

LEADERSHIP STYLES AND PERFORMANCE OF UGANDA NATIONAL TEACHERS' UNION IN KIBUKU DISTRICT

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DECLARATION

I, the undersigned, declare that this is my original work and has not been presented to any institution or university other than Uganda Christian University for examination.

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APPROVAL

This dissertation has been submitted with my approval as the university supervisor.

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LIST OF ABBREVIATIONS

CVI	:	Content Validity Index
EAC	:	East African Community
EATUC	:	East Africa Trade Union Confederation
KFL	:	Kenya Federation of Labour
MED	:	Master's in Education
MUC	:	Mbale University Collage
SPSS	:	Statistical Package of Social Sciences
TFL	:	Tanganyika Federation of Labour
UFL	:	Uganda Federation of Labour
UNATU	:	Uganda National Teachers' Union

ABSTRACT

This study investigated the effect of leadership styles on the performance of the Uganda National Teachers' Union (UNATU). Specifically, it examined the relationship between transformational, supportive, and participative leadership styles and UNATU's performance. The study targeted 100 respondents, with a sample of 80 selected using Krejcie and Morgan's table. Data were collected through questionnaires and interview guides and analyzed using SPSS version 20, with Pearson correlation employed to establish relationships between variables. Findings revealed a moderate, positive, and significant relationship between transformational leadership and UNATU performance ($r = 0.505^{**}$, $p = .000$). Supportive leadership also showed a positive and significant, though slightly weaker, relationship ($r = 0.390^{**}$, $p = .001$). Additionally, participative leadership demonstrated a moderate, positive, and significant relationship with performance ($r = 0.532^{**}$, $p = .000$). These results indicate that all three leadership styles positively influence UNATU's effectiveness, with participative and transformational leadership emerging as stronger predictors of performance than supportive leadership. The study concludes that leadership style is a key determinant of union performance. It recommends that UNATU management strengthen transformational leadership by focusing on member development and recognizing individual strengths, enhance supportive leadership by valuing member contributions and aligning with their goals, and promote participative leadership by involving members in decision-making and encouraging open expression. Strengthening these approaches will improve member engagement and overall union performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers background to the study, statement of the problem, Purpose of the study, objectives of the study, research questions, conceptual framework, scope of the study, significance, justification of the study, operational definitions of terms.

1.1 Background to the study

Leadership styles encompass the framework through which a leader utilizes various approaches, including transactional, autocratic, laissez-faire, supportive, and participative leadership styles (Chaudhry et al., 2022). Leaders within the Uganda National Teachers' Union adopt a range of leadership styles, such as transformational, transactional, and laissez-faire (Chaudhry et al., 2022), as well as participative (Muindi, 2021), servant leadership (Olesia et al., 2023), engagement (Wiley, 2020), directive (Houghton & Yoho, 2015), supportive leadership, and modeling the way (Sandbakken, 2016). The background will consist of the historical context, theoretical framework, conceptual framework, and the contextual setting as delineated below:

1.1.1 Historical Perspective

The exploration of leadership as an academic and practical concept can be traced back to ancient civilizations, although systematic studies began in the mid-20th century. Early notions of leadership emerged in civilizations such as Egypt, Greece, and Mesopotamia, where rulers, monarchs, and legendary figures demonstrated varying forms of governance and authority (Irwin, 2011). For instance, Egyptian pharaohs centralized power to organize large-scale projects like the pyramids, while Greek thinkers, including Plato, emphasized the moral and intellectual qualities necessary for effective governance. Similarly, biblical accounts depict leaders exercising authority, often in authoritarian ways, requiring absolute obedience and utilizing hierarchical structures to maintain order and respect among followers. These early examples demonstrate that leadership has historically been intertwined with authority, social organization, and performance management, even if it was less formally conceptualized than in contemporary frameworks (Pinar & Girard, 2018).

With the development of leadership theory, scholars have identified five primary approaches illustrating the evolution of leadership thought from ancient to modern

times: the trait approach, style approach, contingency approach, new leadership approach, and post-charismatic/post-transformational leadership approach (Clagg, 2016). The trait approach, dominant until the late 1940s, focused on identifying inherent characteristics of leaders, suggesting that leadership is a natural ability rather than a developed skill (Abel, 2020; Sashkin & Sashkin, 2023). While it emphasized the importance of personal qualities such as intelligence, charisma, and decisiveness, it was criticized for subjectivity and the inability to predict leadership effectiveness across varying contexts (Clagg, 2006).

By the 1960s, the style approach shifted attention from innate traits to observable behaviors and leadership conduct (Warrick, 2021). This approach underscored that leadership could be trained and developed, rather than being purely hereditary or innate. Leaders were assessed based on their behavior, particularly how they balanced task-oriented and relationship-oriented actions. However, inconsistent results and limited consideration of situational context reduced its explanatory power (Luthan, 2018; Clagg, 2016).

Subsequently, the contingency approach emerged between the late 1960s and early 1980s, emphasizing that leadership effectiveness is context-dependent (Daft, 2008; Schermerhorn et al., 2020). Fiedler's (1964) contingency theory posited that no single leadership style suits all situations; rather, leaders must adapt their behaviors to environmental, organizational, and follower characteristics. While influential, contingency approaches were criticized for lacking clarity on how to prioritize situational variables, and for suggesting potentially impractical strategies such as replacing leaders whose style did not align with circumstances (Clagg, 2016).

In the late 1980s, the new leadership paradigm introduced transformational elements, emphasizing vision, charisma, and change-oriented behaviors. Transformational leadership, as refined by Bass and colleagues, combines charisma/inspiration—motivating pride, trust, and ethical standards—with intellectual stimulation, challenging followers to think critically and innovate (Yukl, 2023). While effective in motivating followers, early transformational models sometimes overemphasized the leader as a heroic figure, neglecting distributed leadership and collaborative engagement within organizations.

By the late 1990s, post-charismatic and post-transformational leadership emerged, highlighting shared leadership, experiential learning, and accountability (Storey, 2024; Schermerhorn et al., 2020). This approach reflects contemporary organizational

realities where leadership is public, participatory, and subject to scrutiny, and where team-based performance is prioritized over individual heroism.

Historically, leadership has always been closely linked to performance management. From monumental projects such as the Great Wall of China, Greek architectural achievements, and Roman engineering feats to the construction of the Egyptian pyramids, leaders organized large-scale human effort to achieve specific goals (Healy, 1997; Cleland & King, 2006). Although performance management was informal in earlier times, these examples demonstrate the recognition of leadership's central role in achieving results and organizing complex tasks. Ancient Greek scholars further elaborated leadership traits such as wisdom, competence, and strategic foresight, linking these to productivity and societal advancement (Cawthon, 1996; Bass, 1990).

Shifting the focus to Sub-Saharan Africa, leadership trends were heavily influenced by pre-colonial, colonial, and post-colonial experiences. Traditional leadership, often vested in kings, chiefs, or elders, was generally authoritarian but highly contextual, depending on lineage, spiritual authority, or military capability (Tchapchet, 2014). During the colonial period, European administrative systems imposed new leadership structures, creating hybrid models where traditional and bureaucratic leadership coexisted, sometimes contentiously. In post-independence African nations, union leaders and organizational managers adopted a mixture of traditional, bureaucratic, and modern leadership techniques to motivate workers, improve efficiency, and navigate resource constraints (Cecil, Regina & Riyaadh, 2013). Despite these efforts, leadership challenges persisted, particularly in labor unions, where poor reward systems, favoritism, and weak ethical standards often undermined performance (Cecil et al., 2013).

Within the Ugandan context, leadership in trade unions such as the Uganda National Teachers' Union (UNATU) reflects these broader historical patterns while also exhibiting unique challenges. Since their establishment, Ugandan unions have experienced both competent and ineffective leadership, often leading to labor unrest, strikes, and organizational underperformance (MacGregor, 2015; Tumuhimbise, 2017). Constraints such as limited financial resources, hierarchical structures, and political pressures have shaped leadership practices, influencing their ability to motivate members, foster professional growth, and sustain performance. Consequently, understanding the historical evolution of leadership globally, regionally, and locally

provides essential context for analyzing current leadership practices and performance outcomes within Ugandan trade unions.

1.1.2 Theoretical Perspective

Fiedler's Contingency Theory, first developed in 1964, gained prominence in the 1970s as a framework for understanding the situational nature of leadership (Wadongo, 2014). The theory asserts that a leader's effectiveness is contingent upon the alignment between their leadership style—whether task-oriented or relationship-oriented—and situational factors such as the characteristics of the followers, the nature of the task, and organizational environment (Betts, 2011). It posits that leaders must demonstrate both directive (task) and supportive (relational) behaviors, adjusting these according to the demands of the situation, and emphasizes three critical aspects: the leader's traits, the situational assessment, and the degree of alignment between leader and context (Brkic, Klarin, Brkic, Anin & Milanov, 2011).

Recent applications of Contingency Theory demonstrate its continuing relevance. Suharyanto and Lestari (2020) revisited the theory in the contemporary organizational environment, highlighting its resilience in explaining leadership effectiveness across varying contexts. They argued that modern organizational challenges, including dynamic team structures and technological shifts, require leaders to adapt their styles to situational demands. De Souza (2020) provided an experimental validation of Fiedler's model, examining the moderating effect of leader gender on leadership effectiveness, which reinforced the theory's core premise that context shapes the impact of leadership style. Additionally, studies in educational and public sector contexts have applied contingency principles to assess how leadership adaptability influences staff performance, suggesting that alignment between leader style and situational factors enhances employee motivation and organizational outcomes.

Despite its utility, Contingency Theory presents several limitations when applied to trade union leadership. First, the theory assumes that leaders can accurately assess situational variables and adjust their behavior accordingly, which may be unrealistic in unions facing political pressures, limited resources, and heterogeneous member expectations (Tumuhimbise, 2017). Second, Fiedler's model implies that leaders whose style does not fit the context should ideally be replaced, a recommendation that is ethically and practically challenging in union settings where leadership continuity and representation legitimacy are vital (Brkic et al., 2011). Third, the theory largely focuses on the alignment between leader and situation, giving limited

attention to intra-organizational culture, collective member engagement, and motivational mechanisms, which are crucial in trade unions where member participation and trust directly affect performance (Rogers, 2005; Cecil, Regina & Riyaadh, 2013).

In the context of Ugandan trade unions such as the Uganda National Teachers' Union (UNATU), these limitations are particularly pronounced. Union leaders operate under constrained financial resources, hierarchical structures, and complex socio-political pressures, often requiring a blend of transformational, supportive, and participative leadership practices in addition to situational adjustments. Thus, while Contingency Theory provides a useful lens for understanding how contextual factors influence leadership effectiveness, it must be complemented by other theoretical perspectives to fully capture the realities of trade union leadership and its impact on member performance (Betts, 2011; Tumuhimbise, 2017; Suharyanto & Lestari, 2020).

1.1.3 Conceptual Perspective

Performance, the study's dependent variable, is defined as employees' capacity to fulfill organizational tasks, requirements, and objectives by making strategic investments in planning, carrying out, and completing roles and obligations in the shortest amount of time (Adair, 2015). As a result, operational perceptions of performance include: completing assigned tasks, meeting deadlines, obtaining team input, and accomplishing departmental objectives. According to Armstrong (2005), the aforementioned ought to result in effectiveness, specialization, constructive criticism, and positive organizational relationships. Managers' style and approach should demonstrate the coherence of leadership and performance in their efforts to promote efficiency, which calls for particular leadership responses to certain performance difficulties. Performance is the extent to which tasks under one's control are completed in comparison to the predetermined criteria of timeliness, correctness, and completeness.

According to Yelder and Codling (2004), it is considered a fulfillment of contractually agreed-upon terms and conditions. Employee productivity is a prerequisite for evaluating the caliber of their prestigious services (Chen, Eisenberger, Johnson, Sucharski & Aselage, 2009). As a result, a number of factors, including the leadership styles of organization managers, particularly senior managers like the chairperson, vice chairperson, union secretary, etc., influence how well employees perform (Tumuhimbise, 2017; 10). According to this study, UNATU performance refers to the

degree to which established institutional goals have been attained while attempting to define productivity, effectiveness, and efficiency in connection to carrying out the mandate within the constraints of job descriptions.

Leadership is the study's independent variable, and according to Cole (1997), it is the capacity to use managerial skills to structure performance processes by inspiring, igniting, and motivating teams to achieve predetermined organizational goals. Three leadership styles—transformational, supporting, and participatory—were depicted in the operational map. However, it was clear that political influences had a significant impact on the standard leadership structure for a union like UNATU, where the majority of managers misuse the leadership process for their own purposes. In fact, the interviews revealed that the majority of employees thought their managers had incorporated their personal conflicts into union management, which significantly reduced the union's performance. Therefore, in order to accomplish the corporate vision under specified conditions, leaders work to inspire, motivate, and transmit passion into employees' operations.

Employee inclusivity at all organizational levels is promoted by appropriate leadership philosophies. According to Van Velsor, McCauley, and Ruderman (2010), the majority of managers in a union setting may adhere to approaches like as motivation, communication, inspiration, delegation, and dispute resolution. Organizational managers who adhere to the aforementioned approaches encourage their staff members to accept responsibility for their errors and make necessary corrections to improve performance in the future in a productive and efficient manner. According to Asree and Zain (2010), effective employees' efforts to achieve their workplace goals and objectives are rewarded when they exhibit good leadership styles. According to Atwater and Waldman (2008), effective leadership motivates followers to voluntarily and enthusiastically work toward achieving company objectives.

1.1.4 Contextual Perspective

The Uganda National Teachers' Union (UNATU) was established in 2003 through the merger of the Uganda Teachers Association (UTA) and the Uganda Union of Teachers (UNUT) as a statutory teachers' labor union under the Trade Union Act of 1971. It was formally operationalized in 2006 and is also legally recognized under the Public Service Negotiating, Consultative and Disputes Settlement Machinery Act of 2008. UNATU's primary mandate is to safeguard and advance the social, economic,

intellectual, and professional interests of teachers, promoting better working conditions, fair treatment, and improved living standards for its members.

UNATU leverages its membership base to negotiate enhanced teaching and learning conditions, aiming to contribute to the overall quality of public education in Uganda. As of the latest records, the union boasts 159,684 members, making it the largest and most rapidly expanding trade union in the country. Nevertheless, membership coverage is assessed at 81%, reflecting that a proportion of eligible teachers in pre-primary, primary, and secondary sectors remain unregistered. This indicates an ongoing need for increased outreach and mobilization, which is critical to ensuring broader representation and stronger collective bargaining power.

In terms of performance indicators, UNATU's effectiveness can be evaluated through four key dimensions. First, quantity of work accomplished encompasses the union's ability to execute strategic initiatives, implement programs, and achieve measurable outcomes aligned with its objectives. Second, promotion of member rights involves advocating for fair remuneration, secure working conditions, professional development opportunities, and protection against unfair treatment or labor disputes. Third, unity is reflected in the cohesion and solidarity among members, which underpins collective action, participation in union activities, and shared commitment to organizational goals. Fourth, improvement of living standards assesses how effectively the union contributes to elevating the socioeconomic welfare of its members, including access to housing, healthcare, and other benefits.

Despite its achievements, UNATU faces ongoing challenges that affect these performance indicators. The union's membership drive, while significant, has not fully reached all eligible teachers, limiting its negotiating leverage and overall organizational efficiency. Additionally, constrained financial and human resources impact the union's capacity to implement programs that fully address member needs and foster unity and improved living standards. Leadership effectiveness within the union is therefore critical, as leadership styles influence how these objectives are pursued, resources are allocated, and member engagement is mobilized.

This study investigates the relationship between leadership styles and trade union performance in Uganda, using UNATU in Kibuku District as a case study, to determine how leadership practices affect the union's ability to achieve its mandate and enhance member outcomes. By linking leadership behavior to organizational

performance indicators, this research provides empirical insight into improving both operational effectiveness and member welfare.

1.2 Statement of the Problem

Leadership has long been recognized as a critical determinant of organizational performance, tracing its scholarly exploration from Adam Smith's (1776) *An Inquiry into the Nature and Causes of the Wealth of Nations* to Berle and Means' (1932) work on the separation of corporate ownership and control. In the context of trade unions, effective leadership is central to achieving organizational objectives, promoting member welfare, and sustaining unity.

In Kibuku District, the Uganda National Teachers' Union (UNATU) has implemented leadership practices intended to enhance organizational performance. Transformational leadership has been encouraged through initiatives that promote alignment with union values, facilitate member development, and clarify rewards. Supportive leadership practices have been reflected in actions that value teachers' input, consider their professional goals, and provide guidance and recognition. Additionally, participative leadership has been fostered through empowerment initiatives, equal participation in union activities, and joint decision-making processes aimed at improving union outcomes.

Despite these efforts, the actual performance of UNATU has remained suboptimal. Reports from UNATU's Performance Review (2017-2022) indicate persistent delays in teacher salary payments, instances of non-payment, unnecessary deletions from government payrolls, deductions on allowances, and generally inadequate remuneration. These challenges have resulted in approximately 70% of measured performance levels being classified as poor. Furthermore, the union has struggled to achieve effective collective bargaining with the government to improve working conditions, leaving key member rights unprotected. Such gaps between the union's leadership initiatives (ideal situation) and the actual organizational outcomes reflect discrepancies in work quantity, protection of member rights, unity among members, and improvements in living standards.

If these trends persist, UNATU risks further erosion of member trust, diminished cohesion, and reduced capacity to fulfill its mandate, which could ultimately threaten its sustainability. These persistent performance challenges raise critical questions regarding the effectiveness of existing leadership styles and their application within the union context. Consequently, this study seeks to examine the relationship

between leadership styles and the performance of trade unions in Uganda, with a particular focus on UNATU in Kibuku District, in order to provide empirical insights into how leadership practices influence organizational outcomes and member welfare.

1.3 Purpose of the Study

To examine the relationship between leadership styles and performance of Uganda National Teachers' Union in Kibuku District

1.4 Specific Objectives

The specific objectives of this study were;

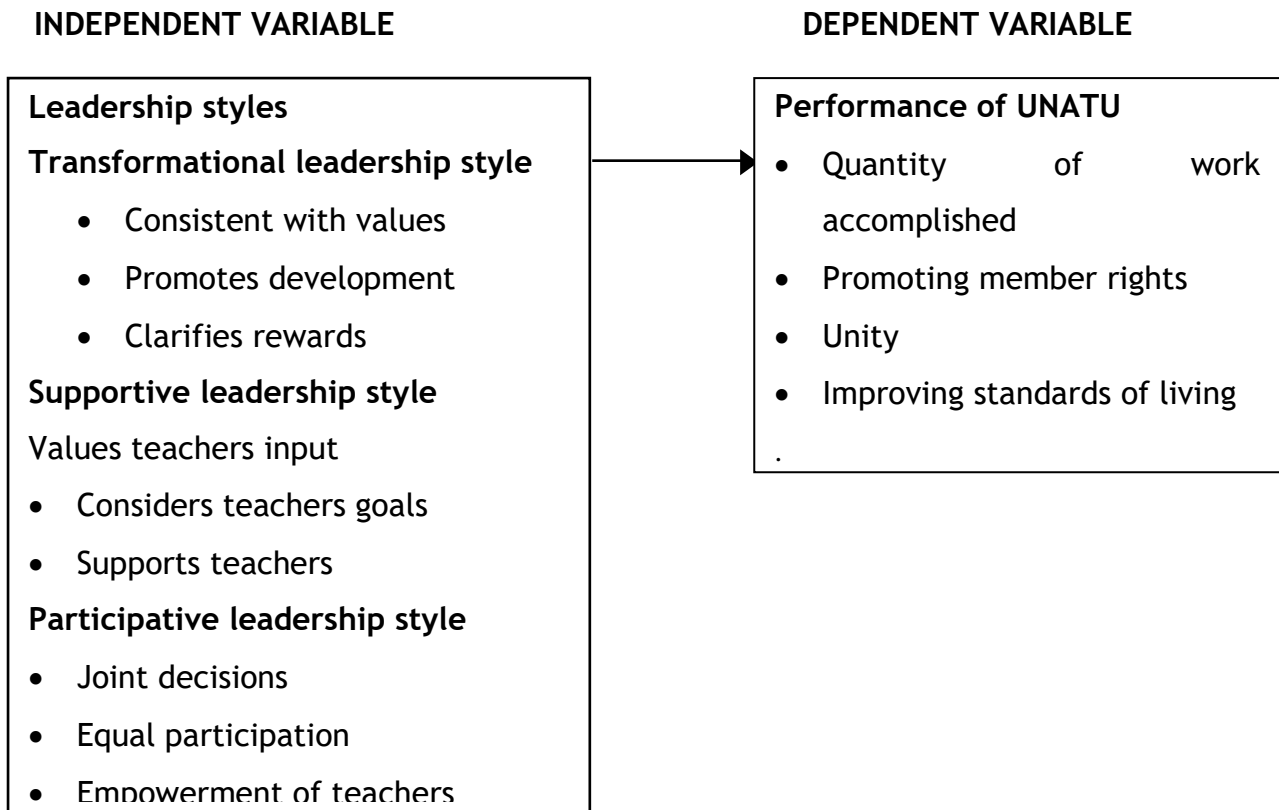
- i. To examine the relationship between transformational leadership style and performance of UNATU.
- ii. To assess the relationship between supportive leadership style and performance of UNATU.
- iii. To examine the relationship between participative leadership style and performance of UNATU.

1.5 Research Questions

- i. What is the relationship between transformational leadership style and performance of UNATU?
- ii. What is the relationship between supportive leadership style and performance of UNATU?
- iii. What is the relationship between participative leadership style and performance of UNATU?

1.6 Conceptual Framework

One tool that researchers use to direct their investigation is a conceptual framework, which is a collection of concepts that organize the study and might include the research question, literature review, methodologies, and data analysis (Sue, 2013). To direct their data gathering and analysis, researchers employ a conceptual framework. The researcher can also establish connections between his own research objectives and the body of existing literature by using a conceptual framework. The following was the conceptual framework used in this study.



Source: Adopted from the ideas of Bolden (2013)

Figure 1 showing Conceptual Framework

According to Figure 1: Leadership styles positively contributes to performance of UNATU. The dimensions of leadership styles are stated by three variables; transformational leadership, supportive and participation leadership styles. Transformational leadership was conceptualized to include consistency with values, promoting development, and clarifying rewards. Supportive styles include valuing members' input, considering members' participation and supporting members while participative styles include participatory decisions, equal participation and empowerment of members. Similarly, the dimensions of Performance of UNATU as dependent variable include promotion of member rights, uniting members and improving standards of living. Bolden (2013) holds that transformational leadership, supportive and participation leadership styles directly affects levels of performance of UNATU measured by member rights, unity of members and standards of living. However, unless controlled the contribution of leadership styles on performance OF UNATU may be influenced either positively or negatively (Bolden,2013). Thus, the existence of good leadership styles leads to good performance of UNATU. However, absence of leadership styles automatically leads to poor performance of UNATU.

1.7 Significance of the Study

The study findings may help the union members amongst other stakeholders to look critically at the decisions made upholding the values of promoting rights of the union members and it is how all these factors will affect trade union performance.

This study may help leaders of the union to improve their leadership by adopting good leadership styles that can enhance the performance. These styles can win the commitment of union members and give their all while performing unions activities.

The study may also help the Ministry of Education and Sports and other stake holders such as donor agencies which influence the process of policy making and implementation by designing leadership courses for head members aimed at improving on their leadership skills.

Further, this study may provide new knowledge to researchers and scholars interested in studying leadership to extend and develop new knowledge in leadership studies by providing literature body of knowledge.

1.8 Justification of the Study

There is little evidence at the local level linking leadership styles to trade union performance in Uganda. With this mind, UNATU through their strategic plan was made to act as a guide for achieving their goals as a union, some of which have been achieved. However, in the 2014/ 2017 strategic plan, the union intends to improve its performance by institutionalizing governance and leadership styles as means to help increase their member satisfaction in the most efficient and effective way they possibly can. However, there is no concrete evidence to show how leadership styles have impacted on trade union performance therefore, the purpose of this study is to fill in that gap.

1.9 Scope of the study

This study was limited in terms of content, time period geographical location that is only relevant to this study.

1.9.1 Content Scope

The study examined effect of leadership styles as the independent variable which covered sub variables such as transformational styles, supportive styles and participative styles. The dependent variable was trade union performance with variables such as promoting member rights, unity and improving standards of living of members.

1.9.2 Geographical Scope

The study was carried out in Uganda at UNATU offices in Kibuku District.

1.9.3 Time Scope

The study focused on a period between 2017 and 2022. This was the period when members of UNATU frequently laid down their tools more often than ever protesting government failure to increase their salaries as had earlier been agreed. The period shows sustained strikes that paralyze teaching in unions (The New Vision, 20th June 2022).

1.10 Operational definition of key terms

Leadership styles refer to a person's ability to effectively inspire, delegate, communicate and make shared decisions with regard to the organization's goals, objectives and mission (Robinson & Timperley, 2017).

Performance refers to the extent to which organizational employees execute their duties and responsibilities as per their jurisdiction. Also, it is the compelling force which energizes employees to do their best as prescribed in their job description (Sturman, 2015).

Transformational leadership: This concept in this study has been conceptualized to refer to instilling pride, consistency with values, encouraging, providing and promoting development, recognizing achievement and clarifying rewards (Bolden, 2013)

Participative leadership is a democratic leadership that involves subordinates in organizational decision-making and management, with the aim of effectively enhancing employees' sense of ownership and actively integrating their personal goals into organizational goals (Jing et al., 2017)

Supportive leadership style is a leadership style that provides full support for the work, rewards, and emotional attention of followers (Lin & Ling, 2021)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents review of related literature under the following subheadings; theoretical review, development of transformational, supportive leadership and participation leadership practice in relation to teacher performance. While reviewing the literature, contributions, weaknesses and gaps in the existing literature were revealed.

2.1 Theoretical Review

This study was guided by the Transactional Theory, which emphasizes the reciprocal leader-follower relationship, and the Transformational Leadership Theory, which underscores motivating and inspiring followers to achieve organizational objectives (Burns, 1978; Bass, 1985).

2.1.1 Contingency Theory

Fiedler's (1964) contingency theory posits that leadership effectiveness is contingent upon contextual factors. It asserts that a leader's preferred style, alongside workforce competencies and behaviors, must align with situational circumstances to achieve optimal performance. Accordingly, the theory rejects a one-size-fits-all approach to leadership, emphasizing situational alignment as a determinant of leader effectiveness (Wadongo, 2024). Leaders are advised to consider organizational culture, size, structure, strategy, and technology to effectively influence performance outcomes (Speckbacher & Offenberger, 2020; Betts, 2021).

While widely cited, contingency theory has notable limitations. For instance, its premise that leaders must be matched to situations implies replacement if the fit is poor, a recommendation that may not be practical, legal, or ethical within Ugandan trade unions. Furthermore, the theory does not explicitly consider socio-cultural and economic influences, such as hierarchical norms or resource constraints, which can shape leadership practices in developing countries (Brkic, Klarin, Brkic, Anin & Milanov, 2021; Rogers, 2015). This presents a critical research gap: how contingency-aligned leadership manifests within Uganda's unique labour union environment, where leadership practices must navigate constrained resources, collective bargaining dynamics, and culturally embedded norms of authority.

2.2 Review of Related Literature

2.2.1 Transformational Leadership style and performance

Transformational leadership emphasizes the ability of leaders to inspire, motivate, and intellectually stimulate followers to prioritize collective organizational goals, embrace innovative approaches, and improve both moral and professional standards (Rehman *et al.*, 2022; Bushra *et al.*, 2021). This leadership style is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, which collectively foster higher levels of follower engagement, creativity, and commitment to organizational objectives (Bass, 2020; Burns, 1978). Transformational leaders encourage followers to go beyond self-interest and align their personal goals with the broader objectives of the organization, creating a culture of shared vision and mutual accountability.

Empirical evidence supports the positive effects of transformational leadership on employee motivation and performance. For example, Pradeep and Prabhu (2020) investigated middle management staff in Indian public sector companies and found that transformational leadership was strongly associated with increased employee commitment, innovation, and overall performance. Similarly, Sandbakken (2016) observed in a Norwegian cross-sectional study that transformational leadership enhanced employees' willingness to engage in change initiatives and adopt innovative solutions, albeit with varying degrees of effectiveness depending on organizational structure. Bambacas and Patrickson (2018) further demonstrated that in medium- to large-scale Australian enterprises, transformational leaders who engaged in interpersonal communication, coaching, and mentoring were able to foster higher employee satisfaction and loyalty, which translated into improved organizational outcomes.

Despite the demonstrated benefits, the transferability of these findings to Ugandan trade unions is limited. Most studies were conducted in contexts with different economic resources, organizational structures, and socio-cultural norms, raising concerns about contextual relevance (Odumeru & Ogbonna, 2023). In the Ugandan trade union environment, transformational leadership may face constraints such as limited financial resources for member welfare programs, hierarchical decision-making structures that restrict member input, and low literacy or engagement levels among union members, all of which may affect leaders' capacity to inspire and motivate (Carter, Armenakis, Field & Mossholder, 2023). Moreover, studies conducted

outside of union contexts often emphasize organizational efficiency and innovation in corporate or public sector settings, which may not directly translate to the performance outcomes expected in trade unions, where objectives include collective bargaining, advocacy, and professional welfare.

Another limitation in the literature is the relative scarcity of research on the mechanisms through which transformational leadership affects member performance within unions. While international studies suggest that transformational leaders increase commitment, creativity, and morale (Saeed, Gelaidan & Ahmad, 2023), they do not account for organizational and cultural barriers present in Ugandan unions, such as inconsistent reward structures, political interference, and low trust in leadership. For instance, Odumeru and Ogbonna (2023) note that transformational leadership's impact is highly contingent upon followers' receptiveness and the broader organizational climate. In the Ugandan context, limited engagement, historical experiences of union leadership failures, and resource constraints may significantly moderate the effectiveness of transformational leadership interventions.

Furthermore, transformational leadership is frequently linked to long-term organizational change and innovation (Herold, Fedor, Caldwell & Liu, 2018). However, in trade unions like UNATU, short-term performance pressures, policy compliance requirements, and member demands may limit the practical scope for transformational practices. For example, transformational leaders may aspire to inspire innovation in service delivery or professional development programs for teachers, yet budgetary constraints and bureaucratic procedures may restrict the implementation of these initiatives, thus limiting observable improvements in performance outcomes.

Lastly, while transformational leadership emphasizes individualized consideration and mentoring (Bambacas & Patrickson, 2018), there is a lack of empirical evidence assessing whether Ugandan trade union leaders provide adequate developmental opportunities to members or foster environments that encourage proactive engagement. The literature reviewed, therefore, highlights a critical empirical gap: understanding the nature, extent, and impact of transformational leadership on teacher performance in the specific context of UNATU in Uganda. This gap underscores the need for the current study to investigate how transformational leadership is operationalized within Ugandan trade unions and the mechanisms through which it affects organizational and member performance.

2.2.2 Supportive Leadership style and performance

Attitudes, communication, behaviors, and actions by managers and supervisors that help employees feel supported so they may operate efficiently, effectively, and appropriately are referred to as supportive leadership (SL) (Muller, MacLean & Biggs, 2009). Giving others the freedom and choice to make decisions that impact them, supporting those decisions, respecting others, listening to different points of view, and generously expressing gratitude and support to team members for their contributions are all examples of supporting actions (Sandbakken, 2016).

The requirements and welfare of the subordinates are given careful consideration by the helpful leader (Ratyan & Mohd, 2023). In a quantitative assessment of Norwegian employees' organizational performance and leadership styles in both public and private enterprises, Sandbakken (2016) found that supportive leadership was one of the most commonly used leadership practices. Nevertheless, no empirical data about the application of supportive leadership in any Ugandan trade unions was found during the literature study. As a result, this study was drawn to investigate how Ugandan trade unions, specifically UNATU, employ supportive leadership styles.

Supportive leaders look out for their workers' well-being, meet their socio-emotional needs, and provide them rewards (Gokul et al., 2022). As a result, Sandbakken (2016) asserts that encouraging leadership styles help colleagues reach their full potential and be innovative and creative. The comparatively most significant factor influencing an organization's performance is its supporting actions. According to Melchar and Bosco (2010), followers return the favor by acting in ways that help their leaders and other group members, such practicing good citizenship.

According to Muller, MacLean, and Biggs (2019), supportive relationships are less likely to cause stress at work. At the empirical level, Sandbakken (2016) found a positive correlation between performance and supporting leadership styles in a regression analysis of organizational performance among Norwegian employees in a cross-section of public and private enterprises. However, it was believed that UNATU might not have been able to assist members' wellbeing through awards among other things due to the paucity of finances in Ugandan trade unions. Studying the use of supporting leadership at UNATU in Uganda and its impact on teacher performance became essential as a result.

According to Lew (2021), organizational support refers to two things: first, organizational recognition for the employee's contribution (e.g., pay satisfaction); and second, discretionary styles that the leadership is not required to provide but that imply concern and commitment towards the well-being of the employees but are not made mandatory by company policy, union contract, or national laws (e.g., career development opportunities and work/family support). The impact of genuine leadership behaviors on the trust and performance of Canadian healthcare workers was examined by Wong and Cummings (2019). According to the results of their regression research, employees who have supportive leaders and trust in management are more likely to achieve favorable work outcomes, like better performance. However, this study was conducted in the nursing profession in Canada. As a result, the study was drawn to investigate the impact of organizational assistance within the framework of UNATU in Uganda.

According to Beheshtifar and Herat (2023), three types of favorable treatment that employees receive—organizational rewards and favorable job conditions, fairness, and supervisor support—are directly related to organizational support. In exchange, positive outcomes like job satisfaction and organizational commitment are attained, which in turn affect performance. They concluded that employees' socioemotional needs—such as belonging, approbation, and esteem—are more satisfied when they receive organizational support. Employees will feel more satisfied and have a stronger sense of social identity as a result of belonging to that organization, which increases commitment. Therefore, it would be advantageous for companies that wish to achieve high performance levels from dedicated workers to put measures into place that improve organizational support by fostering a happy work environment. According to their literature assessment, employees' opinions of the quality of their exchange relationships with their employers were influenced by their views of external prestige and organizational support, which in turn led to higher-quality exchange relationships with their organizations.

2.2.3 Participative Leadership style and performance

The technique via which people who are ordinarily unequal in hierarchy share influence is called participation. Individuals can directly participate in choices pertaining to their current job in organizations, as well as indirectly participate through representatives in the organization's broader structures (Muindi, 2021). According to Ullah and Yasmin (2023), there are a number of terms for participation, such as open-book administration, discrete management, worker empowerment,

collective management, worker participation, participatory decision-making, and industrialized equality. According to Haines, Jalette, and Larose (2020), employee suggestion programs, self-directed work groups, problem-solving teams, information sharing with employees, and flexible job design are all examples of involvement. According to Muindi (2011), participation management practices strike a balance between managers' and their subordinates' involvement in information processing, decision-making, and problem-solving activities.

Participation in strategy development and implementation, according to Bhatti, Nawab, and Akbar (2021), fosters a sense of ownership over corporate goals, which in turn improves a sense of pride and belonging and influences employee performance. Employees' perceptions and attitudes about the organization are influenced by their involvement in decisions pertaining to their employment and goals, according to Baig, Rehman, and Khan (2022). Involvement in decision-making ensures shared accountability and dedication to such choices.

According to Appelbaum et al. (2023), there is empirical support for the claim that employee commitment and involvement are correlated. Appelbaum and associates (2023) Appelbaum et al. (2023) used correlation analysis to examine the relationship between decision-making participation and employee commitment among production and administrative staff in industrial and commercial training of a Quebec manufacturing company in Canada. They discovered that low levels of employee commitment resulted from inadequate decision-making participation, which could have an impact on performance. Appelbaum et al. (2023) Nonetheless, this study was conducted in a Canadian manufacturing setting. Therefore, this study investigates whether Ugandan UNATU members participated in order to determine whether this had an impact on the trade union's performance. According to Spillane (2016), leadership is extended to all members of the organization through participation or participatory leadership. In a qualitative study investigating leadership styles in rural Pakistani private unions, Nawab (2021) found that members were less motivated to participate in union activities in unions where participation was either nonexistent or not used, which resulted in a discrepancy between the members' performance and the principal's expectations. Nawab (2021).

However, Elele and Fields (2020) found that participation strengthened their commitment, which in turn led to greater performance. They did this by employing American and Nigerian employees who worked with US implementing Partners NGOs as units of analysis. Although it has been demonstrated that participative leadership improves employee performance, Ugandan idiosyncrasies such as low member compensation were disregarded. The impact of encouraging involvement on members' performance through UNATU in Ugandan characteristics was examined in this study.

Employee empowerment is a component of participation, according to Meyerson and Dewettinck (2022). The process of empowering people to think, act, and behave independently is known as empowerment. According to Meyerson and Dewettinck (2012), it enables employees to take ownership of their job and accountability for its outcomes. Meyerson and Dewettinck (2012) used Telecommunication Company employees as their units of study to examine the impact of empowerment on employee performance. Their findings, which were obtained through the use of multiple regressions, Wilcoxon tests, and the Spearman correlation method, showed a significant difference between the rate of employee performance before and after empowerment was implemented. It should be noted that empowerment implementation places an emphasis on these elements, which include encouragement, delegation, and participating management, which lead to an improvement in employee performance. Dewettinck and Meyerson (2022). The empirical question of whether employee empowerment improved performance in the context of Ugandan trade unions, specifically the UNATU, remained unanswered, nevertheless, because this study was conducted in the context of a telecommunications company.

Demirel and Goc (2013) assert that knowledge sharing is a component of employee participation. According to Demirel and Goc (2023), knowledge sharing is the process through which individuals share their knowledge with others so that they can comprehend, appropriate, and apply it. Accordingly, friends, family, the community, and trade union organizations all reciprocate information, skills, and expertise when they share their knowledge.

In a meta-analysis, Mesmer Magnus and DeChurch (2019) found that cooperation, discussion structure, and task demonstrability were the three elements that

influenced team information processing. As a result, they discovered that information sharing was a favorable predictor of union or team performance. But as this study was a meta-analysis, a primary empirical investigation into the UNATU trade union in Uganda was required. In contrast, flexible job design is a component of employee participation. According to Truss et al. (2023), flexible job design is the process of combining several activities, functions, and responsibilities to create a composite that people can perform at work and view as their own. Meanwhile, job rotation, enrichment, and expansion are the three methods that Zareen, Razzaq, and Mujtaba (2023) suggest for creating an efficient job design.

However, in their qualitative analysis of the factors influencing commitment among Irish nurses, McCabe and Garavan (2018) discovered that the nurses greatly valued the replacement of duties with managerial and administrative responsibilities (job expansion). Nonetheless, nurses in the Western world served as the study's unit of analysis. In the context of Ugandan labor unions, this created an empirical gap.

Employee engagement is a component of employee participation (Haid and Sims, 2022). According to Haid and Sims (2022), a leader who is engaged can offer career prospects to employees, make investments in their education and training, motivate them to take responsibility for their job, and foster an atmosphere where everyone is respected. They found through a correlation analysis that business measures like productivity are directly correlated with employee engagement. The missing piece of information, though, was whether or whether leaders of trade unions like UNATU gave its members job prospects, made investments in their education and training, pushed them to take responsibility for their work, and fostered an atmosphere where members were respected.

2.3 Summary of the Review of Literature

The reviewed literature generally affirms that transformational, supportive, and participative leadership styles are linked to improved organizational performance, yet a critical analysis shows that their impact in union contexts such as UNATU is more complex and contingent. Transformational leadership may enhance work quantity and unity by motivating members, but its effect on member rights and living standards is constrained by limited bargaining power and fiscal restrictions (Bushra et al., 2021; Carter et al., 2023). Supportive leadership can foster trust and solidarity that sustain participation and efficiency, yet in resource-poor settings its promises may remain symbolic, undermining credibility when tangible welfare improvements do not follow

(Muller et al., 2019; Wong & Cummings, 2019). Participative leadership promotes empowerment and mandate clarity, thereby strengthening unity and rights protection, but without efficient structures and strategic capacity, participation risks becoming tokenistic (Muindi, 2021; Bhatti et al., 2021). A major gap in existing studies is their tendency to treat leadership styles in isolation, rely on cross-sectional designs, and underplay contextual moderators such as political interference, resource adequacy, and union density (Daft, 2018; Schermerhorn et al., 2020). Therefore, the researcher contends that UNATU's performance indicators—work quantity, member rights, unity, and living standards—are best explained through a contextualized, configurational approach where leadership styles interact and their effects are mediated by trust, collective efficacy, and bargaining capacity, highlighting the need for empirical inquiry within Uganda's trade union environment.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology that will be used in the study. This chapter will capture different sections; research design, area and target population, sample size selection and determination, sampling technique procedure, data collection methods, data collection instruments, data analysis and ethical considerations.

3.1 Research Design

Cresswell (2014) defined research design as a plan and procedure for research that span the steps from broad assumptions to detailed methods of collecting data, analyzing and interpretation.

This study adopted a correlational research design which is defined as a form of research in which the researcher looks at the strength of the relationship (positive or negative) between two or more variables (Wilson & Joye, 2016).

Correlational research focuses on statistical analysis. In addition, correlational research is also explanatory in nature. Furthermore, correlational research is often used when it is impossible to conduct experiments (Privitera, 2018). The study also adopted quantitative research approach. Quantitative methods are an objective approach to data collection used to quantify the problem by way of generating numerical data or data that can be transformed into statistics (Amin, 2015).

3.2 Study Population

In this research, the study population was 100 respondents, comprising of secretariat staff at the district, the subscribing UNATU teachers in Kibuku District

3.3 Sample Size Determination

The sample size for this study was 80 respondents determined by use of the Krejcie and Morgan (1970) attached in Appendix.

Table 1: Sample size of each category of respondents from UNATU

Tittle	Target population	Sample size	Sampling technique
Secretariat staff	10	7	Purposive sampling
UNATU teachers	90	73	Simple random sampling
Total	100	80	

Source: Kibuku District UNATU Staff manual (2021) using Krejcie and Morgan (1970)

3.4 Sampling Techniques and Procedures

3.4.1 Purposive sampling

Purposive sampling was used in the study. Purposive sampling, according to Amin (2015), is the process by which a researcher chooses a sample based on prior information or experience with the group to be sampled. Secretariat employees will be sampled using this method since they were thought to be important informants with expertise in the research topic's study variables. It is also utilized because it guarantees high-quality results and fulfills the application's particular goal.

3.4.2 Simple random sampling

During the investigation, a basic random sample technique was also employed. Simple random sampling, according to Siegel (2014), is a process that guarantees every component of the population will have an equal chance of being included in the sample. It works with a sizable population that has similar characteristics. Teachers who subscribe to UNATU will be sampled for the study using this method. It is utilized because random sampling makes it simple to execute, requires little population knowledge, and has a high chance of producing a representative sample. It also satisfies a lot of statistical methods' presumptions.

3.6 Data collection methods

Data collection method is logical process a researcher uses to collect data for the study (Alshenqeeti, 2014).

3.6.1 Questionnaires

In this study, questionnaires were selected as the research data gathering tool. There are two main justifications for selecting the questionnaire. First of all, surveys offer a

rapid, effective, and precise way to evaluate population data. Second, they work better in situations where secondary data is scarce (Koooper, 2011).

3.6.2 Interviews

According to Cooper and Schindler (2013), interviews are done to share thoughts and opinions in order to better comprehend a given subject through written, phone, online, or in-person methods. According to Driscoll (2011), conducting interviews involves logically speaking and listening to people in order to gather information from them. Because interviews allow the researcher to record both verbal and nonverbal communication, they improve the effectiveness of data gathering. By using open-ended questions, the researcher gave the participants enough opportunity to express their thoughts and ideas. According to Singer and Couper (2017), asking open-ended interview questions helps the researcher and the respondents. The researcher gets more highly textured data, and the respondents feel more involved in the study, which leads to more accurate information.

3.7 Data Collection instruments

The researcher employed questionnaire surveys and interview guides as research instruments to gather data, according to Zohrabi (2013), who argued that different methods of data collection complement one another and increase the validity and reliability of data. Annum (2014) asserted that the appropriateness of research instruments influences the reliability of data.

3.7.1 Questionnaires surveys

Questionnaire surveys are analytical documents that have a predetermined set of questions. Researchers use the responses to get data from respondents. According to Zohrabi (2013), questionnaire surveys are unquestionably the main tool used in research to gather data. To gather thoughts on the impact of leadership styles on performance, the researcher employed a structured, closed-ended questionnaire. Likert questions will also be used, depending on the nature of the research issue.

3.7.2 Interview guide

Interview guide with open-ended questions were prepared basing on the theme of the study and administered to the secretariat staff. The purpose of interview guides is to help the researcher gather information from key informants with knowledge about the performance. The interview guide also helps in soliciting for more in-depth firsthand information and opinions from the respondents. Semi-structured and in-depth interviews were used to obtain qualitative data from the respondents. Those

interviewed included the secretariat staff. It was expected that interviews would provide a deeper understanding of the and interpretation of information (Kakooza, 1995)

3.8 Validity and Reliability

3.8.1 Validity

Kumar (2012) defined validity as a situation where findings of a study are in accordance with what is designed to find out. According to Bashir (2018) validity in qualitative research means the extent to which data is plausible, credible and trustworthy. Noble and Smith (2015) stated that qualitative research can adopt data triangulation as a strategy to ensure credibility of research findings. In this study the researcher used Content Validity index through the use of ratings from experts to ensure validity of the instruments. The following formula of content validity index was used and all items scoring above 0.70 will be considered to be valid as recommended by George and Mallery (2013) as cited.

$$CVI = \frac{\text{No. of items regarded relevant by expert}}{\text{Total Number of items}}$$

Table 3.3: Validity results

Expert	Items declared Valid	Total number of questions	Index
Expert 1	18	25	0.72
Expert 2	20	25	0.80
Expert 3	19	25	0.76
Average Total			(2.28/3) = 0.76

Source: Field study (2023)

Therefore, the researcher considered the research instrument valid since the CVI obtained of 0.76 is above 0.7 as recommended by George and Mallery (2003) as being acceptable

3.8.2 Reliability

Zohrabi (2013) argued that one of the requirements of a research is the reliability of data. Hsioa (2014) defined reliability as consistency and uniformity of responses of respondents. In order to ensure the degree to which questionnaires produced consistent results if used under the same conditions, they were pilot tested on 20

respondents who were not part of the sample and the results subjected to Cronbach alpha reliability. The questionnaires were given to 20 respondents to fill in and were collected for analysis. Raw data from these questionnaires was entered into a statistical program known as the Statistical Package for Social Scientists (SPSS). Using this program, the internal consistence(reliability)of the instrument was measured using Cronbach Alpha coefficients for each variable. George and Mallery (2003) argues that a 0.70 alpha coefficient is an acceptable reliability coefficient.

Table 3.4: Showing Reliability of questionnaire

Reliability Statistics		
Variable	Cronbach's Alpha	No_ of Items
Transformational leadership Style	.649	7
Supportive leadership Styles	.556	7
Participative Leadership Style	.563	6
Performance of UNATU	.450	5
Total	.848	25

Source: field data (2023)

The results presented in Table 3.4 show that the overall Cronbach's alpha coefficient for the questionnaire was 0.848, as computed by SPSS. According to George and Mallery (2003), a Cronbach's alpha value above 0.70 indicates acceptable internal consistency, suggesting that the items used in this study reliably measure the intended constructs. Although some individual subscales (e.g., Performance of UNATU, $\alpha = 0.450$) fell below the ideal threshold, the acceptable overall reliability value justifies the use of the instrument for further analysis. This implies that, taken as a whole, the questionnaire demonstrated a dependable level of internal consistency for examining the relationship between leadership styles and performance of UNATU.

3.9 Data analysis

Wyk (2012) defined data analysis as obtaining answers to questions through explanation and investigations. According to Polit and Hungler (1995), it involves categorizing, ordering, manipulating and summarizing data and describing it in meaningful terms. Data analysis involves bringing to order, and give meaning to the bulk of information collected in a research (Johnston, 2014). Data will be analyzed

using qualitative and quantitative research techniques to ascertain relationship between leadership styles and performance.

3.9.1 Qualitative analysis

Qualitative data was categorized, reported and analyzed using quotation from respondents. In other words, thematic approach was used to analyze qualitative data where themes categories and patterns were identified. There current themes, which emerged in relation to each guiding question from the interviews were presented in the results, with selected direct quotations from interviewees presented as illustrations.

3.9.2 Quantitative analysis

Ordinarily, the amount of data collected in a study is rather extensive and research questions and hypotheses cannot be answered by a simple perusal of numeric information and therefore data need to be processed and analyzed in an orderly and coherent fashion (Polit& Beck, 2011). Quantitative data collected was analyzed using descriptive and inferential statistics after running the data collected through the Statistical Package for Social Sciences (SPSS) which included frequencies, mean, standard deviation, Inferential statistics and correlation analysis were also used to test the relationship between independent variable and dependent variable.

3.10 Research Procedure

Permission to carry out the study was sought from UNATU Kibuku District through an introductory letter from department of Education in order to ascertain the authorization and identity of the researcher. The researcher recruited a research assistant to ensure that the influence of personal factors on the research during data collection are minimized by bringing a person who is neutral about the research variable relationships and the select organization of study. Data collection was preceded by the researcher generating a research dissertation under the guidance of the supervisors assigned by the university, after the report was completed and submitted.

3.11 Ethical Considerations

Ethical measures are principles which the researcher should bind himself with in conducting research (Schulze, 2002). The researcher took all ethical issues very seriously and did all he can to acquire any data or knowledge. All the aspects of ethics such as informed consent, privacy and confidentiality, anonymity and the researcher's responsibility will be observed as below.

Informed consent; The researcher fully appraised the respondents with all the necessary information about the study like, the purpose of the study, privacy and confidentiality efforts, the period of participation in the study by the respondent, the possible benefits of the study, the meaning of key concepts.

Privacy and confidentiality; the researcher treated all private information and data acquired during this study with utmost confidentiality, the researcher will not disclose any data that is regarded private and confidential except for purposes of this study.

Anonymity; All respondents to this study that wanted to maintain anonymity were kept anonymous while using the data they provided.

Researcher's responsibility; The Researcher had a responsibility to ensure that the research meets high scientific and ethical standards that respect and protect the participants even after the approval or publication of the research paper.

CHAPTER FOUR
DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the data collected, the findings of the study and a discussion of the results arranged with regard to the objectives of the study. The study sought to examine the relationship between leadership styles and performance of Uganda National Teachers' Union. Both the descriptive and the inferential statistical findings presented in form of Tables are given in this chapter. The key variables are: Transformational leadership style, Supportive leadership style, Participative leadership style and Performance of UNATU. A multiple regression model is estimated to corroborate the effect of leadership styles on performance of UNATU.

4.1 Response rate

Table: 4.1 Response rate

Questionnaires distributed	Questionnaires fully filled and returned	Response rate
73	72	98.6%

Source: field data (2021)

73 questionnaires were distributed to the respondents. Out of the 73 questionnaires that were distributed, 72 were filled and returned. This indicates that the return rate was 98.6%. This response rate can be explained by the fact that questionnaires were self-administered. Response rates are considered statistics for judging the quality of results obtained from the field. It's a standard measure of how successfully the respondents were motivated to participate in a given study.

4.2 Respondents Demographic Characteristics

This section provides information relating to the respondent's demographic characteristics in terms of gender, age bracket, level of education and the duration as a member with UNATU. Data on these variables was collected, presented and analyzed in the tables below;

4.2.1 Gender

The study looked at the gender of the respondents in terms of male and female and data collected on this variable is presented in the table below;

Table 4.2: Gender of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	39	54.2	54.2	54.2
Female	33	45.8	45.8	100.0
Total	72	100.0	100.0	

Source: field data (2023)

The findings in the table indicate that 39(54.2%) of the respondents were male and 33(45.8%) were female. The findings show that majority of the respondents were male giving a clear indication that UNATU has males as their regular members and subscribers.

4.2.2 Age of respondents

The study considered the age of the respondents in terms of their age brackets and the results on this variable is presented in the table below;

Table 4.3: Age of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
20-29 Years	3	4.2	4.2	4.2
30-39 Years	34	47.2	47.2	51.4
40-49 Years	34	47.2	47.2	98.6
Above 50 Years	1	1.4	1.4	100.0
Total	72	100.0	100.0	

Source: field data (2023)

Findings reveal that 34(47.7%) of the respondents were aged between 30-39 years and 40-49 years respectively, 3(4.2%) were aged between 20-29 years, and 1(1.4%) were above 50 years. It is evident from the findings that majority of the respondents were mature enough to give valid responses required by the questionnaire. It also implies that information obtained was dependable.

4.2.3 Education level of respondents

Education level of the respondents was also considered by the study and this was looked at in terms of diploma, Bachelor's degree and Master's Degree. The results obtained are presented in the table below;

Table 4.4: Education level of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	52	72.2	72.2	72.2
Bachelor's Degree	20	27.8	27.8	100.0
Master's Degree	0	0	0	
Total	72	100.0	100.0	

Source: field data (2023)

Results in the table above indicate that 52(72.2%) of the respondents who were the majority had Diplomas, and 20(27.8%) were degree holders. The findings imply that the respondents ably answered the questions on leadership styles and performance of UNATU as they are considered knowledgeable enough to understand the study variable.

4.2.4 Duration as a member with UNATU

The study considered the duration that one had spent as a member with UNATU and the findings obtained from the field are presented in the table below.

Table 4.5: Duration of membership at UNATU

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 Years	6	8.3	8.3	8.3
5-10 Years	31	43.1	43.1	51.4
Above 11 Years	35	48.6	48.6	100.0
Total	72	100.0	100.0	

Source: field data (2023)

Results in the table above reveal that 6(8.3%) of the respondents had been members of UNATU for less than 5 years, 31(43.1%) had been members for 5-10 years, and 35(48.6%) majority had been members for above 11 years. The findings mean that majority of the respondents had been members for a period of above 11 years and this period is good enough for one to get conversant with the UNATU activities and performance trends in relation to the leadership styles used.

4.3 Descriptive analysis on Leadership styles and performance of UNATU

4.3.1: Transformational leadership style

This section presents data collected and analyzed on the first objective of the study which was to examine the relationship between transformational leadership styles and performance.

Table 4.6: Descriptive statistics on Transformational leadership styles

Statements	1 f (%)	2 f (%)	3 f (%)	4 f (%)	M	Std Dev
Pride is instilled in me by the union leadership	25 (34.7)	20 (27.8)	22 (30.6)	5 (6.9)	2.10	.966
Union leadership behaves consistently with union values	12 (16.7)	31 (43.1)	18 (25.0)	11 (15.3)	2.39	.943
Union members are encouraged to continue working	12 (16.7)	18 (25.0)	24 (33.3)	18 (25.0)	2.67	1.035
Union members are provided with advice for development	17 (23.6)	18 (25.0)	16 (22.2)	21 (29.2)	2.57	1.149
The leadership of the union focuses on strengths of members	16 (22.2)	20 (27.8)	19 (26.4)	17 (23.6)	2.51	1.088
Member development is promoted	21 (29.2)	23 (31.9)	13 (18.1)	15 (20.8)	2.31	1.109
Members' achievements are recognized	19 (26.4)	15 (20.8)	20 (27.8)	18 (25.0)	2.51	1.138
Average					2.44	

Source; field data (2023)

Legend

Description	Mean range	Interpretation
Strongly Agree	4.1-5.00	Very high/very satisfactory
Agree	3.1-4.0	High/satisfactory
Uncertain	2.1-3.0	Moderate/Moderate
Disagree	1.1-2.0	Low/Unsatisfactory
Strongly Disagree	0.00-1.0	Very low/Very unsatisfactory

From the analysis above, it is established that majority of the respondents 22(30.6%) and 5(6.9%) both agreed and strongly agreed with the statement 'Pride is instilled in

me by the union leadership.’ 25(34.7%) of the respondents disagreed and 20(27.8%) strongly disagreed about the statement. The mean value of 2.10 indicates moderate agreement to some extent and the standard deviation of 0.966 indicates a low variance in responses. This implies that the union instills pride to its members to lesser extent

These findings are consistent with interview findings where one respondent said, *“in fact teachers (Members) are proud of UNATU as the union that advocates for their wellbeing. She further added that UNATU being the only serious trade union in Uganda they (teachers) are proud and believe that it will live to better their working conditions.”*

Findings in the table above show that 18(25.0%) of the respondents agreed with the statement ‘Union leadership behaves consistently with union values,’ 11(15.3%) of the respondents strongly agreed with the statement, 31(43.1%) of the respondents disagreed while 12(16.7%) strongly disagreed about the statement. The mean value obtained is 2.39 indicating moderate agreement to some extent and the standard deviation is 0.943 which shows a low variance in responses. The findings mean that union leadership at times tries to consistently behave with union values. These findings are consistent with Rehman et al, (2012) who emphasized that transformational leadership involves motivating others to move towards their own self-interests to achieve the goals of the group and the organization and adopt new ways to success.

However, one interview respondent said, *“UNATU goals and targets are based on its mission, vision statements and values. He further said that these values energize members to advocate for their benefits collectively.”*

On finding out whether union members are encouraged to continue working, findings in the table above reveal that 24(33.3%) agreed with the statement, 18(25.0%) strongly agreed, 12(16.7%) and 18(25.0%) of the respondents disagreed and strongly disagreed about the statement respectively. The mean value of 2.67 indicates moderate agreement about the statement and the standard deviation of 1.035 indicates a wide variance among the responses. The findings mean that union members are encouraged to continue working. These finding get support from Odumeru and Ogbonna (2013) who retaliates that with transformational leadership, the leader stimulates and encourages creativity in the followers and enhances the motivation, morale, and performance of followers. Similarly, Bushra et al. (2011) also

supportive explanation that with transformational leadership, leaders encourage followers to boost up the level of their morals, motivation, beliefs, perceptions and coalition with the objectives of the organization.

From the findings in the table above, it is established that 16(22.2%) of the respondents agreed with the statement 'union members are provided with advice for development,' 21(29.2%) of the respondents strongly agreed with the statement, 18(25.0%) of the respondents disagreed while 17(23.6%) strongly disagreed about the statement. The mean value of 2.57 indicates a moderate agreement and the standard deviation is 1.149 indicating a wide variance in responses. The findings imply that union members are provided with advice for development. These findings get a backing from Carter, Armenakis, Field & Mossholder (2013) who in their views stress that transformational leaders transmit to employees a strong vision of the growth opportunities in their team, encourage them to think critically about change initiatives, enhance their confidence in dealing with adaptation, and emphasize the importance of performance while transcending self-interests for the team's sake. Because of such leadership influence, employees are more likely to react favorably to change both attitudinally and behaviorally

Findings in the table above determined that 19(26.4%) of the respondents agreed with the statement 'The leadership of the union focuses on strengths of members,' 17(23.6%) strongly agreed with the statement, 20(27.8%) disagreed with the statement while 16(22.2%) of the respondents strongly disagreed about the statement. The mean average value obtained of 2.51 indicates moderate agreement to some extent and the standard deviation is 1.088 indicating a wide variance in responses. This implies that the leadership of the union focuses on strengths of members. Thus, according to Odumeru and Ogbonna (2013) with transformational leadership, the leader focuses on strengths of members by stimulating and encouraging creativity in the followers and this enhances the motivation, morale, and performance of followers.

On finding out whether 'Member development is promoted,' results in the table show that 13(18.1%) of the respondents agreed with the statement, 15(20.8%) strongly agreed, 23(31.9%) of the respondents disagreed and 21(29.2%) of the respondents strongly disagreed. The mean value of 2.31 indicates moderate agreement to some extent and the standard deviation of 1.1090 indicates a wide variance in responses. Therefore, member development is not promoted by the union.

However, upon using interviews, it became evident that development is not promoted by the union as evidenced by one respondent who said, “UNATU does nothing in supporting its members towards achieving their career development,” and this explains the deviation between questionnaire findings and interview guide results.

From the table above, it is established that majority of the respondents 20(27.8%) agreed with the statement ‘Members’ achievements are recognized.’ 18(25.0%) strongly agreed with the statement, 15(20.8%) disagreed and 19(26.4%) strongly disagreed with the statement. The mean average value is 2.51 signifying moderate agreement to some extent and the standard deviation is 1.138 indicating a wide variance in responses. This implies that Members’ joint achievements as leading union in the country are recognized.

Descriptive statistics show the overall average mean of 2.44 which shows moderate agreement on transformational leadership style in promoting performance of UNATU in Kibuku District. This implies that transformational leadership style affects the performance of UNATUs, taking into consideration all the inter-relations among its study variables which show agreement among respondents

4.3.2: Supportive leadership style

This section presents data collected and analyzed on the second objective of the study which was to examine the relationship between supportive leadership styles and performance.

Table 4.7: Descriptive statistics on Supportive leadership styles

Statements	1 f (%)	2 f (%)	3 f (%)	4 f (%)	M	StdDev
Contribution of members to the well-being of the union is valued	21 (29.2)	16 (22.2)	20 (27.8)	15 (20.8)	2.40	1.122
Goals and values of members are strongly considered by union leadership	17 (23.6)	20 (27.8)	25 (34.7)	8 (11.1)	2.31	.988
The leadership of the union contributes to realizing full effort of members	17 (23.6)	18 (25.0)	24 (33.3)	13 (18.1)	2.46	1.047
The union leadership is caring and shows commitment to well-being of members	10 (13.9)	21 (29.2)	25 (34.7)	16 (22.2)	2.65	.981
The union leadership provides attractive rewards	25 (34.7)	21 (29.2)	18 (25.0)	8 (11.1)	2.12	1.020
The union leadership provides favorable job conditions	13 (18.1)	30 (41.7)	20 (27.8)	9 (12.5)	2.35	.922
The union leadership supports career development of members	19 (26.4)	11 (15.3)	26 (36.1)	16 (22.2)	2.54	1.113
Average					2.40	

Source; field data (2023)

Legend

Description	Mean range	Interpretation
Strongly Agree	4.1-5.00	Very high/very satisfactory
Agree	3.1-4.0	High/satisfactory
Uncertain	2.1-3.0	Moderate/Moderate
Disagree	1.1-2.0	Low/Unsatisfactory
Strongly Disagree	0.00-1.0	Very low/Very unsatisfactory

From the analysis above, it is established that majority of the respondents 20(27.9%) and 15(20.8%) both agreed and strongly agreed with the statement ‘contribution of members to the well-being of the union is valued.’ 16(22.2%) of the respondents disagreed and 21(29.2%) strongly disagreed about the statement. The mean value of

2.40 indicates moderate agreement to some extent and the standard deviation of 1.122 indicates a wide variance in responses. This implies that the contribution of members to the well-being of the union is partly valued. Melchar and Bosco (2010) provide support to these findings by pointing out that the members reciprocate for the support received from the union by engaging in behaviors that benefit their leaders and fellow members, such as membership contribution payment behaviors.

In an interview one respondent said, *“in fact members make their contributions diligently. He further added that there are minimal cases of non-compliance in their contributions remittance to the union.”*

Findings in the table above show that 25(34.7%) of the respondents agreed with the statement ‘Goals and values of members are strongly considered by union leadership,’ 8(11.1%) of the respondents strongly agreed with the statement, 20(27.8%) of the respondents disagreed while 17(23.6%) strongly disagreed about the statement. The mean value obtained is 2.31 moderate agreement to smaller extent and the standard deviation is 0.988 which shows a low variance in responses. The findings mean that Goals and values of members are not strongly considered by union leadership.

These findings are consistent with interview findings where one interview respondent said, *“UNATU leadership does not consider the goals and values of the members. He added that at times the leaders take their decisions without consulting with the members”*

On finding out whether the leadership of the union contributes to realizing full effort of members, findings in the table above reveal that 24(33.3%) agreed with the statement, 13(18.1%) strongly agreed, 18(25.0%) and 17(23.6%) of the respondents disagreed and strongly disagreed about the statement respectively. The mean value of 2.46 indicates moderate agreement about the statement and the standard deviation of 1.047 indicates a wide variance among the responses. The findings mean that the leadership of the union contributes to realizing full effort of members. These findings get support from Beheshtifar and Herat (2013) who posits that organizational support is directly linked with three categories of favorable treatment received by employees, such as, organizational rewards and favorable job conditions, fairness and supervisor support, in return favorable support outcomes such as job satisfaction and organizational commitment are achieved leading to performance.

From the findings in the table above, it is established that 25(34.7%) of the respondents agreed with the statement ‘the union leadership is caring and shows

commitment to well-being of members,' 16(22.2%) of the respondents strongly agreed with the statement, 21(29.2%) of the respondents disagreed while 10(13.9%) strongly disagreed about the statement. The mean value of 2.65 indicates moderate agreement and the standard deviation is 0.981 indicating a low variance in responses. The findings imply that the union leadership is caring and shows commitment to well-being of members. Gokul et al., (2012) provide support to these findings in their views that leaders employing supportive leadership styles care for the employees' wellbeing fulfil their socio-emotional needs and reward them. Similarly, Ratyan & Mohd (2013) add support to the findings by emphasizing that the supportive leader pays high attention to the subordinates' needs and wellbeing.

Findings in the table above determined that 18(25.0%) of the respondents agreed with the statement 'the union leadership provides attractive rewards,' 8(11.1%) strongly agreed with the statement, 21(29.2%) disagreed with the statement while 25(34.7%) of the respondents strongly disagreed about the statement. The mean average value obtained of 2.12 indicates moderate agreement to a smaller extent and the standard deviation is 1.020 indicating a wide variance in responses. This implies that the union leadership does not really provide attractive rewards to members. These findings are supported by views of Sandbakken (2016) posits that lack of resources in Ugandan trade unions, might not enable them to support members' wellbeing through competitive rewards.

On finding out whether 'the union leadership provides favourable job conditions,' results in the table show that 20(27.8%) of the respondents agreed with the statement, 9(12.5%) strongly agreed, 30(41.7%) of the respondents disagreed and 13(18.1%) of the respondents strongly disagreed. The mean value of 2.35 indicates moderate agreement and the standard deviation of 0.922 indicates a low variance in responses. Therefore, the union leadership provides favourable job conditions.

However, these findings deviate from the interview results where one respondent said that, *"UNATU does not provide any favourable job conditions to its members rather it tries to advocate for them but the attempts have yielded little success."*

From the table above, it is established that majority of the respondents 26(36.1%) agreed with the statement 'The union leadership supports career development of members.' 16(22.2%) strongly agreed with the statement, 11(15.3%) disagreed and 19(26.4%) strongly disagreed with the statement. The mean average value is 2.54 signifying moderate agreement and the standard deviation is 1.113 indicating a wide

variance in responses. This implies that Members' joint achievements as leading union in the country are recognized. Lew (2011) clarifies that career development is made possible by compulsory company policy, union contract or laws of the country for example, career development opportunities and work/family support and organizational recognition for the employee's contribution.

However, these findings deviate from interview finding where one interview respondent said, that *“UNATU leadership has not advocated for the member career development opportunities. He added that UNATU in its struggles has never fronted any efforts to have its members supported with career development”*

Descriptive statistics show the overall average mean of 2.40 which shows moderate agreement on supportive leadership style in promoting performance of UNATU in Kibuku District. This implies that supportive leadership style affects the performance of UNATUs, taking into consideration all the inter-relations among its study variables which show agreement among majority respondents

4.3.3: Participative leadership style

This section presents data collected and analyzed on the third objective of the study which was to examine the relationship between participative leadership styles and performance.

Table 4.8: Descriptive statistics on Participative leadership styles

Statements	1 f (%)	2 f (%)	3 f (%)	4 f (%)	M	Std Dev
Members are involved in decision making at union	21 (29.2)	23 (31.9)	20 (27.8)	8 (11.1)	2.21	.992
Open and honest self-expression is promoted by the union leadership	18 (25.0)	22 (30.6)	22 (30.6)	10 (13.9)	2.33	1.007
Members are encouraged to participate in problem solving matters at union	18 (25.0)	23 (31.9)	22 (30.6)	9 (12.5)	2.31	.988
Members are involved in the union equitably	17 (23.6)	19 (26.4)	26 (36.1)	10 (23.9)	2.40	1.002
Members have the discretion to take certain autonomous actions in the union	17 (23.6)	25 (34.7)	17 (23.6)	13 (18.1)	2.36	1.039
Information is shared freely by members at the union	9 (12.5)	15 (20.8)	23 (31.9)	25 (34.7)	2.89	1.029
Average					2.42	

Source; field data (2023)

Legend

Description	Mean range	Interpretation
Strongly Agree	4.1-5.00	Very high/very satisfactory
Agree	3.1-4.0	High/satisfactory
Uncertain	2.1-3.0	Moderate/Moderate
Disagree	1.1-2.0	Low/Unsatisfactory
Strongly Disagree	0.00-1.0	Very low/Very unsatisfactory

Analysis of the results established that majority of the respondents 20(27.8%) and 11(11.1%) both agreed and strongly agreed with the statement ‘Members are involved

in decision making at union.’ 23(31.9%) of the respondents disagreed and 21(29.2%) strongly disagreed about the statement. The mean value of 2.21 indicates moderate agreement to some extent and the standard deviation of 0.992 indicates a low variance in responses. This implies that the Members are not involved in decision making at union. Bhatti, Nawab and Akbar (2011) posit that participation in developing and implementing strategies creates a sense of ownership of organizational goals enhancing a feeling of belonging and pride and this affects employee performance. Similarly, Jalette and Larose (2010) expound that members involvement in decision making can be through information sharing with workers, employee suggestion program, self-directed work groups, problem-solving teams and flexible job design.

In an interview one respondent said, *“in fact UNATU tries to involve its members in decision making before any collective bargaining action is implemented.”*

Findings in the table above show that 22(30.6%) of the respondents agreed with the statement ‘Open and honest self-expression is promoted by the union leadership,’ 10(13.9%) of the respondents strongly agreed with the statement, 22(30.6%) of the respondents disagreed while 18(25.0%) strongly disagreed about the statement. The mean value obtained is 2.33 indicating moderate agreement and the standard deviation is 1.007 which shows a wide variance in responses. The findings mean that open and honest self-expression is promoted by the union leadership to smaller extent.

On finding out whether Members are encouraged to participate in problem solving matters at union, findings in the table above reveal that 22(30.6%) agreed with the statement, 9(12.5%) strongly agreed, 23(31.9%) and 18(25.0%) of the respondents disagreed and strongly disagreed about the statement respectively. The mean value of 2.31 indicates moderate agreement about the statement and the standard deviation of 0.988 indicates a low variance among the responses. The findings mean that the Members are not fully encouraged to participate in problem solving matters at union.

From the findings in the table above, it is established that 26(36.1%) of the respondents agreed with the statement ‘Members are involved in the union equitably,’ 10(13.9%) of the respondents strongly agreed with the statement, 19(26.4%) of the respondents disagreed while 17(23.6%) strongly disagreed about the statement. The mean value of 2.40 indicates moderate agreement and the standard

deviation is 1.002 indicating a wide variance in responses. The findings imply that the Members are involved in the union equitably.

Findings in the table above determined that 17(23.6%) of the respondents agreed with the statement 'Members have the discretion to take certain autonomous actions in the union,' 13(18.1%) strongly agreed with the statement, 25(34.7%) disagreed with the statement while 17(23.6%) of the respondents strongly disagreed about the statement. The mean average value obtained of 2.36 indicates moderate agreement to and the standard deviation is 1.039 indicating a wide variance in responses. This implies that Members have no discretion to take certain autonomous actions in the union.

On finding out whether 'Information is shared freely by members at the union,' results in the table show that 23(31.9%) of the respondents agreed with the statement, 25(34.7%) strongly agreed, 15(20.8%) of the respondents disagreed and 9(12.5%) of the respondents strongly disagreed. The mean value of 2.89 indicates moderate agreement to a large extent and the standard deviation of 1.029 indicates a wide variance in responses. Therefore, the information is shared freely by members at the union.

Descriptive statistics show the overall average mean of 2.42 which shows moderate agreement on participative leadership style in promoting performance of UNATU in Kibuku District. This implies that participative leadership style affects the performance of UNATUs, taking into consideration all the inter-relations among its study variables which show agreement among respondents

4.3.4: Performance of UNATU

This section presents data collected and analyzed on performance of UNATU.

Table 4.9: Descriptive statistics on Performance of UNATU

Statements	1 f (%)	2 f (%)	3 f (%)	4 f (%)	M	Std Dev
The union usually provide feedback to members in a timely and effective manner	17 (23.6)	21 (29.2)	17 (23.6)	17 (23.6)	2.47	1.100
There are reduced conflicts such as strikes	13 (18.1)	25 (34.7)	24 (33.3)	10 (13.9)	2.43	.947
The union has promoted unity among the members	7 (9.7)	19 (26.4)	28 (38.9)	18 (25.0)	2.79	.934
The union promoted the rights of the members	11 (15.3)	22 (30.6)	18 (25.0)	14 (19.4)	2.58	.975
The union has advocated for standard living of the members	17 (23.6)	18 (25.0)	18 (25.0)	19 (26.4)	2.54	1.125
Average					2.56	

Source; field data (2023)

Legend

Description	Mean range	Interpretation
Strongly Agree	4.1-5.00	Very high/very satisfactory
Agree	3.1-4.0	High/satisfactory
Uncertain	2.1-3.0	Moderate/Moderate
Disagree	1.1-2.0	Low/Unsatisfactory
Strongly Disagree	0.00-1.0	Very low/Very unsatisfactory

Analysis of the results established that majority of the respondents 17(23.6%) and 17(23.6%) both agreed and strongly agreed with the statement ‘the union usually provide feedback to members in a timely and effective manner.’ 21(29.2%) of the respondents disagreed and 17(23.6%) strongly disagreed about the statement. The

mean value of 2.47 indicates moderate agreement and the standard deviation of 1.100 indicates a wide variance in responses. This implies that the union usually provides feedback to members in a timely and effective manner.

Findings in the table above show that 24(33.3%) of the respondents agreed with the statement 'there are reduced conflicts such as strikes,' 10(13.9%) of the respondents strongly agreed with the statement, 25(34.7%) of the respondents disagreed while 13(18.1%) strongly disagreed about the statement. The mean value obtained is 2.43 indicating moderate agreement to some extent and the standard deviation is 0.947 which shows a low variance in responses. The findings mean that there are reduced conflicts such as strikes.

On finding out whether the union has promoted unity among the members, findings in the table above reveal that 28(38.9%) agreed with the statement, 18(25.0%) strongly agreed, 19(26.4%) and 7(9.7%) of the respondents disagreed and strongly disagreed about the statement respectively. The mean value of 2.79 indicates moderate agreement about the statement and the standard deviation of 0.975 indicates a low variance among the responses. The findings mean that the union has promoted unity among the members.

From the findings in the table above, it is established that 25(34.7%) of the respondents agreed with the statement 'the union promoted the rights of the members,' 14(19.4%) of the respondents strongly agreed with the statement, 22(30.6%) of the respondents disagreed while 11(15.3%) strongly disagreed about the statement. The mean value of 2.58 indicates moderate agreement and the standard deviation is 0.95 indicating a low variance in responses. The findings imply that the union has promoted the rights of the members.

Findings in the table above determined that 18(25.0%) of the respondents agreed with the statement 'the union has advocated for standard living of the members,' 19(26.4%) strongly agreed with the statement, 18(25.0%) disagreed with the statement while 17(23.6%) of the respondents strongly disagreed about the statement. The mean average value obtained of 2.54 indicates moderate agreement and the standard deviation is 1.125 indicating a wide variance in responses. This implies that the union has advocated for standard living of the members.

Descriptive statistics show the overall average mean of 2.42 which shows moderate agreement on participative leadership style in promoting performance of UNATU in Kibuku District. This implies that participative leadership style affects the

performance of UNATUs, taking into consideration all the inter-relations among its study variables which show agreement among respondents

Descriptive statistics show the overall average mean of 2.56 which shows moderate agreement on performance trends of UNATU in Kibuku District. This implies that there is performance of UNATU in Kibuku District, taking into consideration all the inter-relations among the study variables of performance of UNATU which show agreement among respondents.

4.4 Correlation Analysis

The study carried out a correlation analysis to ascertain the relationship between the study variables as indicated below;

4.4.1 Relationship between Transformational leadership style and performance of UNATU

Table 4.10: Relationship between Transformational leadership style and performance of UNATU

		Correlations		N=72
		Transformational Leadership style	Performance of UNATU	
Transformational Leadership style	Pearson Correlation	1	.505**	
	Sig. (2-tailed)		.000	
Performance of UNATU	Pearson Correlation	.505**	1	
	Sig. (2-tailed)	.000		

** . Correlation is significant at the 0.01 level (2-tailed).

Source: field data (2023)

Findings in table 4.10 above reveal that there is a moderate positive and significant relationship between Transformational leadership style and performance of UNATU with correlation coefficient (r) = 0.505** , Significance level of .000 at the 0.01 (2-tailed) test of correlation. This answers the first research question which states that *“What is the relationship between transformational leadership style and performance of UNATU?”* These findings further reveal that when Transformational leadership styles are used, positive performance of UNATU is achieved. Therefore, the management of UNATU in Kibuku District should emphasize transformational leadership styles to improve on performance of UNATU. This is in line with Pradeep and Prabhu (2011) who in their study of the relationship between effective leadership

and employee performance using employees of selected Indian public sector enterprises as the unit of analysis established a relationship between transformational leadership and employee performance. Their correlation analyses suggested that the transformational leadership style had significant relationship with performance outcomes.

4.4.2 Relationship between Supportive leadership style and performance of UNATU

Table 4.11: Relationship between Supportive leadership style and performance of UNATU

Correlations			N = 72	
			Supportive Leadership style	Performance of UNATU
Supportive Leadership style	Pearson Correlation		1	.390**
	Sig. (2-tailed)			.001
Performance of UNATU	Pearson Correlation		.390**	1
	Sig. (2-tailed)		.001	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: field data (2023)

Findings in table 4.11 above reveal that there is a slightly low positive and significant relationship between supportive leadership styles and performance of UNATU with correlation coefficient ($r = 0.390^{**}$), Significance level of .001 at 0.01(2-tailed) test of correlation. This answers the second research question that states that “*how do supportive leadership styles relate with performance of UNATU?*” The findings also reveal that when Supportive leadership styles are used, performance of UNATU consequently improves. Therefore, the management UNATU in Kibuku District should emphasize the use of supportive leadership styles to improve on performance. This is in line with Sandbakken (2016) who in his study of leadership styles and organizational performance of Norwegian employees, a cross-section of private and public organizations, established a positive relationship between supporting leadership styles and performance.

4.4.3 Relationship between Participative leadership style and performance of UNATU

Table 4.12: Relationship between Participative leadership style and performance of UNATU

		Participative Leadership style	Performance of UNATU
Participative Leadership style	Pearson Correlation	1	.532**
	Sig. (2-tailed)		.000
Performance of UNATU	Pearson Correlation	.532**	1
	Sig. (2-tailed)	.000	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: field data (2023)

Findings in table 4.12 above reveal that there is a moderate positive and significant relationship between participative leadership styles and performance of UNATU with correlation coefficient ($r = 0.532^{**}$), Significance level of .000 at the 0.01 (2-tailed) test of correlation. This answers the third research question that states that “Does participative leadership styles have a relationship with performance of UNATU?” The findings further mean that when Participative leadership styles used, performance of UNATU is enhanced. Therefore, the management UNATU in Kibuku District should emphasize participative leadership styles to improve on performance. This is in line with Elele and Fields (2010) who in their study used Nigerian and American employees working with US implementing Partners NGOs as units of analysis established that participation increased their commitment hence better performance.

CHAPTER FIVE

SUMMARY OF FINDINGS AND DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion of this study findings was done by reviewing related literature, and comparing and contrasting with other previous studies.

5.1 Summary of findings

5.1.1 Relationship between Transformational leadership styles and Performance of UNATU

Findings reveal that there is a moderate positive and significant relationship between transformational leadership styles and performance of UNATU at $r = 0.505^{**}$, p value = .000 given by Pearson Correlation coefficient at the 0.01 (2-tailed) level of significance. This means that when transformational leadership styles are emphasized, performance of UNATU is enhanced. Therefore, Kibuku District should emphasize transformational leadership style to improve on performance of UNATU.

It can be further deduced from regression analysis that transformational leadership styles are the second contributor to performance of UNATU with a Beta value of 0.337 at 0.027 level of significance. This implies that transformational leadership styles have a positive and significant effect on performance of UNATU in Kibuku District.

5.1.2 Relationship between Supportive leadership styles and Performance of UNATU

Findings reveal that there is slight weak positive and significant relationship between supportive leadership styles and performance of UNATU at $r = 0.390^{**}$, p value = .001 given by Pearson Correlation coefficient at the 0.01 (2-tailed) level of significance. This means that when supportive leadership styles are emphasized, performance of UNATU is enhanced. Therefore, Kibuku District should put more emphasis on supportive leadership style to improve on performance of UNATU.

It can be further deduced from regression analysis that supportive leadership styles are the least contributor to performance of UNATU with a Beta value of -0.165 at 0.314 level of significance. This implies that supportive leadership styles have a weak negative and insignificant effect on performance of UNATU in Kibuku District.

5.1.3 Relationship between Participative leadership styles and Performance of UNATU

Findings reveal that there is moderate positive and significant relationship between participative leadership styles and performance of UNATU at $r = 0.532^{**}$, p value = .000 given by Pearson Correlation coefficient at the 0.01 (2-tailed) level of significance. This means that when participative leadership styles are emphasized, performance of UNATU is enhanced. Therefore, Kibuku District should emphasize participative leadership styles to improve on performance of UNATU.

It can be further deduced from regression analysis that participative leadership styles are the greatest contributor to performance of UNATU with a Beta value of 0.427 at 0.07 level of significance. This implies that participative leadership styles have a moderate positive and significant effect on performance of UNATU in Kibuku District.

5.2 Discussion of the Findings

5.2.1 Relationship between transformational leadership styles and Performance of UNATU

The study revealed that transformational leadership style has a positive and significant relationship with the performance of UNATU. This was attributed to the fact that pride is instilled in members by the union leadership. These findings align with Odumeru and Ogbonna (2013), who noted that transformational leaders stimulate creativity, enhance motivation, and improve morale, thereby strengthening organizational performance. Bushra et al. (2011) also emphasize that transformational leadership boosts followers' morals, beliefs, and alignment with organizational objectives. Similarly, Sandbakken (2016), in a cross-sectional study in Norway, confirmed a link between transformational leadership and organizational performance, while Pradeep and Prabhu (2011) demonstrated similar findings among Indian public sector enterprises.

However, a limitation in this study lies in its reliance on self-reported perceptions of leadership practices, which may be influenced by social desirability bias. Furthermore, the study was limited to Kibuku District, restricting the generalizability of results across other Ugandan districts where socio-economic and organizational contexts differ. A gap also remains in understanding how transformational leadership directly influences the quantity of work accomplished, unity among members, and improvements in living standards, beyond motivational aspects. Future research

should therefore employ longitudinal or mixed-methods designs to capture causal dynamics and contextual variations.

5.2.2 Relationship between supportive leadership styles and Performance of UNATU

The study revealed that supportive leadership style has a positive and significant relationship with the performance of UNATU, though it was the least contributor. This was attributed to the perception that supportive leadership alone cannot guarantee high performance. Gokul et al. (2012) and Ratyan and Mohd (2013) similarly found that supportive leaders enhance socio-emotional well-being, while Sandbakken (2006) noted that supportive behaviors encourage creativity and innovation. Additionally, Muller, MacLean, and Biggs (2019) argued that supportive relationships mitigate workplace stress, while Sandbakken (2016) reaffirmed a positive link between supportive leadership and performance in both public and private organizations.

Despite these consistencies, the relatively weaker contribution of supportive leadership in this study raises important considerations. It is possible that contextual factors such as limited financial resources, politicization of union activities, or weak accountability mechanisms in Uganda reduce the impact of supportive leadership. Another limitation is that supportive leadership was measured broadly, without differentiating between tangible support (e.g., resource provision) and intangible support (e.g., emotional encouragement). This leaves a gap for future research to investigate which specific forms of support have the greatest effect on trade union performance indicators such as defending member rights and improving living standards..

5.2.3 Relationship between Participative leadership styles and Performance of UNATU

The study revealed that participative leadership style has the strongest positive and significant relationship with the performance of UNATU, with a Beta value of 0.427 at a 0.07 level of significance. This finding resonates with Bhatti, Nawab, and Akbar (2011), who emphasized that participation fosters ownership of organizational goals, enhancing belonging and pride. Jalette and Larose (2010) further illustrated that participative leadership can manifest through employee suggestion schemes, problem-solving teams, and flexible job designs. Similarly, Baig, Rehman, and Khan (2012) noted that employee participation in decision-making strengthens organizational

commitment and attitudes. Appelbaum et al. (2013) also observed that limited participation undermines commitment and negatively affects performance.

Nevertheless, the discussion reveals contextual limitations. While participation was found to be significant in Kibuku District, the study did not account for cultural and structural barriers that may limit genuine participation in trade unions, such as hierarchical decision-making or political interference. Moreover, while participative leadership was strongly correlated with performance, the mechanisms through which it influences unity, collective bargaining power, and improvement of member living standards remain underexplored. A gap therefore exists for future studies to adopt comparative approaches across different unions and districts to assess whether the participatory style consistently yields strong outcomes, or whether its effectiveness is context-dependent.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents conclusions and recommendations of the study based on the study objectives

6.1 Conclusions

6.1.1 Relationship between transformational leadership style and performance of UNATU

Correlation analysis revealed a moderate positive and significant relationship between transformational leadership style and the performance of UNATU, with a Pearson correlation coefficient of $r = 0.505^{**}$, $p = .000$ at the 0.01 (2-tailed) level of significance. This finding implies that when transformational leadership is emphasized, the performance of UNATU improves. Regression analysis further indicated that transformational leadership style was the second strongest contributor to performance, with a Beta value of 0.337 at a 0.000 level of significance. This demonstrates that transformational leadership has a positive and significant effect on the performance of UNATU in Kibuku District, thereby answering the research question on its relationship with organizational performance.

6.1.2 Relationship between supportive leadership style and performance of UNATU

Correlation analysis revealed a positive and significant relationship between supportive leadership style and the performance of UNATU, with a Pearson correlation coefficient of $r = 0.390^{**}$, $p = .000$ at the 0.01 (2-tailed) level of significance. This indicates that when supportive leadership is applied, the performance of UNATU improves. However, regression analysis showed that supportive leadership style was the weakest contributor to performance, with a Beta value of 0.236 at a 0.000 level of significance. This suggests that supportive leadership exerts only a weak but positive and significant effect on the performance of UNATU in Kibuku District.

6.1.3 Relationship between participative leadership style and performance of UNATU

Correlation analysis revealed a strong positive and significant relationship between participative leadership style and the performance of UNATU, with a Pearson correlation coefficient of $r = 0.532^{**}$, $p = .000$ at the 0.01 (2-tailed) level of

significance. This shows that emphasizing participative leadership enhances the performance of UNATU. Regression analysis further established that participative leadership style was the strongest contributor to performance, with a Beta value of 0.427 at a 0.001 level of significance. This confirms that participative leadership exerts a highly positive and significant influence on the performance of UNATU in Kibuku District, thereby answering the research question on its contribution to organizational performance.

6.2 Recommendations

6.2.1 Relationship between transformational leadership strategies and performance of UNATU

The management of UNATU should continue strengthening transformational leadership strategies by providing members with mentorship and development-oriented advice, while focusing on their strengths to enhance teacher performance. This will cultivate a sense of belonging, commitment, and pride among members. Beyond UNATU, policymakers and government agencies should design leadership capacity-building programs for union leaders to promote innovation, creativity, and motivation. Educational institutions, particularly teacher training colleges, should also integrate transformational leadership modules into their curricula to prepare future educators for effective participation in union activities.

6.2.2 Relationship between supportive leadership strategies and performance of UNATU

The management of UNATU should place more emphasis on supportive leadership strategies by recognizing and valuing members' contributions and aligning organizational goals with members' needs and values. This will enhance collective support for the union's objectives. Trade union members should, in turn, be encouraged to engage in mutual support systems that foster solidarity and reduce workplace stress. At the policy level, government agencies should develop frameworks that institutionalize supportive practices in labor unions, ensuring that members' socio-emotional well-being is prioritized. Educational institutions can also sensitize teachers on the importance of supportive leadership practices in building healthy organizational cultures.

6.2.3 Relationship between participative leadership strategies and performance of UNATU

The management of UNATU should strengthen participative leadership strategies by actively involving members in decision-making, promoting transparent communication, and encouraging open self-expression. This will reinforce members' sense of ownership and commitment to union goals. At the same time, policymakers and government agencies should establish regulatory frameworks that require trade unions to adopt participatory approaches in governance. Trade union members should be proactive in sharing ideas, participating in policy formulation, and engaging in collective problem-solving. Educational institutions should also integrate participatory practices in student governance and academic unions, preparing future professionals for meaningful engagement in union leadership and organizational decision-making.

6.3 Areas for further research

The researcher recommends a need for a similar study to be carried out in other government agencies in Uganda to see how the situation is portrayed. The researcher further recommends a need to carry out a study on other variables like staff competences and employee performance, staff remuneration and employee performance among others.

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APPENDIX A: QUESTIONNAIRE FOR UNATU MEMBERS

Dear Respondent,

I am a student at Uganda Christian University undertaking research on the topic “Leadership styles and teacher performance of Trade Unions in Uganda; A case of UNATU in Kibuku District.” The information sought is required only for academic purposes. Participation is entirely out of your volition and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the research. The information provided will be treated with maximum confidentiality.

SECTION A: Demographic Data

Please tick an option that you consider the most appropriate.

1. Gender of Respondent

Male	Female
1	2

1. Age group of Respondent

20-29 years	30-39 years	40-49 years	50 and years above
1	2	3	4

2. Education level of respondent

Diploma	Bachelor's Degree	Master Degree
1	2	3

3. How long have you been a member at UNATU?

Less than 5 years	5 - 10 years	11 years and above
1	2	3

SECTION: B Response on the Independent and Dependent Variables

Please tick an option you think is the most appropriate. Rate your responses according to the rates provided from the lowest (1) to the highest (4).

Leadership Styles	SD	D	A	SA
Transformational leadership Style	1	2	3	4
1.Pride is instilled in me by the union leadership				
2.Union leadership behaves consistently with union values				
3.Union members are encouraged to continue working				
4.union members are provided with advice for development				
5.The leadership of the union focuses on strengths of members				
6.Member development is promoted				
7. Members' achievements are recognized				
Supportive leadership Styles				
1. Contribution of members to the well-being of the union is valued				
2. Goals and values of members are strongly considered by union leadership				
3. The leadership of the union contributes to realizing full effort of members				
4. The union leadership is caring and shows commitment to well-being of members				
5. The union leadership provides attractive rewards				
6. The union leadership provides favourable job conditions				
7. The union leadership supports career development of members				
Participative Leadership Style				
1.Members are involved in decision making at union				
2.Open and honest self-expression is promoted by the union leadership				
3.Members are encouraged to participate in problem solving matters at union				
4.Members are involved in the union equitably				
5.Members have the discretion to take certain autonomous actions in the union				
6.Information is shared freely by members at the union				
Performance of UNATU				

1.The union usually provide feedback to members in a timely and effective manner				
2. There are reduced conflicts such as strikes				
3. The union has promoted unity among the members				
4. The union promoted the rights of the members				
5. The union has advocated for standard living of the members				

Do you have any other comment (s) you would like to advance on how leadership styles are applied in UNATU to hence performance? Please specify:

.....
.....

Thank you for your time and effort

APPENDIX B: INTERVIEW GUIDE FOR SECRETARIATE MEMBERS

1. In your opinion what should be done by UNATU leadership to ensure transformational leadership of the union?
2. In your opinion what should UNATU leadership do to promote supportive leadership of the union?
3. In your opinion do you think participative leadership style will help boost the performance of the union?
4. In your opinion which recommendations or suggestions can you make for improvement of performance in UNATU?

APPENDIX C: KREJCIE & MORGAN TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX E: DATA COLLECTION LETTER



UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

Received by
Secretary
Kibuku Branch
Kironjesa
AMBORTI



Received and accepted!

Date: 16/8/2023
J. Bama
Headteacher

We are honored to introduce to you Mr. Mrs./Miss. KYAMBAYIA PATRICK

Of Registration Number: RS21 MUCIMED1006 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree OF EDU. ADMINISTRATION, PLANNING AND MANAGEMENT

He/ she is required to carry out an academic research on the topic

LEADERSHIP STYLES AND PERFORMANCE OF TRADE UNIONS ACASE OF UGANDA NATIONAL TRADE UNION KIBUKU DISTRICT IN UGANDA

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

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

Thank you.

Yours faithfully,

Mr. Akampurira Timothy

Academic Registrar

