionals, it collaborates with the National Council for Higher

Education, district and Municipal Council leadership, and international agencies and non-governmental organizations (NGOs) in supporting the planning, implementation, and evaluation of Education programs. Such functions have led to a higher demand for professional employees to help in running the day-to-day operations for the above-identified functions, and leadership styles affect their operations.

1.3 Statement of the Problem.

Employee performance is a critical determinant of institutional effectiveness, particularly within academic institutions where both administrative and academic functions must operate efficiently. However, recent studies, such as Mbabazi et al. (2023), highlight that University staff, particularly those in administrative and leadership roles, experience high levels of burnout, stress, and work-related fatigue. These challenges are often exacerbated by modernized management demands, extended work hours, and limited institutional recognition, contributing to declining morale and poor workplace behavior.

Performance issues such as poor customer service, lateness, low morale, and hostility have become increasingly visible in administrative settings within universities. Bugembe (2024) further acknowledges student complaints about poor customer care, inadequate service delivery, signaling a broader performance crisis rooted in staff behavior and motivation. Despite these challenges, the rate of staff resignation remains low, suggesting underlying leadership dynamics that influence employee retention and performance.

The influence of leadership styles on employee behavior and performance has been extensively studied in corporate and non-academic settings. However, limited research exists within academic institutions, particularly in Ugandan Universities. Given that leadership approaches shape workplace behavior, motivation, and overall employee productivity, as supported by Velu et al. (2017), it is imperative to investigate how specific leadership styles affect administrative staff performance in a University context.

This study, therefore, seeks to bridge the existing knowledge gap by examining the relationship between leadership styles and administrative employee performance at Uganda Christian University. Understanding this relationship is essential to inform leadership practices that enhance staff effectiveness, improve service delivery, and foster a healthier work environment in academic institutions.

1.4 Purpose of the Study

The study aimed to investigate how the various leadership styles affect the performance of administrative employees at Uganda Christian University, Mukono.

1.4.1 Specific objectives

In conducting the study, the researcher was guided explicitly by the following objectives:

- i. To examine the effect of autocratic Leadership style on administrative employee performance at Uganda Christian University.
- ii. To investigate how the laisses-faire leadership style affects administrative employee performance at Uganda Christian University.
- iii. To establish the effects of the democratic leadership style on administrative employee performance at Uganda Christian University.

1.4.2 Research Questions

- i. What is the effect of the autocratic Leadership Style on administrative employee performance at Uganda Christian University?
- ii. What is the relationship between the Laissez-faire leadership style and administrative employee performance at Uganda Christian University?
- iii. What is the effect of the democratic Leadership style on administrative employee performance at Uganda Christian University?

1.4.3 Research Hypotheses

Ho₁: Autocratic leadership Style affects administrative employee performance at Uganda Christian University.

Ho₂: Laissez-faire leadership style significantly influences administrative employee performance at Uganda Christian University.

Ho₃: Democratic leadership style has a significant impact on the administrative employee performance at Uganda Christian University.

1.5 Justification of the study

Many studies that have been conducted on the above subject of leadership styles and employee performance have been done in various organizations, but few limited studies have been done in Uganda Christian University. With the Vision of becoming a Centre of excellence in the heart of Africa, this study is a rationale to ensuring that the right styles of leadership are applied for the attainment of such a broader Vision. Besides, more studies have not been done in the area of an academic institution like a University, thus making it important to carry out the study.

1.6 Significance of the Study

The findings will benefit private and non-government organizations intending to obtain effective employee performance using appropriate leadership approaches and styles.

The study will be useful to administrators and managers in Uganda Christian University and other related organizations by enabling them to employ suitable leadership styles relevant to different situations. This will enhance the organization's reputation, reduce conflicts, and promote better working relationships among the employees.

The research paper will be useful to future researchers, students, and academicians who will be interested in understanding the effect and importance of the different leadership styles on the performance of employees. This study will explore new knowledge and will add to the existing body of knowledge regarding the subject of study.

The study will enhance the supervisor-subordinate relationship since the findings will be used to build a more informative Leadership style that the supervisors and various administrators can utilize.

The study will help the researcher to broaden his knowledge of Leadership styles and how they affect the performance of employees.

1.7 Scope of the Study.

1.7.1 Geographical scope

The study covered Leadership Styles and their effect on administrative employee Performance at Uganda Christian University in Mukono district in the Central region of Uganda.

1.7.2 Content scope

The study covered the effects of leadership styles on the performance of employees, specifically the full-time administrative employees. The study specifically looked at the effect of autocratic Leadership style, democratic Leadership style, and laissez-faire leadership style on the performance of employees.

1.7.3 Time scope

The study covered the effect for the period from 2019 to 2023. This then implies 5 years, which was a period that was representative enough for the researcher to understand the effect of Leadership styles on the performance of administrative employees at Uganda Christian University.

1.8 Conceptual Perspective

This study assumed that some of the greatest outcomes of effective leadership in organizations like Uganda Christian University (UCU) are employee performance. As Lebas (1995) argues, performance is the capacity of organizational administrative staff to perform well, meaningfully, and accomplish the University's objectives. It is defined by a measure of efficiency regarding how many pre-determined objectives are attained and the extent to which time, ability, and resources are effectively utilized to achieve those objectives (PDF Performance: a concept to define, n.d.).

Leadership style as an independent variable is the consistent pattern of behavior that leaders adopt to guide, influence, and communicate with employees.

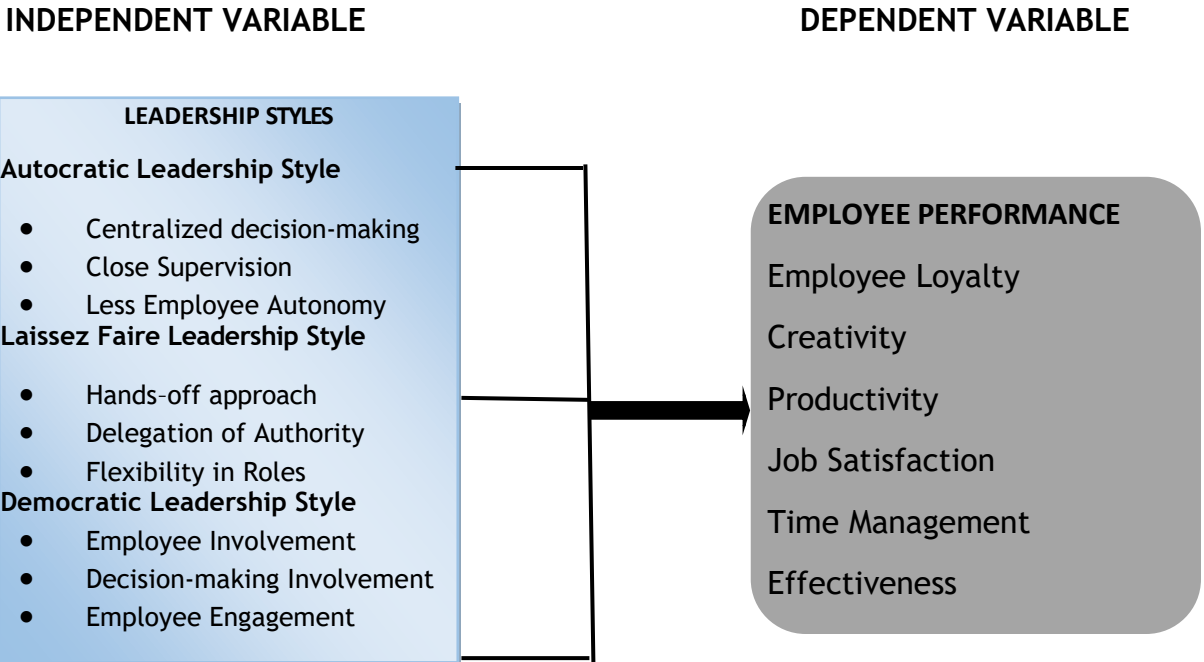
According to Griffin (1993), leadership is the use of non-coercive power over behavior in an attempt to direct organizational activity toward goal realization. Saffrudin and Nohong (2023) also submit that not only does the style of leadership rely on the leader's behavior, but also the reaction of the subordinates towards the leader's behavior and how it can impact their motivation, participation, and performance.

Thus, leadership styles are the disabling or enabling variable of administrative employee performance. Constructive and adaptable leadership styles, empowering, inspiring, and legitimizing employees' needs, are most likely to result in high performance, motivation, and job satisfaction. Conversely, coercive, rigid, or unconstructive styles of leadership are most likely to result in burnout, disengagement, and poor service delivery.

The conceptual framework assumes that performance outcomes at UCU can be significantly improved through the application of contextually appropriate and positively perceived leadership styles. This perspective provides the theoretical and empirical basis for examining how administrative leaders can better influence their teams to achieve institutional goals.

1.8.1 Conceptual Framework

Figure 1: Conceptual Framework showing the relationship between variables



Source: Adopted from Cisma. (2017). Leadership Styles and Employee Performance. IRE Journals, 1(5). Adopted by the researcher with modifications.

1.9 Definition of Core Terms

Griffin (1993) defines leadership as a process of using non-coercive but peaceful influence to shape organizational behavior to achieve set goals and help define an organization’s culture.

Leadership style is a perception of a subordinate of their superiors about the behavioral patterns presented by their superiors in the process of influencing the operations of the subordinates.

Performance is defined as the ability of administrative employees to meet organizational goals or the potential for successful implementation of actions to achieve the organizational objectives and targets. (Lebas, 1995). Ojelade et al. (2020) confirm that this is measured by the level of output, initiative, and productivity.

An employee refers to a person who has agreed to be employed to work for some form of payment under a contract of employment. (Labour Relations Agency, 2019)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents related literature from various scholars, authors of textbooks, dictionaries, Journals, newspapers, and other accessible publications on leadership style and employee performance as the subject of study, as seen below.

2.1.0 Autocratic Leadership Style and Employee Performance

Ricablanca & Abocejo (2020) explain that leadership is the process of how managers as focal leaders influence people's behavior and personality for them to be willing to achieve the set goals and objectives. Leadership is thus considered a major determinant in the success or failure of the operations of a given organization. Hence, there must be great leadership for efficient and effective organization.

In addition, Velu et al. (2017) contribute in agreement that a leader guides and directs a group of subordinates to achieve set objectives, and hence, leadership styles have a huge and remarkable influence on small enterprises as well as big organizations. Griffin (1993) also agrees that leadership is a non-violent influence process used to shape set organizational objectives, motivate behavior to satisfy the set goals, and assist in shaping the culture of an organization.

He also commends that leadership styles influence the corporate culture, impacting an organization and its performance. The greatest leaders lead those below them in a preferred direction to achieve established goals, and various styles will affect organizational effectiveness. At the center of business for their success is leadership style and team members' competency.

Malec (2022) determines that autocratic leadership is the concentration and centralization of power and authority for decision-making in one individual. The autocratic approach may be helpful or cause problems for the teams, depending on the situation. For instance, according to him, studies have concluded that an

autocratic style may cause lower motivation, higher stress, and disinterested employees.

In his article, Malec (2022) states that while other styles of leadership, such as democratic leadership, can easily result in decision delays, autocratic leaders make decisions to address and manage a situation. Democratic leaders have to wait for a long time to learn how teams would like to solve a problem, but autocratic leaders will decide today and implement it immediately. Decisions and associated projects will be accomplished easily with a firm, determined hand as long as such a hand does not incapacitate those responsible in the process. Towler (2021) agrees and views that autocratic leadership may influence team performance positively or negatively.

Therefore, to him, managers and leaders need to use it only where it is applicable. He emphasizes that if the team members embrace the hierarchy as imposed, autocratic leadership will maximize performance through improving psychological safety, as it allows speedy decision-making because leaders of this category are time-urgent and motivated. Therefore, faster decision-making traits reduce procrastination levels. But where the hierarchy is fought by team members, this form of leadership affects team performance. In their paper, Ojelade et al. (2020) theorize that output rate, initiative, and productivity are key determinants of team performance.

The autocratic Leadership style involves an I instruct idea, and these leaders issue instructions to their employees and direct them in operations. This provides a company with a clearer and more defined direction, but if handled tactlessly, it will lead managers to underrate and overlook the contributions of their workers. The leadership style is thus applicable under specified situations and is more worth it when an organization is in crisis or an emergent issue occurs that necessitates an immediate reaction. With utmost accuracy, Kamusiime (2018) agrees with them that autocratic leaders continue to have complete control over their subordinates, and as such, the workers do not receive much chance to offer suggestions, even when these are for the growth of the business.

They bear the responsibility of making all the important decisions and micromanaging and keeping their subordinates under very close watch. They also don't believe their employees and simply give orders (one-way communication), hoping to be obeyed and carried out by the subordinates. The effect of autocratic leadership style based on examples from various business ventures like retail business was realized in a study conducted in a leadership Quarterly in 2015, which considered how autocratic leaders affect morale and performance in their industry. It was discovered that autocratic leadership is positively correlated with team member performance. It was discovered that autocratic leaders instill a sense of meaning and order in their followers and, therefore, offer psychological security to their employees. On the contrary, a related study carried out in the Banking Sector in 2019 revealed that autocratic leadership resulted in decreased commitment by team members, increased emotional exhaustion, and lowers employee productivity. (Malec, 2022)

Gbawa et al. (2022) observe that the autocratic leadership style is characterized by all types of authority and decision-making in the hands of the leader, and everything is done under the leader's direction. They add that the correct title of leaders in this style is Do what I say, Leaders. Responsibilities are delegated to the members of the team without their consultation, and the leader expects them to work on them without questioning. The leader uses threats and coercion to obtain their objectives, and subordinates have no input into the decision-making process. It is more based on strict adherence to rules, over-restricting information, and over-suspicious levels of distrust amongst the followers.

Apart from this, Khoza et al. (2016) also agree with Gbawa et al. and speculate that leaders of this type will focus on power, and their powers come from their position, exert rewards control, and apply coercion. They have a task orientation and like to finish up work. All key managerial decisions are made by them, and they utilize their authority to establish policies and procedures for attaining the set goals, work allocations, relations, and rewarding or punishing. The style allows leaders to be the focal point with little trust in their subordinates. This attitude from the leaders leads followers to fear and distrust their leaders as well. The authoritarian style is just

suitable for crises, difficult circumstances, complex situations, or where quick decisions need to be made.

Furthermore, Dolly & Nonyelum (2018) assert that the authoritarian style of leadership is today an archaic management style that has created immense resistance from team members. The managers in this leadership group are especially only interested in results and tasks and not the employees who produce and deliver the given outcomes. According to them, these leaders feel employees lack ambition and thus would prefer not to manage roles and responsibilities but instead attempt to work on their objectives. Such an attitude allows leaders to receive less feedback, refuse employee conversations, and be in control all the time.

Hence, to them, this form of leadership is not motivating, standard, and a wrong approach for utilization by the managers. It fosters anti-social behavior among the managers and may give rise to resistance on the part of the employees as a feeling of being less valuable than juniors. Therefore, their reaction towards team members is negative and less positive, and they react more. (Dolly & Nonyelum, 2018)

Brown (2023) thinks that autocratic leaders can make all the key decisions with fewer or without referring to followers and then present such decisions to employees for implementation without referring to all employees. They always depend on instincts to direct them to straight paths and procedures. Hence, he finds that this type of leadership is not suitable in all cases, as it does not encourage innovation and cooperation among employees. According to him, this type of leadership ensures the timely achievement of short-term performance goals at a faster rate and is also well-suited to deal with untrained employees.

Autocratic Leadership is also typically characterized by high rates of absenteeism and massive employee turnover. It can still, however, be an effective leadership style for some mundane and unskilled work because the benefits of control can outweigh the drawbacks. (Kamusiime, 2018)

Finally, Dolly & Nonyelum (2018) conclude that the effect of autocratic leadership leads to the absence of creativity since leaders decide almost everything alone and

execute it in their way, which does not allow employees to execute their duties creatively, hence low productivity.

Besides the leadership style being demotivating due to the fear of being punished, employees under such bosses have demotivated feelings due to the absence of creative development. Lastly, it kills a sense of duty among workers since the subordinates are nothing but figures without value since their contribution is not of value to the Autocratic Leaders. They conclude that this kind of style leads to passive aggression as a result of frustration and fear that may be created by embracing negative forms only; thus, group members become enraged and rebel against the leaders because the leaders dominate all areas of operation, and thus employees have no room to vent their aggression.

2.2.0 Laissez-Faire Leadership Style and Employee Performance

Cisma (2017) postulates that different styles of leadership will be suitable for employees depending on the degree and level of direction and decision-making power with some elements of employee empowerment. Employee performance is affected if they lack coordinated and proper control and direction together with the application of a suitable style in managing their day-to-day duties. Malec (2022) agrees with him and states that the leadership approach makes employees feel that they have a high degree of autonomy to make their individual decisions, solve problems, and work in the best way. This makes them happier, and they work and strive harder because they feel they will also have the autonomy to make decisions in a faster way.

Additionally, leadership style will mean an organizational strategy that is adopted to enforce and influence the performance of the employee positively with an overall objective to improve the general performance of the enterprise. (Khoza et al., 2016)

Griffin (1993) indeed adds with an explanation that leadership involves a process of using non-forceful influence to determine and shape organizational goals, motivate employee behavior in achieving the pre-determined goals, but also to help define an organization's culture. Leaders, therefore, influence others' behaviour without the use of force.

Malec (2022) presents some known characteristics of the laissez-faire leadership style and its leaders. He points out that they are excellent delegators and spread responsibility among their team members to create team independence and work ownership at the workplace.

Additionally, he presents a very strong trait that such leaders are great team builders and thus they easily identify the strengths of other employees with their weaknesses and use them to create a balanced and capable workforce, partly agreeing with Khoza et al.

Muinat (2023) contends that this style of leadership involves managers availing total control and independence that is needed by the workforce and allowing them to handle job-related activities without the leader's interference. Indeed, team members are comprised of motivated and highly skilled professionals with a hands-off team leader. Such employees will perform above average when offered some degree of independence. Therefore, the style is ideal for team members who are forward-thinking, resourceful, intelligent, dependable, and confident in their abilities and their level of skills. An organization that wants to boost and encourage innovation and creativity in the workforce should adopt this Leadership approach.

In agreement, Muinat further points out an example of team leaders who embraced this style of leadership. For instance, Steve Jobs, a co-founder of Apple, could give instructions to the team members and allow them to identify ways towards completion of their assigned tasks. With this approach, team members regularly identified how to apply their creativity levels and ventured into new things while working with their supervisor. He preferred this leadership approach and concluded that teams performed excellently when they worked on their own.

Furthermore, concerning this, Malec (2022) urges that leaders in this style of leadership are thoughtful and reflective because they challenge team members with questions, thus encouraging excessive critical thinking and problem-solving among employees. This is because they trust their subordinates and place their teams to

work well independently and together will source help from the group members or their superiors with problems when needed.

This leadership style offers team members much autonomy, presents a high level of job satisfaction, and induces a high level of employee productivity in the organization. If employees under this style of leadership feel happy and satisfied with their jobs, the implication is that it improves employee performance in an organization. (Nawoseing'ollan & Roussel, 2017)

According to Ahmed et al. (2021) in their contribution, they assert that this style of leadership is derived from a French term meaning to let it do. They established that in most management and leadership styles, the involvement and participation of the employees are essential. It is true, according to them, that such leaders allow delegation of decision-making powers to their subordinates, hence creating a good learning opportunity for the team members. This empowers followers and creates a feeling of being an integral part of the business process. On the contrary, Ahmed et al. find that the style is more effective when teams are more skilled and well-motivated.

Additionally, Khoza et al. (2016) refer to Cole 2010 explaining that laissez-faire leaders are not involved in the operation of the activities of the unit. He further uses the thoughts of Mullins 2007, postulating that a manager under this leadership organizes and plans to transfer responsibility to the team members to enable freedom of action and allow them to do as they think best without interference but with their availability. They assume that all team members are ambitious, creative, responsible, and willing to pursue the goals of the organization. According to them, the style is more effective in groups with a high degree of cooperation, motivation, and individual direction, hence agreeing with Ahmed et al.

In their submission, Zhang et al. (2023) assert that on the contrary, this leadership style is proven to be positively linked with conflict among the roles of subordinates, non-clear roles, and conflicts among fellow team members. Thus, they conclude that leadership style is a root cause of employee workplace stress.

According to Mawoli et al. (2013), democratic, autocratic, and laissez-faire styles of Leadership all present various and specific job performance results on application under different circumstances. Laissez-faire style will significantly affect employee performance in a public organization. Additionally, when organizational goals are set for the team members and they are given the necessary working equipment, they will effectively perform excellently without any form of supervision, implying that if allowed to use their discretion is enough to provide a meaningful guide towards expected performance and outcome.

Laissez-faire leadership style involves team members having less interference with the decisions made by the group and offering a chance of freedom for the employees to make their independent decisions. Leaders avoid offering clarity regarding their expectations and resolving conflicts but allow their followers to do so, deliberately not fulfilling the power to make decisions, and this is delegated to the followers. Leaders have the role of constructing, monitoring, and reinforcing a culture with high expectations. (Dias & Borges, 2017)

Kamusiime (2018) asserts that this style of leadership is very effective when team leaders monitor the activities achieved by the team members and give regular feedback to the team members. However, effectiveness is attained when individual employees are very experienced with high levels of skills and managers do not apply sufficient control levels.

On the other hand, Nawoseing'ollan & Roussel (2017) support the argument and present that this leadership style is only effective when the team leaders keep closely monitoring the operations and performance of employees and give them regular feedback. Thus, the style is effective when team members are experienced, highly skilled, trustworthy, motivated, and capable of working with independence.

In summary, Malec (2022), in the same direction, agrees that low confidence in inexperienced employees is a possible challenge in this leadership style. In teams with low experience, this style is challenging to apply because it could affect the confidence of the team with a feeling like the responsibilities left up to them are

roles and responsibilities they should have been able to do without a superior and hence considered to be failures if they do not achieve the set targets. Thus, Less experienced team members will normally require extensive nurturing and more frequent supervisory communication. Thus, it is the style that requires a merge with other forms of Leadership styles for an institution to be effective.

2.3.0 Democratic leadership style and Employee performance

Dereese (2020) argues that democratic leadership entails the participation of employees, and there is great equality between a leader and the subordinates. It contradicts autocratic leadership. The leaders under this leadership tend to be people-oriented and centric, and therefore, how they feel and perceive the subordinates matters a lot to them to facilitate employee satisfaction and performance.

Also, Dereese attests that the democratic leader listens and considers organizational members' recommendations and then allows their testing, and ultimately, the leader chooses by incorporating members' recommendations in the final choice. The result is employee ownership and satisfaction through a perception that their recommendations were considered in the final choice. The members of the team easily embrace the new modifications compared to other Leadership styles, thus reducing intolerance and resistance among staff.

Brown (2023), in an extension, argues that majority rule pioneers always engage all their members in their decision-making grip in reality even though the Pioneers have authority, and individuals who embrace this type of authority will seek advice from their group members and implement them to support their decision. This leadership style earns respect by enabling representatives to understand that their findings matter in the organization's matters.

He also concurs that equitable fashion brings about disparities and over-imagination among the representatives as a collective that is supported by a leader who maximizes all employee engagements. Thus, such leadership that concurs with him creates confidence among the representatives by the ease, respectfulness, and

answerability to the subordinates, hence leading to job satisfaction, representative engagement, and high productivity.

He contends that the supposed issue with such an authority mode is that it entails collecting criticism from all members of the group, which is time-consuming and thus can adversely affect timelines once a consensus is not arrived at too early. Some members of the group also like making key decisions away from the top brass or maybe adding individually. (Brown,2023)

Democratic leaders engage more time in putting in place several guiding principles, offering information, and offering information for the team. This model includes members having equal roles and participation in organizational decisions. Employees have some level of power to work anticipatively, and thus their performance is better than for autocratic style. (Ahmad et al., 2014)

They further affirm that sharing responsibility and consultation is core in this leadership model and thus offers help in the performance of an enterprise. Subordinates and their Leaders discuss all issues and ensure solving them together, thereby enabling staff to work together as a family with a motivation to work, thus excellent performance which leads to employee commitment and ensuring goal attainment.

Saffrudin and Nohong (2023) emphasize that the leadership style is characterized by employee inclusion in decision-making processes, staff involvement in achieving the organization's predetermined goals and objectives, and offering employees a chance to advance in their careers.

Additionally, they argue that it involves all team members among the subordinates in every kind of decision-making process, and thus, using this approach allows for the determination of decisions with more consultation of lower-level staff, hence considering their suggestions and ideas.

Khoza et al. (2016) cite Daft explaining that a democratic leader can delegate authority to other team members, encourage member participation, depend on

subordinates' knowledge for the completion of availed tasks, and depend on the level of subordinate respect for influence. He notes that democratic leadership leads to increased productivity and job satisfaction among the employees of the organization.

On the other hand, the leadership style is more suitable and appropriate because it not only allows for innovation and promotes effective communication but also encourages a high degree of creativity, which also inspires subordinates to aim higher and work towards the actualization of the defined set goals. (Gbawa et al., 2022)

According to Western Governors University (2020), this leadership theory suggests that employees will be directly involved in the decision-making in their organization. In their suggestion, leaders will facilitate an interaction and rely on key suggestions to make the best possible action, thus, everyone is involved with decisions for the team and organization, though leaders help in directing the charge.

They further assert that the advantage of this style of leadership is that employees will have a feeling of engagement and are more motivated when they are directly involved in the decisions and outcomes of their organization. However, it is criticized because it makes leaders appear weak or unnecessary. After all, they are too engaged in what people want more than what the company needs. (Western Governors University, 2020)

Nawoseing'ollan and Roussel (2017) affirm that democratic leadership is also identified as a participative leadership style that encourages employees and team members to participate in the decision-making process of the organization. A team leader in this style of leadership keeps the team members aware of everything that affects their work and equally shares decision-making and problem-solving responsibilities among the employees. They further assert that under this style, managers delegate authority to subordinates but retain the ultimate responsibility for the work. It is observed that this style fosters responsibility, flexibility, and high morale among the workforce, thus leading to improved employee performance.

In agreement, Kamusiime (2018) explains that managers in the democratic style of Leadership use other members of the team to ensure they contribute to the decision-

making process, though they are responsible for a final decision, thus increasing the level of job satisfaction through the involvement of other team members. This facilitates the development of people's skills, and the employees feel partly in control of their destiny and motivated to work hard beyond defined financial rewards. This style of leadership is most suitable when working together as a team and when quality is more important than speed to market or productivity.

2.4.0 Employee Performance

Positive leadership influences the attitude and behavior of the subordinates through commitment and, therefore, boosts performance and productivity. Effective leadership styles influence the learning behavior of the employees. Goal setting, work sharing, feedback, and employee development are most of the practices of the leadership styles carried out. Through them, retention rate, satisfaction level, and employee commitment are achieved. ((Nanjundeswaraswamy, 2021))

Achunguh (2020) also mandates that the work-life balance leadership style practiced by leaders will improve performance since its benefits will also improve the quality of life and organizational effectiveness.

Saputra (2023) also affirms that the development leadership style has a positive impact on improving employees' performance, and an ideal leadership style has a positive impact on motivation and, hence, employees' performance.

Zanabazar et al. (2023) postulate that managers who ensure employees' growth and well-being through good relationship development and talent and capability building and construction of employees are responsible for enhancing the loyalty and commitment of employees.

They also state that employee loyalty will be reflected in the form of workers' behavior, attitude, and psychological characteristics. Staff loyalty is instigated by the relationship between organizational functionality and commitment, the psychological state relative to the state of mind of the employee, and between organizational power and the staff. Loyalty is achieved where the following are obtained:

commitment to the attainment of established goals, productivity and effectiveness, and diligence to offer quality services to the final consumers (Zanabazar et al., 2023)

Kimberly (2023) claims that leadership under this kind of leadership will increase employees' daily job satisfaction of work from workstations in the business company. The communication and decision-making style will either create a healthy, productive working environment or an unhealthy one where employee professional development and growth are undermined.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology is the scientific approach to how the entire process of a research study is conducted. (Collis & Hussey, 1997). In another article, they write that a method is the various ways in which data is collected, acquired, and analyzed. (Collis & Hussey, 1997).

The chapter addressed the tools that were used in the process of gathering data and how the data analysis was done. It further addressed the research design, population sample for the study, data sources, data collection instruments, data collection techniques, data processing and analysis methods, and limitations of the study and how they were resolved.

3.1 Research Design

Collis & Hussey (1997) identified a research design as the structuring of pre-ordained conditions during the data gathering and analysis to meet relevance to the research purpose in a minimal, easy procedure. Kothari (2004) also states that it is a concept under which the research is done and thus consists of a plan for data measurement, collection, and analysis. He confirms it as a precise plan for performing a research study.

This study was carried out using a descriptive research design with a quantitative approach, which was carried out using a case study. Nsubuga & Katamba (2013) define a descriptive research design as one that involves studying a known community, and the research purpose captures the characteristics of a given institution or a sequence of events in a given community. By this design, the researcher established data through questions to the various respondents to establish the implications of selected leadership styles on the performance of administrative employees. Sirisilla (2023) justifies that descriptive research allows for a broader picture of the characteristics and behaviors of a given population or phenomenon, enabling researchers to gain a deeper understanding of the study and thus it was adopted by the researcher.

3.2 Population of the Study

Nsubuga & Katamba (2013) discuss a population as a total summation of all units of interest to be included. The targeted population of the study will comprise full-time administrative staff stationed in the various departments of the University.

The study was conducted at Uganda Christian University in Mukono. It was based on a population of 150 full-time administrative employees (J. Kabugho, personal communication, March 5, 2024). These are positioned in both academic and non-academic departments of the University.

3.3 Sample Size

The number of items to be selected from the Universe to constitute a sample. The sample size should be neither too large nor too small but should be optimal. (Kothari, 2004). The sample size for the study was 108 staff from Uganda Christian University.

A sample consisted of 108 administrative staff. These were sampled using simple random sampling. The sample size was determined using Krejcie & Morgan's table for determining Samples (Krejcie and Morgan, 1970). Data was collected using a self-administered questionnaire. A sample of 108 respondents was utilized using a table derived from Krejcie and Morgan's statistical analysis.

The number of identified items to be selected from a given universe to constitute a sample must be neither too large nor too small but rather optimal. (Kothari, 2004). The sample size for the study was 108 full-time administrative staff from Uganda Christian University. Data was collected using a self-administered questionnaire (SAQ).

Table 1: Showing Category of Respondents

Category of Respondents	Number	Sample Size	Method of Sampling
Senior Administrative Staff	05	05	Simple Random Sampling
Middle Administrative Staff	45	20	Simple Random Sampling

Frontline Administrators	100	83	Simple Random Sampling
Total	150	108	

Source: Adopted from Krejcie & Morgan (1970): Advance by Kenpro (2012) and modified by the Researcher.

3.3.1 Sampling Technique and Sampling Method

Kothari (2004) explains that sampling is the selection of some items, and the selected items become a representation of the entire population, and this process is referred to as the sampling technique. The researcher used a simple random sampling technique to select the sample size. The method allowed every member of the population an equal chance of being selected to be part of a sample.

Nsubuga & Katamba (2013) define simple random sampling as a sample from a large population that is selected in a manner that allows all members of the population to have an equal chance of being selected. Zaveri (2024) justifies simple random sampling that each member of a population has an equal chance of being selected which minimizes bias and enhances the results' reliability by ensuring that the sample represents the larger population accurately hence being adopted by the researcher.

3.4.0 Sources of Data

The sources of data used were both primary and secondary.

3.4.1 Primary data source

Data refers to known facts or things that are used as a basis for making inferences (Collis & Hussey, 1997). Primary data is data collected directly from the field for example by carrying out a survey. The researcher obtained data from selected respondents through the use of self-administered questionnaires that were administered to respondents during the fieldwork study, which was conducted according to a specific schedule. The researcher collected first-hand, accurate, and sufficient data from this source.

3.4.2 Secondary data source

Collis & Hussey (1997) explain that secondary data is collected from sources that already exist, such as published or unpublished compilations, for example, journals, published statistics, annual reports, newspapers, magazines, accounts of Companies, online sources, textbooks, and published research reports.

3.5.0 Data Collection Instruments

The following tools to collect data were applied: questionnaires were used to collect primary data while secondary data was collected through the use of references and consultation of already existing published and unpublished documents.

3.5.1 Questionnaires

Nsubuga & Katamba (2013) defined a questionnaire as a set of questions created and designed by the researcher to gather data. The researcher designed related open and close-ended questions with blank spaces for ticking to be filled by the respondents. The method was adopted because it is cost effective and efficient in data collection from a diverse population. These were forwarded to the respondents based on specific questions on Leadership styles and the performance of employees in the institution. The researcher had a wide scope of the study, and approximately three weeks were utilized to allow respondents to give adequate answers to the questions in the questionnaires.

The questionnaire scale consisted of items on leadership styles and administrative employee performance. These were scaled on a 5-point Likert scale denoted as 1-Strongly Disagree, 2-Disagree, 3-Neutral 4-Agree, and 5-Strongly Agree.

3.5.2 Data Collection Procedure

The researcher submitted and defended a proposal to the School of Business for approval, and upon successful approval of the proposal with minimal modifications.

Questionnaires were hand-delivered to the respondents with assurance that data would be used for academic purposes with a high degree of confidentiality and

anonymity. Thereafter, completed questionnaires were gathered after the stated period for further data analysis.

3.5.3 Ethical Considerations

The researcher ensured that all ethical considerations were incorporated in the process of data collection by obtaining informed consent, confidentiality, and avoiding plagiarism in all manners. All data was collected with full approval from the school of Business, Research and Ethics Committee and permission from the Directorate of human resource and administration.

3.5.4 Confidentiality Consideration

Because the respondents have a right to privacy, the researcher ensured that their data was not incorporated in the final report and was only used for this academic report specifically.

3.5.5 Data Quality/Error Control

The data collection tools were pretested before data collection. Questionnaires were reviewed by the supervisor, non-essential questions were eliminated, and those that were essential for the study were maintained. The validity of research instruments was checked using content validity to ensure that they provide an adequate, comprehensive, and deep coverage of variables that fully represent the constructs under measurement.

3.5.6 Reliability Test

To ensure that the instrument could supply consistent results, its reliability was checked using the internal consistency method. A Cronbach Alpha statistic was run using SPSS, and a Cronbach alpha of **0.784** was obtained. Frost (2024) asserts that at this level of 0.7 and higher, the items are sufficiently consistent to indicate that the measure is reliable.

Table 2: Showing a Reliability test using a Cronbach’s Alpha

Case Processing Summary			
		N	%
Cases	Valid	105	Cronbach's Alpha
	Excluded ^a	2	0.784
	Total	107	100
Reliability Statistics			
			N of Items
			29
a. Listwise deletion based on all variables in the procedure.			

Data Source: Primary Data 2024

3.6.0 Data Analysis, Presentation, and Interpretation

This researcher organized and interpreted data generated from the field into a meaningful information form according to the set specific research objectives. The data was categorized, coded, and analyzed for further presentation.

3.6.1 Data Analysis

Kelley (2020) explains that the analysis of data is concerned with the inspection, filtering, transforming, and modeling of data to present insights that will support proper decision-making. The technical software that was used for analyzing data was SPSS (Statistical Package for Social scientists), and personal coding and categorizing data was done manually by the researcher.

Data analysis was conducted based on respondents' data from two perspectives: Descriptive data analysis and inferential data analysis. Kelly (2020) defines descriptive statistics techniques as those that provide a picture of the central tendencies of data together with variability. Such techniques help in summarizing and understanding the primary and basic characteristics of data. He further stipulates that inferential statistics requires the application and use of prediction-based samples of specific data. The researcher tested for hypothesis and correlation analysis. These are crucial for drawing conclusions from data and assessing the significance of findings.

3.7. Limitations & Solutions to the Study

Financial constraints due to inadequate funds to cater for stationery, transportation, meals, and compiling the research report, among other expenses.

Insufficient data as some of the respondents feared releasing some information; however, the researcher ensured that the respondents and the shared information were specifically for academic purposes to overcome the challenge.

Insufficient time since the researcher required more time to collect enough data, and the respondents may have had less time to attend to the needs of the researcher because of their various schedules. Proper and timely submission was done to ensure the respondents had adequate time to respond to the questionnaires.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION, AND PRESENTATION OF RESULTS

4.1 Introduction

The chapter presents all the findings from the study, data analysis, and data interpretation from what was gathered and collected from the various respondents. The data was presented herein by use of tables and figures and was collected by use of a self-administered questionnaire as the research data collection tool. The findings were presented in the form of frequency counts and percentages by use of tables with figures and statistics. Analysis and interpretation are presented based on the findings of the study. The response rate was approximately 99%, comprising 107 respondents out of the overall sample size.

4.2 Background information of the Respondents

In this section, we covered five major areas of background characteristics, which included gender, age, marital status, education level, and length of service of the respondents from the administrative employees at UCU. This background information statistical analysis was vital because it influences the nature of participation and the opinions of respondents and presents a clear picture of the participant's views in the study as shown below.

4.2.1 Gender of Respondents

Table 2: Showing Gender of Respondents

Frequency		Percent	Valid Percent	Cumulative Percentage
Male	42	39.3	39.3	39.3
Female	65	60.7	60.7	100.0
Total	107	100.0	100.0	

Data Source: Primary Data, 2024

As presented in the table above, the respondent's gender is summarized with 42 respondents representing a percentage of 39.3 % and 65 female respondents showing a percentage of 65% of the overall total respondents of 107. This implies that more female respondents participated in the study than male respondents.

4.2.2 Marital Status of Respondents

Table 3: Showing Marital Status of Respondents

Frequency		Percent	Valid Percent	Cumulative Percent
Single	32	29.9	29.9	29.9
Married	65	60.7	60.7	90.7
Widowed	10	9.3	9.3	100.0
Total	107	100.0	100.0	

Data Source: Primary Data 2024

From Table 3 above, the researcher also used the marital status of the respondents from the area of study as part of the background information. The results showed that 29.9 % of the respondents were single, 60.7 % were married and 9.3 % were widowed according to the respondents. The implication is that out of the entire sample size, we had more married respondents, followed by the single's category and then the widowed respondents. The implication from the marital status data shows that all respondents were more reasonable for inclusion among the respondents.

4.2.3 Age of Respondents

Table 4: Showing the Age Range of Respondents

Age of Respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-25 Years	8	7.5	7.5	7.5
	26-30 Years	18	16.8	16.8	24.3
	31-35 Years	24	22.4	22.4	46.7

	36-40 years	31	29.0	29.0	75.7
	41-45 Years	9	8.4	8.4	84.1
	Above 45 Years	17	15.9	15.9	100.0
	Total	107	100.0	100.0	

Data Source: Primary Data 2024

As observed from the results of the respondents in table 4 above, it is evident that 7.5% of the respondents were in the age bracket of 21-25 years of age, 16.8 % in the range of 26-30 years, 22.4 % in the range of 31-35 years, 29.0% in the range of 36-40 years, 8.4% in the range of 41-45 years and 15.9 % in the range of those above 45 years of age. This implies that at least most of the age bracket for the respondents was covered, and this was all-inclusive for the age range. However, we also concluded that those in the age range of 36-40 years were the majority in the participation per respondents.

4.2.4 Highest Education Level of Respondents

Table 5: Showing the highest Levels of Education of the Respondents.

Highest Level of Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	2	1.9	1.9	1.9
	Bachelors	66	61.7	61.7	63.6
	Masters	32	29.9	29.9	93.5
	Doctorate	7	6.5	6.5	100.0
	Total	107	100.0	100.0	

Data Source: Primary Data 2024

As per the results from the respondents in table 5 above, a variety of different education levels were structured, and the results show that 1.9 % of the respondents were qualified with diplomas, 61.7 % of the respondents qualified with a bachelor's degree, 29.9% qualified with a Masters degree, and 6.5% qualified with a Doctorate. From the results, we can conclude that many of the respondents were from the category of bachelor's degree holders who are mostly front-liner administrators, followed by those holding a master's degree who are especially middle managers.

4.2.5 Length of Service of Respondents

Table 6: Showing the Service length in the University by the Respondents

Time of Service in the University					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	22	20.6	20.6	20.6
	6-10 Years	46	43.0	43.0	63.6
	11-15 Years	18	16.8	16.8	80.4
	16-20 Years	8	7.5	7.5	87.9
	21-25 Years	11	10.3	10.3	98.1
	Above 25 Years	2	1.9	1.9	100.0
	Total	107	100.0	100.0	

Data Source: Primary Data 2024

As per the structure of our data collection instrument, the researcher was able to identify the time and service length by the respondents. The results as displayed in table 6 above presented that 20.6% of the respondents had served the University for a period of 1-5 years, 43.0% had served in the range of 6-10 years 16.8 % served for a period of 11-15 years, 7.5% served for a period range of 16-20 years, 10.3 % served for a period range of 21-25 years and only 1.9 % served for a period range above 25 years of service. The findings show that many of them had served for a period ranging from 6 to 10 years as compared to other categories in the length of service.

4.3 Empirical findings

For the sake of this chapter, the researcher presents the descriptive data showing respondents' views and opinions on the styles of leadership and performance of the administrative employees as obtained from the questionnaires administered and also hypothesis tests to determine the relationship between the independent variable and the dependent variable. The Findings were then analysed, presented, and interpreted according to the study objectives.

4.3.1 To examine the effect of Autocratic Leadership Styles on Administrative Employee Performance

The first objective of the study was to examine how autocratic leadership styles affect administrative employees at Uganda Christian University. In table 4.3, data from the respondents is presented using the number of respondents and the percentages of the respondents.

Table 7: Showing response on the effect of autocratic leadership style on administrative employees

Statement	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (S.A)	Mean	Stand. Deviation
We should be directed or threatened with punishment to get us to achieve the organizational objectives	61 (57.0%)	23 (21.50%)	12 (11.2%)	4 -3.70%	7 (-6.50%)	1.81	1.183
I think all group members should abide by formal decisions, so long as we follow proper	2 (- (1.90%)	18 (16.80%)	30 (28.0%)	40 (37.4)	17 (15.9%)	3.49	1.013

procedures.							
Employees need to be supervised closely, or they are not likely to do their work.	19 (17.8%)	35 (32.7%)	22 (20.6%)	21 (19.6%)	10 (9.3%)	2.7	1.238
The leader is the chief judge of the achievements of the members of the group.	27 (25.2%)	17 (15.9%)	19 (17.8%)	31 (29.0%)	12 (11.2%)	3.46	1.2
Less confidence and mistrust by the supervisor among the employees affect the supervisor-employee relationship.	9 8.40%	10 (9.3%)	5 (4.7%)	43 (40.2%)	40 (37.4%)	2.85	1.386
I prefer to be given orders and to clarify procedures in my operation.	1 (0.9%)	16 (15.0%)	19 (17.8%)	17 (15.9%)	38 (35.5%)	3.89	1.246
Employees must be given rewards or punishments to motivate them to achieve organizational objectives.	10 (9.3%)	10 (9.3%)	31 (29.0%)	33 (30.8%)	23 (21.5%)	3.15	1.344

Data Source: Primary Data 2024

From Table 7 above, we can identify and categorize the questions in four areas: Leadership and Motivation Approaches, supervision and autonomy, teamwork and decision making, and Employee-Employer Relationship and Team Dynamics.

In the first category of leadership and motivation, there is a question like “*We should be directed or threatened with punishment to get us to achieve the organizational objectives*”: A significant portion of respondents 57% (mean 1.81, SD 1.183) strongly disagreed with the idea implying that most administrative employees do not favor a coercive approach to leadership, indicating a preference for a more supportive or autonomous environment. Only 6.5% strongly agreed with this statement, hence affirming the notion that employees value motivation that isn't based on fear and punishment. Implying that while most people disagree with the idea, there is still a range of opinions, with some respondents feeling more neutral or even agreeing slightly with the statement.

Secondly, in this category, another question responded to was, “*Employees need to be supervised closely, or they are not likely to do their work*”: Over half of the respondents 50.5% when combined "SD" and "D" (mean=2.70, SD=1.238) disagreed with the need for excessive close supervision. This implies that most of the administrative employees feel confident in their ability to perform their work independently. However, 9.3% strongly agreed, which may imply that some employees feel they need more supervision or guidance to be effective.

Thirdly we extracted responses from this question “*Employees must be given rewards or punishments to motivate them to achieve organizational objectives*”: While a majority disagreed (18.6% combined "Strongly Disagree" and "Disagree"), the results are relatively split in the neutral to agree range, with 52.3% agreeing to some extent (30.8% "Agree" and 21.5% "Strongly Agree") with (mean=3.15, SD=1.344). While coercion is rejected, performance-based reward systems are still perceived as relevant, implying that the University should design motivational structures that are positive, fair, and performance-driven without being punitive.

In the second category of Supervision and Autonomy, the researcher used this as the first question to get responses from the respondents *“I prefer to be given orders and clarify procedures in my operation”*: 51.4% (mean=2.70, SD=1.238) appreciate having clear instructions and structure in their roles. This shows a preference for leadership clarity and well-defined procedures, which is essential for productivity and clarity. Employees may not want micromanagement, but they value procedural clarity implying leaders should balance autonomy with structured support, perhaps through clear standard operating procedures (SOPs) and periodic, but not constant, check-ins.

Furthermore, in this category, the question of whether *“the leader is the chief judge of the achievements of the members of the group”* was used, and the responses to this statement were divided. However, 40.2% (mean=2.85, SD=1.386) agreed, indicating that many employees still see their leaders as the main authority in evaluating performance. Implying that there is a prevalent belief that leaders should oversee and judge performance, but there’s also recognition that shared accountability may be valued pointing toward a desire for shared evaluation and participatory leadership, aligning with modern leadership models like servant or transformational leadership, which promote collaborative accountability.

In the other category of teamwork and decision-making, the response to the question *I think all group members should abide by formal decisions, so long as we follow proper procedures”* over 50% of respondents (Mean=3.49, SD=1.013) supported the idea that formal decisions and procedures should be respected. This reflects a great commitment to structures and processes, implying that employees understand the importance of following procedures for organizational efficiency.

In the last category in line with employee-employer relationship and team Dynamics a question *“Less confidence and mistrust by the supervisor among the employees affect supervisor-employee relationship”*: 77.6% of respondents (mean=3.89, SD=1.246) agreed with the statement, implying that trust and confidence between the University supervisors and employees are crucial to ensure a good and positive workplace relationships. This confirms the idea that healthy leadership is obtained with mutual

trust, and without it, there will be a negative effect on morale and productivity. Trust between supervisors and employees is a core driver for morale, collaboration, and productivity. This calls for transparent communication, emotional intelligence in leadership, and consistent behavior from supervisors. Trust-building should be seen as a core managerial competency, not just a soft skill.

4.3.2 Hypothesis One: Correlation between Autocratic leadership Style and administrative employee performance at Uganda Christian University

The table below summarizes the correlation analysis between the Autocratic Leadership style and administrative employee performance at Uganda Christian University.

Table 8 showing the Correlation between Autocratic leadership Style and Employee performance

		Employee Performance	Autocratic Leadership
Employee Performance	Pearson Correlation	1	0.108
	Sig. (2 tailed)		0.268
	N	107	107
Autocratic Leadership			
	Pearson Correlation	0.108	1
	Sig. (2 tailed)	0.268	
	N	107	107
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Data Source: Primary Data 2024

From table 8 above, the Pearson correlation results between Employee Performance and Autocratic Leadership based on a sample size of 107 shows Pearson Correlation (r) between Employee Performance and Autocratic Leadership of 0.108 implying a very weak positive relationship between the two variables because the value of r is close to 0, meaning there is almost no linear correlation. The Sig. (2-tailed) of 0.268 is the p-value, which represents the probability of obtaining the observed correlation by

random chance. Since the p-value is greater than both the 0.05 and 0.01 significance levels, it suggests that the correlation between Employee Performance and Autocratic Leadership is not statistically significant.

4.3.3 To investigate whether the Laissez-faire Leadership style affects administrative employee performance

The second objective of the study was to investigate whether laissez-faire Leadership styles affect administrative employees at Uganda Christian University. In table 9, data from the respondents is presented using the number of respondents and the percentages of the respondents.

Table 9 showing response on the effect of Laissez-Faire leadership style on administrative employee performance

Statement	Strongly Disagree	Disagree (D)	Neutral	Agree	Strongly Agree	Mean	Standard Dev.
Supervisor does not impose policies on me	7 (6.5%)	23 (21.5%)	30 (28%)	34 (31.8%)	13 (12.1%)	3.21	1.116
There is leadership freedom in my department, and each individual is responsible for defining their job	20 (18.7%)	22 (20.6%)	7 (6.5%)	36 (33.6%)	22 (20.6%)	3.17	1.45
Supervisors enable the expression of our views with openness and work under minimal supervision	6 5.60%	13 12.10%	21 19.60%	48 44.90%	19 17.80%	3.57	1.091
There is freedom to share personal ideas during work	6 5.60%	7 6.50%	26 24.30%	43 40.20%	25 23.40%	3.69	1.076
Supervisors offer followers complete freedom to solve problems on their own without the leader's	6 5.60%	14 13.10%	25 23.40%	43 40.20%	19 17.80%	3.51	1.102

involvement.							
I am allowed to set priorities with the guidance of the supervisor	4 (3.7%)	16 (15.0%)	29 (27.1%)	41 (38.3%)	16 (15.0%)	3.5	1.127
Team Leader shares their leadership authority with subordinates in the execution of roles	4 3.70%	14 13.10%	24 -22.40%	46 43.00%	18 16.80%	3.64	1.262

Data Source: Primary Data 2024

From Table 9 above, the researcher categorized the findings based on the questions asked as follows: Supervisor’s Role and Leadership Autonomy. One of the questions in this category was whether the “*Supervisor does not impose policies on me.*” A significant portion of respondents (43.9%, if we combine “Agree” and “Strongly Agree”) feel that supervisors allow them the freedom to work without imposing strict policies. However, a notable percentage (28%) remains neutral, which could suggest that some employees are uncertain about the extent of freedom in their roles or that policies are still present but not overly restrictive. (Mean=3.21, SD=1.116) indicates a slight agreement and generally feel that their supervisors do not impose policies on them, though some still impose policies to some degree and the SD is relatively low implying that there is moderate consensus among the respondents, with opinions clustered around the neutral-to-agree range thus most respondents tend to agree with the idea that supervisors do not impose policies.

The second question is whether “*there is leadership freedom in the department and each individual is responsible for defining their job*”. The researcher established that while 54.2% of respondents agreed or strongly agreed with this statement, 39.3% disagreed or strongly disagreed implying that while many employees feel they have the freedom to define their roles, quite a sizable number feels that this freedom is not fully realized, and their roles may be likely rigidly defined by leadership. A mean of 3.17 implies a neutral to slightly agree response; thus, respondents believe there is some level of freedom in leadership. It suggests that some individuals might have more freedom in defining their jobs than others. A SD of 1.450 indicates a wide range

of opinions, including strong agreement that there is leadership freedom, while others may feel less freedom.

In the second category, the researcher used a question in line with Communication and Supervision like; “*Supervisors enable expression of our views with openness and work under minimal supervision*”. The results from the respondents show that most employees (62.7%, in combination “Agree” and “Strongly Agree”) feel they are given the space to express their views openly and work with minimal supervision, thus, a positive indicator of style that promotes open communication and trust among the employees. This affects much in terms of independence and employee involvement for decision-making. A mean of 3.57 shows that, on average, respondents slightly agree with this statement and feel that their supervisors allow them to express their views openly and work with some autonomy. A SD. of 1.091 indicates that there is a relatively strong agreement, with most respondents feeling similarly about the level of openness and minimal supervision in their workplace.

On the other hand, a response to a question regarding whether there is freedom to share personal ideas during work” resulted in a similar trend with 63.6% of employees agreeing which reflects that there is a supportive work environment where employees feel encouraged to contribute beyond just their work-related tasks. However, the neutral responses (24.3%) may suggest that there might be areas where some employees feel limited in expressing personal thoughts or ideas to their superiors. A Mean of 3.69 indicates an agreement position, suggesting that respondents feel they have moderate freedom to share personal ideas at work. A SD of 1.076 implies that there is some consensus among respondents, with most agreeing that they have the freedom to share personal ideas, though some may feel they have limited opportunity.

In the other category of questions, we looked at problem-solving and decision-making Autonomy. Questions like “*Supervisors offer subordinates complete freedom to solve problems on their own without leader interference*” was posed, and a portion (58%) of employee respondents feel they are given the freedom to solve problems independently, implying a level of trust and autonomy from the leadership. However,

18.7% of respondents disagree or strongly disagree, which portrays that some employees feel micromanaged or lack a degree of autonomy to fully address issues without supervisor involvement. A mean of 3.51 suggests that respondents agree with the statement, implying that supervisors offer a level of freedom to solve problems independently though not complete freedom, and a SD of 1.102 implies that most respondents share similar views on the degree of freedom they have in problem-solving without leader interference.

On guidance and role definition, a question; *“I am allowed to set priorities with the guidance of the supervisor”* was utilized. Many of the employees (53.3%, "Agree" and "Strongly Agree") feel they have the flexibility to set their priorities, but with the guidance of their supervisor implying a balance between autonomy and supervision, where administrative employees are not entirely independent in setting priorities but have room for decision-making within the framework which is provided by their supervisors. A sizable percentage (27.1%) remained neutral, implying some uncertainty and a lack of clarity regarding this practice. A mean of 3.50 indicates a neutral to slightly agree position; thus, respondents feel some freedom in setting priorities but with the supervisor's guidance. A SD of 1.127 implies a fair variation in responses that while many respondents feel they have some autonomy in setting priorities, others feel more or less guided by their supervisors.

In line with leadership authority and role execution, a question on “team leader shares their leadership authority with subordinates in the execution of roles” was utilized. 59.8% of the employees feel their team leaders share authority and collaborate with them in executing roles. However, the neutral responses (22.4%) suggest that there is some ambiguity around whether team leaders effectively share their authority in all situations. A portion (16.8%) of employees feel their team leaders are less collaborative, preferring to hold authority themselves. A mean of 3.64 indicates that, on average, respondents slightly agree that their team leaders share leadership authority during role execution. A SD of 1.262 indicates that there is greater variability in how respondents view their team leader’s willingness to share authority with some team leaders sharing more authority, while others may not.

4.3.4 Ho₂: Correlation between Laissez-faire leadership Style and administrative employee performance at Uganda Christian University

This section was designed to test whether there exists a relationship between Laissez Faire leadership style and administrative employee performance.

Table 10: Showing Correlation between laissez-faire leadership Style and Administrative employee performance

		Employee Performance	Laissez-faire leadership
Employee Performance	Pearson Correlation	1	0.502
	Sig. (2 tailed)		0.000
	N	107	107
Laissez-faire leadership Style			
	Pearson Correlation	0.502	1
	Sig. (2 tailed)	0.000	
	N	107	107
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Data Source: Primary Data 2024

From table 10 above, a correlation analysis between *Employee Performance* and *Laissez-faire leadership* using Pearson's correlation coefficient shows a Pearson Correlation between Employee Performance and Laissez-faire leadership: 0.502 and a Significance (2-tailed): 0.000 from a Sample Size (N): 107. The above correlation coefficient (0.502) indicates a positive correlation between Employee Performance and Laissez-faire leadership style. The moderate positive correlation suggests that as Laissez-faire leadership increases, employee performance tends to increase, but the relationship isn't perfect. The p-value of 0.000 is much smaller than the common significance level of 0.05, meaning the correlation is statistically exists.

4.3.5 To establish the effect of the Democratic Leadership style and Employee Performance.

The third objective of the study was to establish the effect of democratic leadership styles on the performance of administrative employees at Uganda Christian University. In table 11, data from the respondents is presented using the number of respondents and the percentages of the respondents.

Table 11: Showing Descriptive statistics for responses on the Democratic leadership style effect on administrative employee performance

Statement	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)	Mean	Std Dev.
The feelings and thoughts of the followers matter a lot to the leaders while carrying out roles	6 (5.6%)	10 (9.3%)	10 (9.3%)	47 (43.9%)	34 (31.8%)	3.87	1.133
I believe teams work best when everyone is involved in making final decision making	5 (4.7%)	3 (2.8%)	17 (15.9%)	54 (50.5%)	28 (26.2%)	3.91	0.976
Leaders should help subordinates in accepting responsibility for completing their work	1 (0.9%)	1 (0.9%)	4 (3.7%)	75 (70.1%)	26 (24.3%)	4.16	0.617
I am involved in performance appraisals for my department as a departmental staff	5 (4.7%)	12 (11.2%)	10 (9.3%)	57 (53.3%)	23 (21.5%)	3.76	1.063
I am empowered to do work independently with the guidance and involvement of my supervisor	4 (3.7%)	15 (14.0%)	9 (8.4%)	56 (52.3%)	23 (21.5%)	3.74	1.067
Our work teams set goals together with the leaders, and they supervise us on operational tasks to achieve the set goals	5 (4.7%)	13 (12.1%)	20 (18.7%)	50 (46.7%)	19 (17.8%)	3.61	1.062

Data Source: Primary Data 2024

From the above findings, the researcher observed the following from the descriptive statistics and data that was extracted from the respondents as interpreted below using the questions in the administered questionnaires;

With the feedback from the question “the feelings and thoughts of the followers matter a lot to the leaders while carrying out roles,” A significant number of respondents (75.7%) agree or strongly agree with the statement, suggesting that leaders in this context care about the emotional and cognitive input of their followers indicating a style that is likely more participatory, with leaders considering the feelings and perspectives of team members. Only a small portion (14.9%) disagree or are neutral, highlighting that most people perceive a leadership style that values follower input, which could contribute to higher employee morale and engagement. A mean of 3.87 indicates a slightly agree position, suggesting that most respondents believe that leaders care about feelings and thoughts, and a SD of 1.133 is moderate, indicating a variation in responses.

Secondly, a question; “I believe teams work best when everyone is involved in final decision making.” A majority (76.7%) of participants agree or strongly agree with the idea of collective decision-making, implying that they value an inclusive leadership style where every team member has a voice implying a preference for democratic or participative leadership, where decisions are made collaboratively with the involvement of the employees. On the other hand, a small percentage (7.5%) disagree, implying that most of the respondents feel empowered to contribute to important decisions. This kind of approach may lead to stronger team cohesion and shared responsibility among the administrative employees. A mean of 3.91 indicates a strong agreement with respondents generally feeling the benefits of teamwork and involvement in decision-making, and a SD of 0.976 is relatively low, indicating strong consensus among respondents agreeing that decision-making should be a collective process within teams.

Furthermore, a question “Leaders should help subordinates accept responsibility for completing their work”. In this case, an overwhelming majority 94.4% of respondents

with (mean =4.16, SD=0.617) agree or strongly agree with the idea that leaders should assist employees in taking responsibility for their work implying that employees prefer a supportive leadership approach, where leaders help employees take ownership of their tasks and are committed to guiding them through responsibilities. Such a leadership approach fosters a sense of accountability and self-efficacy among employees, contributing to a proactive workforce.

Additionally, the question “I am involved in performance appraisals for my department as a departmental staff”. 74.8% of the respondents with (mean=3.76, SD=1.063) agree or strongly agree, a notable 15.9% of respondents remain neutral or disagree, indicating that some individuals may feel less involved in the process of performance evaluation. Thus, a gap in participation with a feeling of exclusion from performance discussions or appraisals, despite a relatively high involvement rate. Involvement in performance appraisals contributes to transparency and clarity in employee expectations, making employees feel more engaged and responsible for their performance outcomes.

Respondents still responded to a statement; “I am empowered to do work independently with the guidance and involvement of my supervisor.” A large majority 73.8% (mean=3.74, SD=1.06) of respondents agree or strongly agree, suggesting that supervisors in this organization provide employees with a good balance of independence and support reflecting a leadership style that empowers employees to take initiative but with enough supervision and guidance to ensure alignment with organizational goals. Empowerment like this can boost confidence and initiative in employees, leading to a more innovative and effective workforce.

Finally, on whether “work teams set goals together with the leaders, and they supervise us on operational tasks to achieve the set goals.” 64.5% of respondents with (mean 3.61, SD=1.062) agree or strongly agree, implying that teams are involved in setting their goals in collaboration with their leaders implying a more cooperative and goal-oriented leadership style. However, we cannot underestimate the 16.8% that remain neutral, and only a small percentage (16.8%) disagree, implying that some

team members do not have full autonomy in goal-setting and may experience more top-down management. The presence of supervisor involvement in operational tasks suggests a structured approach, but the opportunity for more team autonomy could potentially lead to greater innovation and team ownership of goals.

4.3.6 Ho3: Correlation between Democratic leadership Style and administrative employee performance at Uganda Christian University

This section was designed to test whether there exists a relationship between Democratic leadership style and administrative employee performance.

Table 12: Showing a Correlational Analysis of Democratic leadership Style and Administrative employee performance

		Employee Performance	Democratic Leadership
Employee Performance	Pearson Correlation	1	0.412
	Sig. (2 tailed)		0.000
	N	107	107
Democratic Leadership			
	Pearson Correlation	0.412	1
	Sig. (2 tailed)	0.000	
	N	107	107
**. Correlation is significant at the 0.01 level (2-tailed).			
*. Correlation is significant at the 0.05 level (2-tailed).			

Data Source: Primary Data 2024

From Table 4.6 above, the Pearson correlation is 0.412, indicates a positive relationship between the two variables. Thus, suggesting that as democratic Leadership increases, Employee Performance tends to improve on the other hand, though not extremely strong. The p-value for this correlation is 0.000, which is below the commonly used significance threshold of 0.05. A p-value of 0.000 means that the correlation exists at the 0.01 level, meaning that the observed relationship represents a relationship between the variables from the population.

4.4 Data Analysis on Employee Performance

Respondents also gave their responses on the dependent variable, which in this case is employee performance, and respondents offered their responses as shown below in the table.

Table 13: Showing Descriptive statistics on Employee performance from the respondents

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My co-workers and I have a good working relationship and effectively work well as a team	9 (8.4%)	9 (8.4%)	58 (54.2%)	31 (29.0%)	-
The workplace is free from distractions, and it is easy to focus on my work and meet the set deadlines	9 (8.4%)	22 (20.6%)	9 (8.4%)	43 (40.2%)	24 (22.4%)
I fully use my knowledge, skills, and abilities in my current role	1 (0.9%)	16 (15.0%)	8 (7.5%)	55 (51.4%)	27 (25.2%)
I can handle assigned responsibilities and take on extra ones in my area of operation	2 (1.9%)	5 (4.7%)	15 (14.0%)	51 (47.7%)	34 (31.8%)
I am well motivated to handle my work and responsibilities	6 (5.6%)	16 (15.0%)	14 (13.1%)	41 (38.3%)	30 (28.0%)
I manage to plan my work schedules to finish them on time	1 (0.9%)	2 (1.9%)	3 (2.8%)	14 (13.1%)	58 (54.2%)
There is teamwork in the performance of our duties	3 (2.8%)	2 (1.9%)	9 (8.4%)	66 (61.7%)	26 (24.3%)
I can perform my work well with minimal effort and time	2 (1.9%)	4 (3.7%)	5 (4.7%)	61 (57.0%)	35 (32.7%)
I can meet all obligations efficiently and effectively	1 (0.9%)	1 (0.9%)	5 (4.7%)	60 (56.1%)	38 (35.5%)

Source of Data: Primary Data 2024

The data from various aspects of employee work attitudes, motivation, team dynamics, and time management. Here's an interpretation of each statement, followed by an overall discussion:

In response to the question, "My co-workers and I have a good working relationship and effectively work well as a team, A majority (83.2%) agree or strongly agree that

they have a good working relationship with their co-workers, which presents a strong team cohesion. However, 16.8% of respondents are neutral or disagree, which suggests that there may be some individuals who do not agree to the same level of teamwork, possibly pointing to some occasional conflicts within certain teams.

Respondents also gave feedback on whether “the workplace was free from distractions, and I find it easy to focus on my work and meet the set deadlines.” Indeed, 62.8% of respondents agree or strongly agree that their workplace is conducive to enabling and focusing on meeting deadlines implying most of the employees feel their work environment supports productivity. However, 29% of respondents (disagreeing or neutral) might experience distractions or struggle with focus, which could be an area to address if the organization wants to improve overall productivity.

Respondents also answered the question, “I fully use my knowledge, skills, and abilities in my current role and 76.6% agreed or strongly agreed that they feel they are using their skills and abilities effectively. This suggests that most employees are engaged in roles that align with their qualifications and expertise. However, 15.9% disagree, indicating that some employees may feel under-utilized or may not be in roles that fully unleash their potential.

In the execution of their duties, respondents gave feedback on “whether they can handle assigned responsibilities and take on extra ones in my area of operation.” A total number of 79.5% of respondents agree or strongly agree that they can handle their responsibilities, including additional tasks. This demonstrates confidence in the workforce's ability to manage workload and take on extra challenges in the execution of duties. The 6.6% who disagree or are neutral may suggest that a few individuals are struggling to manage their responsibilities or feel overwhelmed by extra duties.

Regarding motivation, work, and responsibilities, a response from “I am well motivated to handle my work and responsibilities”. 66.3% of the respondents agreed or strongly agreed that they are motivated to handle their work, thus indicating a generally high level of intrinsic motivation among the employees. However, 20.6% are

neutral or disagree, implying they were less motivated, which could impact their performance and overall job satisfaction.

In the same perspective, a question on "whether administrative employees manage to plan their work schedules to finish work on time," 68.7% of respondents agree or strongly agree, indicating strong time management skills and the ability to meet deadlines. This is a positive outcome, reflecting good planning habits among employees. Only 2.8% disagreed, suggesting that scheduling and time management are not major issues for most employees.

Regarding "teamwork and performance of duties," 85.9% of employees agreed or strongly agreed that teamwork is present in their duties. This demonstrates a collaborative environment where most employees work well together with colleagues. Only 4.7% disagree, suggesting that a small minority may experience a lack of cooperation, possibly due to individual work preferences or team dynamics.

About performance and supervision, the research sought to establish whether employees can perform their work well with minimal effort and time." 89.7% agree or strongly agree that they can perform their work efficiently, which reflects high levels of efficiency and competence within the workforce. However, 5.6% remain neutral, which could indicate that some employees do not find their tasks easy or efficient or that they face challenges in their roles that affect their perceived efficiency.

Lastly, performance was evaluated based on being able to meet all obligations. 91.6% of employees agreed or strongly agreed that they meet their obligations efficiently and effectively, suggesting strong performance and reliability across the workforce. Only 1.8% disagree, indicating minimal concerns with employees meeting obligation.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

In the previous chapter, the data was analyzed, interpreted, and presented as obtained from employees of Uganda Christian University. This chapter was concerned with the discussion of the findings based on the three hypotheses of the study, which emerged from the study's research objectives. This chapter was presented in the order of discussions based on the objectives and hypothesis.

5.2 Discussion

The discussion section was subdivided into three sub-sections that originated from the three hypotheses. The researcher presented the findings of the study in accordance with the research hypotheses of the study as presented below:

5.2.1 Discussion of Findings of Hypothesis One: Autocratic Leadership and Employee Performance.

Based on the responses from administrative employees and how the autocratic Leadership style affects their performance, the researcher established that a large percentage was not in agreement with being directed or threatened in achieving the goals. There is a strong preference for leadership that fosters trust and autonomy rather than one that relies on punishment or micromanagement. Employees generally dislike the idea of being coerced into achieving organizational goals and feel they perform best when given the freedom to work independently. The finding agrees with Ojelade et al. (2020), who confirm that leaders in this style offer instructions and specific direction but may cause managers to undervalue and ignore employee input. Furthermore, Khoza et al. (2016) contend that this style of Leadership makes followers fear and mistrust their leaders in return.

Being closely supervised was also not suitable according to the employees feedback. Indeed, Dolly & Nonyelum (2018) confirm that this style of Leadership is insensitive, dominant, and not conducive for application by managers.

The employees are also not so much into the extrinsic ways of motivation and seem to be more comfortable with intrinsic motivation, though some remain in agreement with the rewards and punishment for motivation. While there is some support for traditional methods of motivation, including rewards and punishments, the majority seems to lean towards a more intrinsic or trust-based approach to motivation.

Close supervision is not preferred, as many employees feel they can handle their responsibilities without constant oversight. This agrees with Malec (2022), who asserts that this leadership style results in low motivation levels, high stress levels, and disinterest among employees. Brown (2023) further confirms that this leadership style discourages employee innovation and collaboration.

The employees further agree to have proper and clear instructions with appropriate procedures, and employees focus on the Leader as their main authority in evaluating performance. This agrees with Velu et al. (2017), who state that a leader directs and controls a group of team members in achieving goals. Towler (2021) further contends that this leadership style may increase performance since it offers quick decision-making. Dolly & Nonyelum (2018) disagree with Towler and state that this leadership style does not allow employees to perform their tasks creatively, which kills productivity.

They also agreed that formal decisions and procedures should be respected, proving their commitment to structure and procedure, though some prioritize flexibility over strictness. Employees show support for following formal decisions as long as proper procedures are followed, but there is also a significant preference for clarity and structure, indicating that employees seek direction in decision-making while valuing autonomy in execution. This affirms what Kamusiime (2018) asserts, that Leaders in this Leadership style retain power over their subordinates, though employees have limited chances of offering suggestions for Company growth. Malec (2022) also confirms that this style of Leadership creates a form of purpose and order for the followers and security for the employees.

In summary, the findings precisely indicate a strong preference for a balanced leadership style that offers clear direction and structure, but respecting employee autonomy and intrinsic motivation. Excessively controlling styles are largely rejected due to their negative psychological and performance-related consequences. Employees prefer leaders that trust, empower, and provide guidance without micromanaging or incapacitating their creativity.

5.2.2 Discussion of Findings Hypothesis Two: Laissez-Faire Leadership and Employee Performance.

The responses from the administrative employees and how the Laissez-faire leadership style affects their performance, researcher established that a large percentage did not agree with being directed or threatened in achieving the goals. Also, based on the findings, many employees feel that their supervisors do not impose overly strict policies and allow for some level of autonomy. However, there is a moderate divide between those who feel they have freedom and those who feel restricted in defining their roles or setting priorities.

This agrees with Malec (2022), who states that employees feel they need a high degree of autonomy to make their personal decisions, solve problems, and work in the best way.

There is strong support for open communication and minimal supervision, but there are still some employees who may not feel fully empowered to share personal ideas or solve problems without supervisor interference; thus, a positive indicator of a leadership style that promotes open communication and trust among the employees. Dias & Borges (2017), in their findings, agree that this leadership style involves team members having less interference with the decisions made by the group and offering a chance of freedom for employees to make their independent decisions and then solve problems.

A significant portion of employees feel they work in a balanced environment where leadership offers guidance but allows them to make decisions, solve problems, and share leadership responsibilities. However, some employees still feel they are either

micro-managed or not fully empowered in decision-making processes. Employees agree that they have the freedom to share personal ideas during work. This implies that there is a supportive working environment that encourages employees to contribute beyond just their work-related tasks. Muinat (2023) supports this finding when he states that this style involves managers availing total control and independence that is needed by the workforce and allowing them to handle job-related activities without the leader's interference.

Many employees feel they have the freedom to define their roles, but quite a sizable number feel that this freedom is not fully realized, and their roles are likely rigidly defined by leadership. However, some individuals might have more freedom in defining their jobs than others. Mawoli et al. (2013) observed the same, that employees in this style are allowed to use their discretion to provide a meaningful guide toward expected performance goals and outcomes.

Many employees feel they are given the space to voice their views openly and work with minimal supervision, This affects much in terms of independence and employee involvement in the making of decisions; thus, employees have moderate freedom to share personal ideas at work. This agrees with the findings of Malec (2022)

Employees have the flexibility to set their priorities, but with the guidance of their supervisor implying a balance between autonomy and supervision, whereas administrative employees are not entirely independent in setting priorities but have room for decision-making within the framework which is provided by their supervisors thus a feeling that their team leaders share authority and collaborate with them in role execution. Malec (2022) agrees that leaders in this style offer trust in their subordinates and place their teams to work well independently and together, seeking help from the group members or their superiors when challenged and are assisted.

In summary, the findings present that while laissez-faire leadership is appreciated for its trust, autonomy, and open communication, its application remains uneven, thus varied experiences among employees. The style is generally viewed positively, especially in encouraging independent decision-making and minimal supervision.

However, it is limited where employees feel restricted or unsupported, indicating areas where implementation could be improved to fully realize the benefits of the leadership style.

5.2.3 Discussion of Findings for Hypothesis Three: Democratic Leadership and Employee Performance.

The general findings presented that a significant portion of the workforce perceives a leadership style that values collaboration, empowerment, and the involvement of team members in decision-making and goal-setting, hence employee satisfaction and commitment. Kimberly (2023) agrees that this style facilitates daily employee satisfaction based on their roles in the firm. Participation in decision-making builds a friendly, productive work environment. Kamusiime (2018) agrees with Kimberly that democratic leaders create an atmosphere that results in employee satisfaction because of involvement in decision-making.

Brown (2023), however, contends that the over-involvement of the majority of employees requires much time, which may adversely affect the implementation of the decisions made by the various stakeholders with the application of this leadership style.

There is a clear preference for a leadership approach where leaders are not just authoritative but also supportive and participative. This likely contributes to an empowered, engaged, and accountable workforce. This agrees with Ahmad et al. (2014), who state that Leaders in this category discuss all issues and ensure that they solve them together, thereby enabling staff to work together as a family. Khoza et al. (2016) also support the above finding and assert that a democratic leader delegates authority to other team members, encourages member participation, and depends on subordinates' knowledge for the completion of assigned tasks.

Additionally, while most employees feel supported in taking responsibility for their work, there is still a small portion of staff who may not feel fully engaged in performance appraisals or the decision-making process, which could impact their sense of ownership and accountability.

The low level of disagreement with the statement about the importance of involving everyone in final decision-making suggests that there might be some room for further democratizing leadership processes within teams, though the current level of involvement is quite high.

In summary, the findings indicate that democratic leadership characterized by participation, shared responsibility, and open communication has a positive impact on employee satisfaction, trust, and productivity. While it promotes a healthy, collaborative work culture, Management must take care to balance inclusivity with efficiency to avoid delays in decision implementation. Strengthening engagement in appraisals and ensuring all voices are heard can further improve the overall effectiveness of this leadership style.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions and Recommendations on Autocratic Leadership Style and Employee Performance

The weak positive correlation of 0.108 suggests a very weak positive relationship between Employee Performance and Autocratic Leadership, but the relationship is so weak that it may not have any practical significance thus a statistical Insignificance Since the p-value is 0.268, which is greater than the common significance thresholds of 0.05 and 0.01, we fail to reject the null hypothesis. This means there is no significant evidence to conclude that Autocratic Leadership impacts Employee Performance in this sample.

Based on the findings and results from the administrative employees on Autocratic Leadership, the following recommendations are made by the researcher;

- i. Leaders should focus on building trust and confidence with their teams, as this significantly influences team dynamics and effectiveness among the workforce.
- ii. Leadership styles should emphasize collaboration, autonomy, and clear communication rather than imposing rigid controls or using threats as motivators.
- iii. Motivation strategies may need to evolve to balance traditional reward systems with more personalized, intrinsic methods that align with employees' preferences for autonomy and trust.

In summary, shifting leadership styles towards building trust, participative communications, and internal motivation represents a strategic step towards transformational and self-determination theories that offers firms a framework for creating more empowered, open, and long-term motivated workers in the context of an evolving workplace environment

6.2 Conclusions and Recommendations on Laissez-Faire Leadership Style and Employee Performance.

The moderate positive correlation indicates that higher levels of Laissez-faire leadership styles are associated with better employee performance. However, whereas there is a positive correlation, the correlation is moderate, meaning other factors held constant this analysis could also be influencing employee performance. Given the significance of the correlation, this data provides evidence that the Laissez-faire leadership style is related to employee performance, though it may not be the only or primary factor affecting performance.

Based on the findings and results from the administrative employees on Laissez fare Leadership, the following recommendations are made by the research;

- i. Leaders should foster greater autonomy: Although most employees report having leadership freedom, there are still areas where autonomy could be expanded, especially in role definition and problem-solving. Leaders could work on clarifying expectations while continuing to provide more space for in autonomy.
- ii. Encourage a more open Communication approach among employees: Given that many employees feel they can express their views, maintaining open communication channels and encouraging feedback will continue to strengthen team morale and collaboration.
- iii. Inculcate and encourage Shared Leadership: Leaders may want to continue to share authority with their teams, as employees appreciate being included in decision-making and problem-solving. Enhancing this collaboration can improve overall performance and employee engagement.

In summary, promoting shared leadership and greater autonomy not only enhances employee engagement and morale but also aligns with contemporary leadership theories that emphasize distributed authority and participatory decision-making thus strategically positioning the University for adaptive, resilient, and high-performing team dynamics in complex work environments.

6.3 Conclusions and Recommendations on Democratic Leadership Style and Employee Performance

A moderate positive correlation of 0.412 between Employee Performance and Democratic Leadership indicates a moderate association, implying that as Democratic Leadership increases, Employee Performance tends to improve. The p-value of 0 indicates that this correlation is statistically exists at the 0.01 level, meaning there is evidence to support that Democratic Leadership has a meaningful impact on Employee Performance; hence fostering democratic leadership could potentially improve employee performance in Uganda Christian University.

Based on the findings and results from the administrative employees on democratic Leadership, the following recommendations are made by the research;

- i. Leaders at Uganda Christian University (UCU) should adopt democratic leadership approaches. Democratic leadership, characterized by shared decision-making, open communication, and collaboration, has a moderate positive impact on employee performance. This will enhance motivation, job satisfaction, and overall work efficiency among employees.
- ii. Invest in leadership training programs aimed at fostering democratic leadership skills through workshops and seminars focusing on participatory decision-making, team collaboration, and empowering employees could strengthen the leadership style across the institution, which in turn could boost employee performance.
- iii. As democratic leadership thrives on involving employees in the decision-making process, UCU should implement and put in place more systems that solicit employee feedback and involve them in decisions that affect their work environment. This will increase employee engagement and a sense of ownership over their roles.

In summary, embracing and institutionalizing democratic leadership at Uganda Christian University offers strategic and theoretical value by aligning with participative leadership models that emphasize shared governance thus fostering a

culture of engagement, empowerment, and continuous performance improvement which is critical for organizational effectiveness in higher education settings.

6.4 Summary of Conclusions

Based on the findings above, Uganda Christian University should use much of the laissez-faire Leadership style and democratic leadership style but less of the Autocratic leadership style in its business operations.

6.5 Suggestions for areas for further research

The researcher highly recommends that more research be conducted in other areas that are affected by Leadership styles at Uganda Christian University. Some of these areas could include Leadership styles and employee engagement, leadership styles and employee satisfaction, and Leadership style and employee Commitment. These would further impact identifying and improving other areas that affect performance.

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Appendix One - Questionnaire Guide



RESEARCH QUESTIONNAIRE 2024

Dear respondents,

My name is Tusubira Simon a student at Uganda Christian University in Mukono, I am pursuing a Master of Business Administration and carrying out research on. “**Leadership styles and Employee performance; a Case of Uganda Christian University**”. I greatly considered you to be among the people who can manage to avail me of information on the subject of study.

Please note that a high degree of professional confidentiality will be maintained. Thank you

PART A: BACKGROUND INFORMATION

Instructions (Tick appropriately in the boxes based on your response) This section intends to establish the background information about the respondent.

1. **Gender:** Male Female

2. **Age**

16-20 21-25 26-30 31-35 36-40 41-45 Above 45

3. **Your marital status**

(a) Single (b) Married (c) Widowed (d) Divorced

4. **Your Highest Level of Education**

(a) Diploma
(b) Bachelors
(c) Masters
(d) Doctorate

5. **Length of time in Service**

(a) 1-5 years (d) 11-15 Years
(b) 6-10 years (e) 16-20 Years
(c) 21-25 Years (f) Above 25 Years

PART B: 1. TO EXAMINE THE EFFECT OF LEADERSHIP STYLES ON EMPLOYEE PERFORMANCE AT UGANDA CHRISTIAN UNIVERSITY

Instructions: *By ticking, indicate your level of agreement with the following statements about whether Autocratic, Laissez-faire, and Democratic Leadership Styles affect the performance of employees using a Likert-type scale below*

1	2	3	4	5
Strongly Disagree (S.D)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (S.A)

S/N	Variable	SD	D	N	A	SA
Autocratic leadership						
1.	We should be directed or threatened with punishment to get us to achieve the organizational objectives.					
2.	I think all group members should abide by formal decisions, so long as we follow proper procedures.					
3.	Employees need to be supervised closely, or they are not likely to do their work.					
4.	Employees must be given rewards or punishments to motivate them to achieve organizational objectives.					
5.	The leader is the chief judge of the achievements of the members of the group.					
6.	Less confidence and mistrust by the supervisor among the employees affects supervisor-employee relationship.					
7.	I prefer to be given orders and clarify procedures in my operation.					
S/N	Variable	SD	D	N	A	SA
Laissez-faire Leadership Style						
1.	Supervisor does not impose policies on me					
2.	There is leadership freedom in my department and each individual is responsible for defining their Job					
3.	Supervisors allows us to express our views openly and work under minimal supervision					
4.	There is freedom to share personal ideas during work					
5.	Supervisors offer subordinates complete freedom to solve problems on their own without Leader's interference.					
6.	I am allowed to set priorities with the guidance of the supervisor					
7.	Team Leader shares their leadership authority with subordinates in the execution of roles.					

S/N	Variable	SD	D	N	A	SA
Democratic Leadership Style						
1.	The Feelings and thoughts of the followers matter a lot to the Leaders while carrying out roles.					
2.	I believe teams work best when everyone is involved in making final Decision making.					
3.	Leaders should help subordinates in accepting responsibility for completing their Work.					
4.	I am involved in performance appraisals for my department as a departmental staff.					
5.	I am empowered to do work independently with the guidance and involvement of my Supervisor.					
6.	Our work teams set goals together with the Leaders and they supervise us on operational tasks to achieve the set goals.					

S/N	EMPLOYEE PERFORMANCE	SD	D	N	A	SA
1.	My coworkers and I have a good working relationship and effectively work well as a team.					
2.	My workplace is free from distractions and I find it easy to focus on my work and meet the set deadlines					
3.	I fully use my knowledge, skills, and abilities in my current role					
4.	I can handle assigned responsibilities and take on extra ones in my area of operation.					
5.	I am well motivated to handle my work and responsibilities					
6.	I manage to plan my work schedules to finish it on time					
7.	There is teamwork in the performance of our duties					
8.	I can perform my work well with minimal effort and time					
9.	I am able to meet all obligations efficiently and effectively					

Appendix Two - REC Clearance letter



**UGANDA CHRISTIAN
UNIVERSITY**

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UCUREC-REC Approval Notice A: 150th August, 2024

20th August, 2024

SIMON TUSUBIRA
Uganda Christian University
0703871542
Email: simontusubira76@gmail.com



UG-REC-026 APPROVAL NOTICE

To: Simon Tusubira, Principal Investigator

Re: UCU-REC Application titled: *Leadership styles and Employee Performance*

Application Number: UCUREC-2024-977

Version: 4.1

Type: INITIAL REVIEW
 Protocol Amendment
 Letter of Amendment (LOA)
 Continuing Review
 Material Transfer Agreement
 Other, Specify:

I am pleased to inform you that the UG-REC-026; UCUREC approved the above referenced application.

Approval of the research is for the period from 20th August, 2024, to 20th August, 2025

This research is considered minimal risk category

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 additions 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. The REC application number assigned to the research should be cited in any correspondence.
3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk-benefit ratio must be submitted promptly for REC review.

1 of 2

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Appendix Three - School of Business Clearance letter

