EXPLORING EFFECTIVE LEADERSHIP QUALITIES IN PRIVATE HIGHER EDUCATION INSTITUTIONS IN KAMPALA, UGANDA: A CASE OF AFRICA RENEWAL UNIVERSITY

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UGANDA CHRISTIAN UNIVERSITY

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Declaration

I pronounce that the research work entitled Exploring Effective Leadership Qualities in Private Higher Education Institutions in Kampala, Uganda is my original work. It is not a representation of any degree or other examination in another institution and proper citations were made. I assume full responsibility for the contents of this study and the findings therein.

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Approval

I attest that the Dissertation titled "Exploring Effective Leadership Qualities in Private Higher Education Institutions in Kampala, Uganda" has been under my supervision and is now ready for submission to the school of postgraduate for external examination.

Supervisor: Nicholas Kalyebara, Ph.D. Date: March 31st, 2025

Signature_____

Dedication

This work is dedicated to the Holy Spirit and my dear family in particular to my wife Prossy Aguta and my children Darlene Lilly Aguta and Ariella Reigns Aguta, for their unflinching support and encouragement which have been the bastions of strength throughout my entire academic path. To my parents Mr. Severino and Mrs. Domitila Eguma, who never wavered in their belief in me, and to my wise mentors Dr. Vincent Byamukama, Dr. Mark Walugembe and Mr. Samuel Richard Onyait, who guided me in my discoveries, I dedicate this research work.

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Acronyms and abbreviations

%	Percentage
AfRU	Africa Renewal University
IT	Information Technology
KOI	Key Observation and Implications
M&ELE	Monitoring and Evaluation on Leadership Efficacy
UNCHE	Uganda National Council for Higher Education
PHEI's	Private Higher Education Institutions
MGT	Management

Abstract

Leadership is a key part of the private higher education institutions in addressing challenges such as financial sustainability, academic quality, and institutional growth. Whereas the topic concerning effectiveness of leadership has been addressed all over the globe, there is not much known about how leadership qualities affect institutional performance within Uganda's private Universities (UNCHE, 2021). The study explored effective leadership practices using Africa Renewal University (AfRU) in Kampala as a case study.

The specific purposes of the study were to identify effective leadership qualities within Africa Renewal University and to examine how leadership strategies contribute to performance, sustainability, and overall academic excellence of institutions.

Mixed research design was adopted, using interviews and a survey as the main data sources. The sample populations included University leaders, lecturers, non-academic staff, and students for all categories of people to be included in the perspectives on leadership effectiveness at AfRU.

From the study, transformational leadership appeared to be the most appreciated style by 86.96% of the students, 77.5% of the teaching staff, and 66.67% of the non-teaching staff. Overall, the leadership at AfRU was rated as average to good, and the respondents had their opinion on the effectiveness of leadership as neutral to somewhat positive. The findings call for better leadership strategies to enhance the performance and adaptability of the institution.

Conclusively, the research provided insights into leadership effectiveness at AfRU and provided possible practical recommendations toward strengthening institutional growth and academic performance. The research filled the leadership gap in the enlarged body of knowledge of private higher education institutions in Uganda with findings relevant to similar contexts.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

For most private Universities, leadership is the key element for sustainability and long-term success. As the global education sector continues to cross borders, leadership practices determine how the institution can define its credibility, acknowledge changing dynamics, and meet stakeholder expectations. That is paramount within the private higher education segment where market forces play a very different role than they do in public Universities (Mamdani, 2007). However, private universities such as Africa Renewal University have been facing some challenges such as funding, competition for students, and increasing pressure for accountability and quality assurance in education. Thus, the quality of leadership in these institutions is central not only to their survival in the face of these challenges but to the delivery of quality academic and institutional outcomes

1.2 Background of the study

The challenges and opportunities that present themselves to higher education institutions vary significantly across different regions, especially in developing countries (Bush, 2011). For private higher education institutions, this becomes more crucial as they have their peculiar constraints and opportunities compared to public institutions.

1.2.1 Private higher education leadership in a global perspective

The global image of education shows that it is highly necessary for economic development as well as social mobility and self-empowerment. Indeed, in many countries- somewhere in Africa, Asia, and Latin America-higher education now symbolizes one of the greatest tickets for people who

want better employment, better social standing, and activities toward the development of their communities (Teichler, 2015).

Many private Universities have taken affording, specialized, and diverse academic programs that throw light on the needs of students and the labor market because the limited infrastructural development and financial requirements of public universities are usually in place (Teichler, 2015). Where public institutions are flooded with student demand, private universities have also effectively acted as an alternative means by which access to higher education is made available. India, Brazil, and Nigeria are but a few examples of countries that have reported a rise in the number of private universities as a reflection of the scarcity of space in public institutions. The expansion of private universities in the regions has enabled students to have more opportunities in higher education by providing them with different options to pursue their degrees and further their careers. In many situations, private institutions acted as the vehicle through which education became democratized to individuals who would not otherwise have been able to attend public universities due to the limited capacity of these universities (Altbach, 2016).

Leadership in private universities also means creating a culture of academic excellence and collaboration and ensuring that all levels of operations continually reflect the institution's values and mission. A diverse set of challenges that include financial pressure, regulatory compliance, and a lot more require strong, visionary leadership to ensure that private universities continue to thrive in an increasingly competitive global higher education environment (Altbach, 2016).

1.2.2 Higher education landscape in sub-Saharan Africa

In many countries south of the Sahara, private institutions have been known to provide students with options regarding flexibility, diversity, and special academic programs that match what the

local and regional labor market demands. Private universities have gained particularly good ground in the areas of business administration, health sciences, law, and engineering, where a lot of graduates are not meeting the very high demand from the market. Most of these private universities also offer lower student-to-teacher ratios than public institutions that may lead to more personalized learning experiences (Teferra & Altbach, 2004). Private institutions are even more flexible than public ones in adapting quickly to the rapid changes in the direction and use of innovations in education or technology and setting up new programs aligned with what the global market requires.

Although they are rapidly diversifying in size and scope, private universities of Sub-Saharan Africa encounter certain defining challenges that prevent them from realizing their full potential. The major challenge is financial sustainability. Private universities depend on students' tuition fees and some private donations, while public universities enjoy many government funding outlets. Their reliance on students' fees makes private institutions subject to fluctuations in the projections of enrollments as well as those based on external economic factors, including the recession and changes in government policies that affect the affordability of higher education. Besides, some of the private institutions face constraints with limited resources for infrastructure development, research, and faculty recruitment that eventually affect their ability to maintain academic quality and compete with well-established public universities (Oanda, 2008).

Leadership is determined by the capacity of leaders to raise funds, improve teaching standards, increase students' satisfaction, and cope with technological changes. All these qualities will influence private universities in Sub-Saharan Africa regarding their long-term survival and sustainability, according to Oanda (2008). Also, leadership is very important in internal problems but also helps in positioning private universities to meaningfully contribute to enrichment of the

region through education and socioeconomic development. Thus, enabling them to make a collective contribution to their country's economy, create a highly skilled workforce, and improve social mobility through access to quality education. In fact, in Sub-Saharan Africa, higher education is seen as promising national development in that the effectiveness of leadership in private universities becomes more pronounced. Leadership will face the challenges of transforming institutions into agents of national development by aligning institutional goals to those broader developmental objectives against which countries evaluate their success and development.

1.2.3 Higher education landscape in East Africa

The private sector of higher education in the eastern Africa region, composed of countries such as Kenya, Tanzania, Uganda, Burundi, and Rwanda, has grown tremendously over a few decades. This growth is precisely owing to the continued high demand for higher learning, the expansion of the private sector, and the constraining public universities in the world today to absorb the increasing number of students in most East African countries. Inadequate infrastructure, limited funding, and an increased student-teacher ratio have rendered public universities unable to meet the growing demand of students in many East African countries. Private universities have emerged as potential providers of higher education that is somehow treated more adequately within public provision in many areas of specialization (Altbach, 2016).

Leadership within private universities in East Africa would be instrumental in ensuring the overcoming of these challenges and the long-term success of these institutions. An effective leader in these institutions would then be required to not only manage the financial and resource confines but also create an environment that focuses more on academic quality, innovation, and student satisfaction. Such a leader should sustain and even improve academic standards, recruit and retain

qualified staff, and enhance the totality of what students' experience. Not only should it have a good grasp of the plans into the future but also align the institution(s) accordingly to remain responsive to changes in educational needs of the region while ensuring that such institutions are aligned to national and regional development goals (Mamdani, 2007). According to Fullan, (2001), given the many challenges like financial sustainability competition and regulatory compliance, strong visionary leadership is needed to navigate the complexities of the higher education sector in East Africa. This will also be necessary if leadership is performed at these institutions by addressing broader societal and educational needs. They should be conscious to ensure that their institutions are indeed contributing meaningfully to national development through the provision of quality education that meets the graduate's requirement of the labor market. This would entail not only offering the relevant academic programs but also having partnerships across industry, government, and educational institutions for the establishment of avenues for collaboration, research, and innovation. Through their well-prepared graduates, private universities should offer key contributions toward such concerns as youth unemployment and skills mismatches.

1.2.4 Higher education institutions in Uganda

In Uganda, the establishment and growth of private universities are primarily the result of overwhelming enrollment in public institutions coupled with the required specific academic programs that fit market demand, for example, in the case of such programs as hospital management, urban planning, and many others. There has been reported significantly booming increase by UNCHE (2021) as far as encouraging the growth of private universities in Uganda has been concerned within the last ten years-this includes diversification of academic offerings as well as enhanced access expansion for higher education. Private universities in Uganda, for instance, have introduced IT, health sciences, business administration, and engineering courses around

which there is currently a growing local and international demand (UNCHE, 2021). This signifies diversification in academic offerings and promotes skills development gaps that could arise in and among sectors of the economy in addition to the enhancement of students' options in terms of the academic-career development pathway.

It is critical to the growing importance of private Universities, mainly in the developing world, such as Uganda, since they be leading to empirical investigation of patterns of leadership effectiveness that translate into institutional success (Altbach, 2016). A case was made in examining how the leadership strategy employed at institutions such as Africa Renewal University can lead one to a more thorough understanding of how effective leadership influences institutional performance and stakeholders' experiences. This study informed future leadership in Uganda's private higher education sector-by contributing to the academic discourse on higher education leadership while providing real insights that will increase institutional sustainability and success. Over the last two decades, several factors have led to the significant expansion of private higher education in Uganda. The key triggering factor for the growth of the private higher education institutions has been the increasing demand for higher education among individuals, which is primarily attributed to the higher population growth rates coupled with a budding middle class seeking quality educational opportunities as upward mobility. Furthermore, the increase in the number of students who can't afford university studies in the public higher education system has elevated the role of private Universities in the national educational landscape (Mamdani, 2007). There is additionally an increased appetite for more specialized and diverse academic programs that meet labor market needs better and which has increased the number of private institutions offering such programs. Although private Universities are gaining momentum in the delivery of programs and are also becoming a pillar in the higher education system of the country, they may

not yet be seen as among the most competitive sectors. They are growing rapidly and include a wide array of programs at the degree level while providing very active support to various national efforts (UNCHE, 2021).

1.3 Problem statement

There exist potential challenges facing the development of private higher education institutions in Kampala, Uganda, including limited funds, market demands, and faculty and student recruitment and retention, among others. These challenges are real, but they can be managed through suitable and effective leadership, which helps the institutions to pursue their aims and objectives effectively. One of the most pressing is the need for effective leadership. It becomes very clear that without effective leadership any public or private institution is bound to fail (Nkundabanyanga, 2019). To most of the private higher education institutions in Kampala, leadership is central to attaining their objectives and enhancing their competitiveness.

The role of leadership in higher education institutions has been found to be vital in numerous studies. One of these studies was conducted in Australia by Nguyen and Nguyen (2020), who concluded that 'leadership' is among key contributors to the development and success of higher education institutions as effective people leaders can positively affect the outcome of institutions. Kang (2019) went on to stress that leadership at higher education institutions is important, particularly in relation to the institution's cultural evolution and diffusion of innovative solutions.

In Uganda, private higher education institutions have a significant part to play when it comes to increasing accessibility of education. But again such institutions face so many challenges like lack of adequate funding, stiff competition and expectations from the society to provide the labor force with the required skills depending on the national development agenda (Bush, 2011). Tracing these

challenges using Africa Renewal University in Kampala as an example it is very clear that it is a private University which wants to provide quality education in an environment where resources are scant. There is central leadership at the University that is key in guiding the institution as it seeks to fulfill its mission and vision while managing the various internal and external pressures. Considerable weight of evidence shows that leadership is important and functional.

The knowledge that is missing is what character traits are most effective for that leadership in this very complicated system to achieve its goals. This study sought to contribute to filling this gap by investigating the characteristics that make leaders in private higher education institutions effective, using Africa Renewal University as a case study. The emphasis is centered on University Management team headed by the Vice Chancellor as well as how leadership in this particular cultural context could be made more effective. It, therefore, seeks to add to the wider conversation on leadership development and the capacity of the Ugandan higher education landscape to deliver on performance at institutional levels.

1.4 Major objective of the study

The purpose of this study is to explore and identify the qualities of effective leadership in private higher education institutions through a case study of Africa Renewal University in Kampala, Uganda.

1.4.1. Specific Objectives

1. To analyze the leadership experiences and perceptions of the Management Team in Africa Renewal University in relation to which traits and practices engender effectiveness in leadership.

2. To analyze the effects of leadership practices at Africa Renewal University on staff, students, and other stakeholders, especially about institutional performance and objectives.

3. To find out the challenges that leaders face in private institutions of higher learning in Uganda based on cultural, structural, and operational issues within Africa Renewal University context.

4. To recommend ways of improving leadership in private institutions of higher learning in Uganda based on insights from Africa Renewal University and broader experiences

1.4.2 Research Questions

1. What does the University Management Team at Africa Renewal University consider core leadership traits as key determinants with regard to the practices of effective leadership?

2. In what way does the leadership practice within AfRU influence the experiences of its personnel, students, and other stakeholders concerning performance and achieving goals of the institution?

3. What are the leading challenges to student leadership for managers in AfRU concerning the cultural, structural, and operational situations in private higher education in Uganda?

4. What recommendations will be derived from the experiences in AfRU to give a leadership development model in terms of effectiveness for private higher education institutions in Uganda?

1.5 Justification of the Study

The justification underlined the relevance and applicability of the study to the existing gaps in the literature or towards specific stakeholders.

This study was necessary since it forms a significant gap in understanding how leadership contributes to the quality and sustainability of private higher education institutions in East Africa, and specifically Uganda. Though earlier studies have talked about leadership in public institutions, not many studies have concentrated specifically on private universities. Given the increased role of private institutions in meeting the educational demand of an ever-increasing student population,

studying how leadership within such institutions would enhance the competitiveness of these institutions is imperative. This included improving learning outcomes and the contribution of these institutions to regional socio-economic development. This study also gave insightful information to policymakers and educational administrators as well as institutional leaders on how to improve the efficiency of leadership practices in the private University sector.

1.6 Significance of the Study

Contributions of this study to the existing body of knowledge on leadership in higher education with reference to private Universities particularly in the context of East Africa. The study yielded insights that may be actionable for university leaders, policymakers, and educators interested in leveraging practices to enhance institutional performance and stakeholder satisfaction. Furthermore, it contributed to the flavor of global discussions on leadership in constrained environments, offering ways by which private Universities can operate under financial strains while ramping up quality-accredited programs and adapting to the ever-evolving needs of the students as well as the society out there. Finally, expected research outcomes are policy influence, leadership training, and practice management in higher education of AfRU.

1.7 The Scope of the Study

The scope outlined the confines of this study that was the contents, duration and geographical location.

1.7.1 Geographical Scope

The research study focused on Africa Renewal University, Kampala, but the findings have a wide scope on the leadership in private higher education institutions in Uganda.

1.7.2 Time Scope

This study focused on how leadership practices have developed over the past five years, giving a modern outlook on what leadership has become and how it has affected the outcomes of the institution. The research process took a period of 11months from May 2024 up to March 2025 starting from proposal writing to the dissertation.

1.7.3 Content Scope

The particular themes considered in this study included leadership characteristics, practices, and their effects on academic quality and performance of the institution, as well as the experiences of stakeholders. Challenges faced by leadership while managing resources towards sustainability of the institution will also be measured.

1.11 Conclusion

This chapter gave a good introduction by presenting the background to the research, problem statement, objectives, research questions, scope, justification and importance of the study. This study aimed to investigate and identify the characteristics of effective leadership in private higher institutions of learning, using AfRU as a case study. Particularly, the chapter emphasis on leadership that matures the institutions in terms of overcoming the hurdles, considering negative aspects like financial constraints, market impurities, and stakeholder pressures. Leadership is therefore instrumental in balancing the normally high average academic quality and institutional progress together with the sustainability of private universities in Uganda. However, a gap still existed as to which of those leadership traits that underpin the overall effectiveness in this environment of education and culture. By focusing on the leadership practices at AfRU, this research intended to expose the definitions of leadership qualities and the relationship it has with institutional performance as well as the challenges faced by University leaders.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction: -

This literature review for the research topic 'Exploring effective leadership qualities in private higher education institutions in Kampala, Uganda: A Case study of Africa Renewal University' focused on exploring the different concepts on leadership in higher education, with particular focus on the Conceptual review, leadership models and theories, Empirical Reviews, and the challenges private institutions face from the global and regional perspectives.

2.2 Conceptual Review

This involves an organized analysis in which extant literature, theories, and ideas are synthesized centering on a specific concept, phenomenon, or research area. It entails review of key concepts, theories, and frameworks for purposes of developing an understanding of the subject matter and identifying research gaps in existing scholarship. The conceptual review, in regard to academic research, therefore formed the basis for building the theoretical and conceptual framework for the study (Booth et al., 2021).

By studying effective leadership qualities of private higher educational institutions (PHEIs) in Kampala, the conceptual review provided an in-depth exploration concerning the primary leadership concepts, theories, and models applicable to higher education leadership within PHEIs. This review integrated and brought together theories concerning leadership with respect to the qualities of leadership, results as well as the underlying factors for leadership success in such institutions (Northouse, 2021).

2.2.1 Main Concepts and Definitions

Conceptual review mainly started with the definitions of the basic concepts that are central to the study.

Leadership: Leadership is that ability to guide-influence-motivate a group or organization toward the achievement of a goal or set of goals (Northouse, 2018). Effective Leadership also includes vision and communication and inspiring and directing others in difficult or constrained settings (Bush, 2011).

Private Higher Education Institutions: A kind of institution, namely universities or colleges, privately has the finance and support for running so as to make dependents on tuition fee payments, gifts, and other non-governmental means for their sustainable existence. Such institutions have freedom from the public institution in determining the academic programs they offer, the student admissions, and the governance structures under which they operate (Teferra & Altbach, 2004).

Quality of Education: Quality education is defined as the standards of teaching, research, and learning in an institution. It involves curriculum development, qualifications of faculty members, learning resources, and the ability of the institution itself to prepare its students for success in professional life (Oduro & Davies, 2019).

Financial Sustainability: For private universities, financial sustainability means the institution can guarantee not only survival and growth over the long term but also quite equal distribution of consumption among all shareholders without having to depend on external funding or fees collected from students too heavily (Oanda, 2008).

Leadership Practices: Leadership practices imply specific acts, behaviors, and strategies that leaders engage to achieve organization goals. In higher education, they comprise decision-making, resource management, strategic planning, and facilitating academic innovation (Kezar, 2009).

Strategic Leadership: This type of leadership is concerned with setting long-term goals, making decisions with regard to the internal and external environment for an organization, and ensuring that the organization continues to adapt to changes that render it relevant and competitive (Teichler, 2015).

2.3 Leadership Models and Theories

Transformational leadership-charismatic, inspiring, intellectual stimulation and individualized consideration is effective in an educational setting (Bass & Riggio, 2006). A transformational leader in private higher education institutions in Uganda inspires his team to rise above expectations and innovate (Bass & Avolio, 1994).

Very much so with private higher education institutions in Uganda, transformational leadership runs with these institutions. It's evident, too, that they have their fair share of challenges, from financial shortcomings to adapting to dynamic changes in the education environment. Transformational leaders can make possible visions of a bright future and induce stakeholders to work harder in order to excel in a not all that easy circumstance (Bass & Riggio, 2006). Their charisma and inspiration create enthusiasm and devotion among faculty, staff, and students, which can be harnessed for the growth and improvement of an institution.

Intellectual stimulation, transformational leadership aspects that can also be directly related to higher education and individualized consideration promote modeling. Intellectual stimulation promotes critical thinking, creativity, and continuous learning among the faculties and students.

Transformational leaders within the private higher education institution create a space for new ideas generation and pedagogical approaches by promoting this culture-a culture of intellectual curiosity.

Individualized consideration is the expression of the leader's understanding of and response to the individual needs and wants of people within the institution. In a school setting, this means trying to understand all students and staff as individuals and the backgrounds they come from, their individual strengths and weaknesses. Tailored support and guidance will create an environment within any transformational institution in which each individual feels valued and empowered (Bass & Avolio, 1994).

While leadership indeed carries numerous fruits, there were also many side challenges that require strategic thinking, flexibility, and resilience. These challenges have also created opportunities for leaders to demonstrate their innovation in helping steer institutions toward success. Leadership in private higher education institutions in Kampala takes very specific challenges. The most common issues one grapples with are financial constraints and changes in the regulating environment; therefore, adaptive and dynamic leadership was a requirement (Mugimu, 2018). These leaders are required to keep on searching for innovation and apply them to sustainable growth under incredibly limited resources. Additionally, the ever-changing regulatory environment forces leaders to stay in touch with the latest developments, a strategic decision for complex administrative procedures.

2.4 Theoretical Review

Within higher education, the factors relating to leadership are important for an effective institution, an academic quality, and the success of students and faculty. In the context of private higher education institutions (PHEIs) in Kampala, Uganda, leadership would be even more critical

because of the competing and resource-deprived nature of that sector. This theoretical review critically analyzes various leadership theories and their applicability to PHEIs in Kampala; unlike the mere description of leadership theories, the focus of this review is to look for strengths, weaknesses, and relevancy to such private education institutions in developing countries.

2.4.1 Trait Theory of Leadership

Concept and Application to PHEIs in Kampala

According to Trait Theory of Leadership, leaders are made effective by possessing certain inherent qualities. Intelligence, confidence, determination, integrity, and sociability are cited as such traits (Northouse, 2018). For instance, in leadership at PHEIs, those who possess integrity and determination are found likely to cope better with financial and operational challenges that many private universities face in Kampala.

Critical Analysis

Although the trait theory served well as a framework for identifying effective leadership attributes, it tends to be static about leadership. Private university leadership often demands that the leadership be flexible and adapt to different external changes such as regulatory changes and financial constraints (Yukl, 2020). In addition, a contextual relevance of leadership traits may be better than universal ones (Zaccaro, 2007). For example, in Uganda, social intelligence and networking skills may be more crucial because of high dependence on partnerships as well as external funding.

2.4.2 Behavioral Theories of Leadership

Concept and Application to PHEIs in Kampala

Behavioral theories of leadership distinguish their leaders more by what they do than by any other intrinsic traits. Multiple theories focus on two main dimensions: being task-oriented (trying to get things done) and being people-oriented (trying to build relationships and ensuing employee motivation) (Blake & Mouton, 1985). By virtue of their designation task-oriented, these PHEI leaders will be able to assure academic quality and comply with policy while people-oriented leaders will facilitate faculty engagement and student satisfaction.

Critical Analysis

It is shown that for effective leadership within higher education, the two styles have to be in balance. For instance, Nganga's study (2021) in private universities in Kenya showed that leaders who utilized both styles generally resulted in better performance at their institutions. However, behavioral theories never adequately place externalities such as economic instability and government regulations that usually steer leadership effectiveness in Uganda's private sector.

2.4.3 Contingency and Situational Theories

Fiedler's Contingency Theory

According to Fiedler's Contingency Model (1967), leadership effectiveness is contingent upon the situation and not upon fixed traits or behavior. This is a very pertinent theory for PHEIs within Kampala, as institutions tend to face varying challenges, including financial instability, peaks and troughs in student enrollment, to regulatory changes. New leadership styles must thus be created in these institutions depending on the leader-member relationship, level of task structure, and the level of authority (Fiedler, 1967).

2.4.4 Transformational and Servant Leadership

Transformational Leadership

Transformational leadership inspires and motivates followers to surpass personal expectations through providing a shared vision (Bass, 1985). This theory particularly suits PHEIs in Kampala, where visionary leadership is required to facilitate innovation and institutional development. A study conducted by Tusiime (2020) in private universities in Uganda shows that transformational leaders have made a great deal of contribution toward faculty motivation, student engagement, and even enhancing the reputation of the university.

Servant Leadership

Servant leadership tends to the needs of followers as ethical leadership, community building, and faculty development (Greenleaf, 1977). Servant leadership may play a significant role in Uganda for shared governance and retaining faculty in private universities.

Critical Analysis

Transformational and servant leadership have both been linked with positive outcomes in institutions, but they do not appear to survive easily in resource-restricted environments within which they may find themselves (Mugabi, 2019). For example, it would require financial and human resources to introduce any changes to the strategic direction at the level of transformational leadership, which is not always an abundant endowment in some of the PHEIs in Kampala. Similarly, while servant leadership is often considered a tool for building bridges with people within organizations, it can sometimes clash with the profit-driven motives with which many private universities operate (Spears, 2004).

2.5 Strengths of current Theories

In general, the trait and behavioral theories highlight the most critical leadership qualities appropriate to private university settings. Situational and contingency theories liberate a more flexible approach to leadership, given that institutional problems are not the same. Indeed, transformational and servant leadership have been shown to be empirically linked to positive educational outcomes.

2.6 Limitations and Gaps

Most of the available theories of leadership were developed in a western context and cannot really deal with the different unique socio-political and economic problems for private universities in Uganda.

There was a very limited amount of literature available regarding private higher education in Uganda, especially in the area of leadership effectiveness.

Syndicated leadership models are nonexistent, which combined elements of transformational, servant, and situational leadership specific to PHEIs in Kampala.

Conclusion

Theoretical Review critically examined various theories of leadership, which are applicable to private higher education institutions in Kampala, Uganda. Even though traditional and contemporary theories have provided valuable insight, location-specific methods have to be devised for private universities in Uganda based on economic, cultural, and regulatory differences. Future work should seek to construct a context-specific leadership framework that integrates elements of transformational, servant, and situational leadership to address the particular needs of private universities in Kampala.

2.7 The Empirical Review

This section reviews previous investigations on leadership qualities involved in higher education institutions with a focus on the case of private universities in Uganda and similar contexts in this section; the approach, findings, and limitations of these studies are commented on critically.

2.7.1 Leadership and Institutional Performance

Leadership has a very important role to play in higher education in terms of institution effectiveness and sustainability. Mugabi (2019) and Tusiime (2020) observed in their studies that an effective leadership style impart improved faculty retention, student satisfaction, and institutional ranking at private universities. In particular, transformational and servant leadership approaches were found to have the greatest impact on the subject. Transformational leadership is characterized by vision and then inspiring and motivating faculty engagement and growth for institutions while Bass state-transformational leadership has a positive effect on faculty efficiency. Servant leadership has been characterized by empathy, ethical behaviors, and serving-oriented decisions leading to lifting students' and staff's commitment (Greenleaf, R. K. (1977).

Further empirical evidence directly established the relationship between leadership and academic quality and financial sustainability among private universities. Kasozi's (2019) study indicated that institutions led by proactive and strategic leaders had higher student enrollments and retention. It is thus evident that private university leaders should adopt adaptable leadership models in accordance with the institutional objectives and the stakeholder expectations.

According to Kouzes and Posner (2012), effective leadership is about core characteristics such as integrity, inspiration, and strong sense of purpose. It is especially relevant in higher education, where leaders face many conflicting and complicated academic, social, and political demands.

Integrity: Top-level leaders of higher institutions should be models of ethical behavior. University administrators are expected to embrace very high standards of transparency, accountability, and fairness in their decision-making. Integrity in leadership fosters credibility for an institution and also makes it a long-lasting success through building trust along the continuum of students, faculty, staff, and outside stakeholders.

Inspiration: A leader must be able to inspire those around him, particularly where resources are often scarce and external pressure high. Inspirational leadership in universities promotes a culture of excellence, encouraging students and faculty to give their best and remain motivated by the spirit of encouragement, even when faced with adversity.

Purpose: A leader's purpose shapes the university's mission and guides decisions. Leaders with a visionary direction for the future of the institution are more effective in communicating strategic goals, rallying support, and implementing policies to push the institution forward.

All these leadership qualities are very significant in contributing to the identity and culture of an academic institution. In universities, leadership is not about just managing resources but also shaping a vision and ensuring that all the stakeholders, be it students, faculty, or the wider community, are lined up with it and motivated to work towards bringing that vision to fruition.

2.7.2 Leadership Challenges in Private Universities

In Uganda, empirical studies (Mugisha, 2021) and Kenya (Nganga, 2021) exposed financial constraints, regulatory compliance, and faculty turnover challenges of private universities. Financial constraints also limited infrastructure development, faculty remuneration, and research funding, which impair institutional performance (Mugisha, 2021). Compliance with these regulations complicates the role of leadership, wherein at one point, university leaders navigate

through an endless and complexity of accreditation processes and at the same time maintain academic integrity (Nganga, 2021).

Besides these, faculty turnover is a perennial issue in private universities. According to a study carried out by Ssekamwa (2020), common reasons for faculty attrition include poor remuneration, lack of career advancement opportunities, and job insecurity. Private institution leaders have to make the balance between academic and business objectives for sustainability and a conducive environment under which their academic staff work (Kyeyune, 2018).

Most requirements place unique emphasis on things like their adaptation by leaders of private universities when challenges result in diverse ramifications in the respective universities in question. These include financial sustainability, workforce issues, academic standards, and generally regulatory compliance poses multicentric challenges. Because most of the private universities depend on tuition fees, they are prone to variations in enrolment as well external fund viability challenges (Teferra & Altbach, 2004). At the University, it was very clear that the prime issue affecting leadership in private institutions was financial sustainability; most of these Universities did not have the minimum financial backing that could support the running of various academic programs, renovation of existing infrastructures, or offer competitive salaries to their faculty members. This usually gets worse when looking at competition with the public universities over the limited funds that are available from government grants and research funds (Oanda, 2008). Such instability makes it very difficult for a university to attain quality education, which may as well mean a poor investment in faculty recruitment and advancement and slower innovative change associated with the improvement of educational systems.

Recruiting and retaining staff is indeed a critical challenge. According to Ng'ethe, Nyamoita, and Iravo (2012), private universities have been held back, especially for East Africa, from having

enough qualified academic staff. The absence of qualified personnel can lead to reduced quality in teaching as staff lack the necessary expertise, experience, or training to provide high quality education. Also, private universities may not always provide better salaries or career opportunities to retain skilled staff, which leads to high staff turnover and difficulty in attracting top talent (Mamdani, 2007).

Another serious issue is maintaining standards while student enrollments are increasing. Most private institutions have a tendency for their leadership to prioritize greater numbers in student enrollment as an end in itself, which often turns into overcrowded classrooms followed by reduced faculty-student interaction. Nearly all qualified have reported quality declines in education received (Teferra & Altbach, 2004). Leaders have therefore to strike a balance between increasing enrollment and coming up with retained academic rigor and personalized instruction that have always proved important in student success.

Overall, running private universities is not an easy task, given the challenges that need to be strategically foresighted and adaptable sought management and skills. Financial and human resource constraints, enrollment pressures, which raise all of them coupled with regulations, attempt the leaders responsible for sustainable institutions and quality academics through the heart.

2.8 Gaps were seen in literature review as explained below: -

In spite of the burgeoning interest in the subject of leadership within higher education, there seem to develop several gaps. First, there is very little literature written on leadership models pertaining specifically to the private higher education sector in Uganda. Whereas the related pieces of research deal largely with general theories of leadership, there seems to be a dearth of context-specific research elucidating peculiar institutional problems in Uganda.

Mixed-methods research would thus be apt in focusing both on qualitative and quantitative aspects of leadership effectiveness. Empirical research has majorly been limited either quantitatively to surveys or qualitatively to case studies. An integrated approach might provide more nuanced insights into leadership dynamics (Creswell & Plano Clark, 2018).

Context-specific leadership models: While a good deal of research has focused on leadership theories (Kouzes & Posner, 2012; Northouse, 2018), little attention has been accorded context-specific leadership models that address the unique challenges facing private universities in Sub-Saharan Africa. The Western models of leadership did not represent local specific educational, cultural, and socio-political contexts (Teferra & Altbach, 2004). It demanded further research to develop leadership models that are specifically tailored to private higher education institutions in these regions.

Impact of leadership on financial sustainability-from leadership perspective, the role of leadership in the management of financial sustainability was well acknowledged; however, in-depth explorative studies on how a few leadership effectiveness influenced financial sustainability in private universities in East Africa are quite lacking (Ng'the, Nyamoita, & Iravo, 2012). Evidence in the earlier studies focused on the general conditions under which private universities operate, but does not delve into the ways in which diverse styles and strategies of leadership help mitigate financial pressures or possibly improve resource diversification.

Leadership under regulations: Private universities in Sub-Saharan Africa often faced various regulatory challenges in accreditation processes and national standards compliance. The role of leadership in navigating the regulatory terrain, however, was understudied. Some studies, like that of Oduro & Davies (2019), touch on the area of the regulatory environment but did not elaborate

on how leadership can be strategic enough to manage these pressures without compromising academic quality and institutional growth.

Leadership effectiveness in small and emerging private Universities: Most of the existing literature focused on large, established private institutions in sub-Saharan Africa. Little was known about smaller and increasingly lesser private Universities that could be facing even greater problems because of flexible resources, fewer staff members, and less institutional experience. Research into leadership effectiveness in these smaller institutions yielded rich insights about the particular leadership requirements of young private universities.

Leadership and the community: While scholars like Oduro & Davies (2019) argued that community engagement is an important aspect of leadership in private Universities, little empirical research has focused on how leadership practices in East African private universities relate with local communities. There was still a need to investigate further the specific strategies that leaders engage in to integrate community needs into educational offerings.

Student-centered leadership: While academic quality and financial viability have been nationally recognized as two significant areas of concern, much less attention has been directed at student-centered leadership within the research literature. One major area's gap in the scholarly exploration was about the leadership effectiveness in private Universities and how they play a role in student satisfaction, success, and employability. Contributions to this filled a big gap in understanding leadership's effects on student outcomes.

2.9 Conclusion

The literature indicated that to foster academic excellence, financial sustainability, and competitiveness across institutions, effective leadership is a requisite for private higher education institutions. Campus leaders in private universities bite through several things daunting them including financial instability, regulatory oversight, and pressure from society and others for maintaining high academic performance. In East Africa, such as Uganda, a growing number of private higher education institutions have increased the need for leadership to provide a balance of maintaining high academic standards and not compromising financial viability. The future of private higher education in the region will be defined by the capacity of leaders to adapt to these challenges and develop a strategy to guarantee institutional success.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This methodology segment provided the research methodology and techniques utilized to explore effective leadership qualities among private higher education institutions. In particular, Africa Renewal University in Kampala, Uganda, was considered in the study. Since this is exploratory research, a mixed-methods approach was tapped into to have an in-depth interpretation of the leadership practices, challenges, and strategies influencing the success of private Universities in Uganda and thereafter to its growth.

3.2. Research Design

The researcher used both a qualitative and quantitative research design. A mixed-method research design was a comprehensive avenue for understanding effectiveness in leadership. The method allowed a clear and deeper view into the leadership qualities, challenges, and dynamics within the University. This method enabled the researcher to traverse the quantifiable trends in leadership, for example, which qualities tend to be admired most by faculty, staff, and students even as the contextual insights on how such leadership traits are applied and experienced at Africa Renewal University (Creswell & Creswell, 2018). In other words, the method combined the preferred leadership styles and the reasons behind that preference. Quantitative surveys identified the general trends, while qualitative interviews studied much deeper into the root causes and the complexity surrounding leadership issues (Creswell, 2014). They complemented each other because, ultimately, the design helped the researcher not only learn about how many of the leadership qualities exist but also why they work or don't within the context here. Data collection methods

involved a semi-structured interview guide and a survey questionnaire. The study was conducted at Africa Renewal University (AfRU), a private higher education institution located along Mityana road, Bwotansimbi village, Buloba Parish, Wakiso district, Uganda. Through concentrating on AfRU, the study yielded an in-depth understanding of the qualities of leadership effectiveness and practices about this context.

3.4. Sources of Information

Various sources of data include: -

Primary: Semi-structured interviews of key stakeholders at Africa Renewal University with respect to the senior leadership (Vice Chancellor and Management members, for example; the directors), faculty members, administrative staff, and students gained first-hand insights into leadership practices, challenges, and perceptions of effective leadership at the University.

Secondary data: Document analysis: The review included AfRU's strategic plans, annual reports, and accreditation reports.

3.5 Population Study

The study population of the research was made up of 200 respondents from Africa Renewal University (AfRU). The diversity in samples thus sufficiently rendered diverse perspectives in the study concerning leadership in practice within the institution. The study population consisted of the following: -

University Management Leaders and other senior leaders (30 respondents): Management leaders, namely the Vice Chancellor, Deputy Vice Chancellor, Directors, and other senior leaders like Deans of Schools were included in the leadership subgroup. These leaders were key decision-makers whose understanding and perceptions of institutional governance as well as strategic

direction and leadership practices speak volumes. Their responses disclosed how leadership is conceived and put into action at University level, especially on challenges such as financial sustainability, quality of academics, and retention of staff (Kezar, 2009). Further, these leaders were critical to the development of a vision for the University, thus making them an important group for understanding the dynamics of institutional leadership (Teichler, 2015).

Lecturers (60 respondents): Lecturers formed an integral part of the academic delivery and administration systems of the new University, just as they were among those who suffer the immediate effects of any leadership decisions. Their views were crucial for the research's primary objective, that is, the assessment of the effectiveness of leadership practices in terms of fostering academic excellence, research productivity, and staff development. They were also in a good position to comment on how leadership affects their teaching environment, work satisfaction, and interaction with students (Bush, 2011). Faculty members illustrated how institutional policies and leadership strategies align with academics and what challenges are met in realizing these goals (Altbach, 2016).

Non-Academic Staff (40 participants): Universities cannot function without the administrative and support staffs, without whom they would not be able to define such roles as registrars, administrative assistants, or IT staff. Their inclusion was beneficial because direct impact tends to be felt at their levels with regard to issues about resource allocation, operational efficiency, and institutional policies (Oduro & Davies, 2019). These were the staff members, too, from whom leadership can be accessed regarding the general working environment, institutional communication, and implementation of policies on the ground.

Students (70 respondents): Of the 70 students who participated in this study, a mixture of undergraduate and graduate students from different academic programs formed the respondent

group. Students were the main recipients of the leadership practices within Universities; their experiences with leadership directly affect their academic success and engagement and satisfaction with university services (Mamdani, 2007). Including both undergraduate and postgraduate students ensured a broad representation of voices regarding how leadership practices affect the students' experience of their academic journeys, resource accessibility, and overall institutional climate. Students' feedback was invaluable in assessing how well leadership decisions reflect their needs and expectations and how effectively institutions fulfill them (Teferra & Altbach, 2004).

3.6 Sample Size Determination

This study took a responding sample size of 200 drawn from Africa Renewal University (AfRU) as the basis for determining the sample size for this study. According to the Yamane formula for calculating sample size in finite population, the sampling size can be determined.

n=N1+N(e)2n = \frac{N}{1 + N(e)^2}n=1+N(e)2N

Where:

n is the sample size
N is population size (200 respondents)
e is margin of error (set usually at 0.05)
Using this formula:

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

$$n = \frac{200}{1+200(0.05*0.05)}$$

$$n = \frac{200}{1 + 200 * 0.0025}$$

$$\frac{200}{1.5}$$

$$\mathbf{n = 133}$$

Therefore, the estimation for the sample size was approximately around **133** respondents. In order to compensate for the non-responses or non-completeness of data, the sample size was increased slightly to 200 respondents, and cover a wider variety of categories including University leaders, lecturers, non-academic staff, and students.

Sample size

Category	**Population**	**Sample**	**Sampling technique**
University leaders (e.g., Vice Chancellor, Directors, and Deans)	30	20	Purposive sampling technique
Lecturers (teaching faculty)	60	40	Simple random sampling technique
Non-academic staff (administrative work)	40	27	Simple random sampling technique
Students	70	46	Simple random sampling technique
Total population	**200**	**133**	

3.7 Techniques for Sampling

A purposive sampling technique was used to help a researcher select participants based on their specific roles and expertise. This means that University leaders such as the Vice Chancellor, Deans

of schools and Departments Heads, and Directors were the key informants who had relevant information within the scope of the study on leadership effective practice. Therefore, purposive sampling included all those who were mostly involved in leadership and decision-making. Just like, leaders, a small but distinctive group with not much overlapping experiences which are vital in really understanding the dynamics of institutional leadership for the research.

Simple random sampling was further used for lecturers, students, and non-teaching staff like administrative assistants, and each was randomly selected from among the target group. This was used to minimize bias and gave each member of the target group an equal chance of being selected.

3.8 Measurement Levels

Nominal Level: The data categorized respondents by their roles (student, lecturer, and leaders), which was necessary to put them into respective groups for analysis.

Ordinal Level: Measuring the influence of leadership or levels of satisfaction, for example, on a Likert scale from strongly agree to strongly disagree, satisfaction with leadership effectiveness or such levels considered as having ranking.

Interval and Ratio Levels: The interval and ratio levels measured questions that had concrete facts in quantities like years of experience, number of training attended, and salary ranges for non-academic staff. The data from these measures was analyzed using statistical techniques that can compute means, variances, and correlations.

3.9 Data Collection Methods

The researcher used the mixed-methods approach in data collection and covered both quantitative and qualitative data. This granted understanding of the leadership practice concerning the effect it has on the process.

Surveys/Questionnaires: A structured questionnaire was administered to enlarge the number of respondents who provided numerical data on the leadership practices such as the style, effectiveness, and challenges faced by the institution. The survey comprised closed-ended questions, Likert scale items, and demographic questions.

Interviews: Semi-structure interviews of informants, especially university leaders (e.g., Vice-Chancellors, Directors) and selected professors, were conducted. The interviews focused on views about leadership strategy, challenges, and institutional development. Open-ended questions gave space for a wide descriptive response which made a database filled with rich qualitative data.

3.10 Data collection instruments

The study set forth the necessary two most important instruments: a questionnaire, and an interview guide. The study compiled of quantitative data from structured surveys and qualitative understanding from discussion and interviews.

3.10.1 The Questionnaire

The questionnaire was therefore to form a structured tool for quantitative data collection from the research population, which included students, non-academic staff, and lecturers.

Structure and Content of the survey included;

Demographic Section: It captured aspects of Age, Sex, Marital Status, Religious affiliation, Education Level, and title or role of each respondent.

Leadership practices: Measured the perceptions of the respondents on leadership styles, effectiveness in communication, decision-making, and allocation of resources using Likert-scale items.

Challenges and impacts-captured: This expressed perceptions of challenges faced by the institution and the leadership impact on outcome within the institution.

It allowed anonymity, which was encouraged as an honest response and efficient for large-scale, high-volume data collection that was subjected to statistical analysis.

3.10.2 Interview guide

Semi-structured interviews were conducted with University leaders such as a Vice Chancellor, Directors, and Deans. The interview guide consisted of open-ended questions to be used to gather in-depth information regarding leadership practice, strategies, challenges, and developments within the institution. The interview guide provided in-depth and nuanced data on the individual experiences and perspectives of the participants.

3.11 Data collection procedure

The data collection process entailed gathering and measuring information in a systematic way to ensure accuracy, reliability, and validity in research findings.

Instrument validation: The questionnaire and interview guide were pre-tested on a small group to ensure clarity and reliability.

Informed consent: Before the collection of data, the respondents were informed of the purpose, confidentiality, and voluntary nature of the study.

Surveys were administered on hard copy to students, lecturers and non-academic staff. Two weeks were the duration for collecting responses and Interviews were organized with University leaders based on their convenience that took some 20-30 minutes of their time. In this sense, they adopted

a semi-structured approach towards achieving uniformity but allowing in-depth exploration of specific topics.

3. 12 Quality/Error Control

The quality and accuracy of data were ensured during the research. The following strategies were the following: -

Pretesting Instruments: All data collection instruments, such as questionnaires, and interview guides were used to pretest for possible problems regarding clarity and content. Testing for completeness and consistency of responses against data entry, discrepancies were flagged and dealt with as possible.

Triangulation: Several samples of data sources (quantitative and qualitative), were used and compared to ensure credibility and comprehensiveness of findings.

3.13 Validity

Content Validity: Subject matter experts reviewed these instruments to determine how well they covered the research objectives.

Construct validity: The questions were framed along established theories and frameworks of leadership and higher education.

Pilot Testing: A small sample study was used to determine if the questions captured the desired data and if necessary adjustments could be made.

3.14 Reliability

The researcher used Test-Retest Reliability: Within a short time, a section of the respondents were asked to fill in the same questionnaire twice and so find how much their answers are consistent.

For qualitative data, consistency in coding and interpretation was maintained through independent analysis of the data by other researchers with reconciliation of the differences.

3.15 Data Presentation and Analysis

3.15.1 Analysis of Quantitative Data

Presenting the descriptive statistics: The researcher summarized some data in frequency distributions and percentages, which were used to describe it.

Visualizing data: This was comprised of tables and graphs that represented data in a clearer, more persuasive way.

3.15.2 Qualitative Data Analysis

Transcription: This involved precise transcription of an interview.

Coding: Text data was manually coded on a book.

Thematic analysis: Themes and emerging patterns were identified regarding the participants' views toward effective practices and challenges in leadership.

Triangulation: Qualitative findings underwent triangulation with quantitative data in order to provide enough consistency and robustness to the analysis undertaken.

3.16 Ethical Considerations

The ethics of collecting data in the research were very considerate, where the researcher gathered data from Africa Renewal University. A few ethical considerations were the following key strategies that the researcher considered: -

Informed Consent: Participation was based on informed consent; prior to data collection, the participants knew fully well what the research was about as well as their role in it and the likely

risks and benefits. This was done via written consent, verbal consent, or both. The purpose of the study and the collection methods, expected contribution of time, possible risks, and sources of discomfort were explained clearly.

Privacy and confidentiality: Participants were offered anonymity or confidentiality. Their identities would not be revealed to anyone. Anonymity was achieved by assigning a unique identifier or code to each participant, whereas confidentiality was achieved by keeping participant data in safe storage and limiting access to it. Privacy and confidentiality encouraged participants to give honest and open accounts of their experiences and thoughts without fear of retribution.

Cultural sensitivity: The researcher was aware of the cultural norms and values of AfRU participants and ensured that research methods and questions were appropriate and respectful. The researcher also understood that there were power differentials between the researcher and the participants and took measures to minimize such negative effects on the participants.

Data handling: The researcher managed and stored data collected, ensuring that they were secured against exposure to unauthorized persons. Thus, any electronic data was password-protected and regularly backed up, while the physical data was stored in a secure location.

The researcher, therefore, obtained written consent from each participant as regards permission to participate all before data collection. The consent document detailed the purpose of the study, methodologies of data collection, expected time commitments, as well as possible risks or discomforts involved in taking part in the study. There was a statement about anonymity and confidentiality, and participants were informed they could choose to opt-out or withdraw from the study at any time and without punishment. The form was kept on record by the researcher and a copy supplied to the participant for their own record.

3.17 Methodological Constraints

Question Framing Bias: Question framing in the questionnaire and interview guide quietly influenced participants to a certain response. In order to counter this, the researcher ensured that all interviewing and surveying tools contained non-leading, clear, and neutral words.

Response bias. Participants provided socially acceptable answers, instead of the honest ones, especially regarding sensitive or subjective issues like leadership efficiency. This endangered the treasured validity of the data collected. Therefore this was addressed with the assurance that the participants knew their responses are anonymous and confidential to be frank and with avoidance in designing questionnaire and interview items of emotive or loaded language.

Access challenges. It was an uphill task to get participation from the top leaders of universities, such as vice chancellor, the directors and deans, owing to the heavy work schedules or reluctance to take part in the study. This was managed by asking appointments beforehand while providing them with clear information on purpose and the amount of time they had to allocate to the study and giving them a choice of several interview times or formats like online interviews.

Constraints of time

Inadequate time for data collection, analysis, and presentation affected the scope and quality of the research. The current research developed precise timelines with deadlines for collecting and analyzing data in the interest of completing tasks within that time frame and collecting only that information which explicitly answers the research objectives to eliminate unnecessary delay.

3.18 Conclusion

This methodology was quite appropriate for the goals of this research since it is truly scientific and ethical. This research involved mixed-methods such that the respective approaches combine to

offer the best insights in leadership practice in private higher learning institutions. The sampling techniques, data collection instruments, and data analysis methods were selected for collecting rich, diverse, and reliable data.

Efforts were made to limit some potential methodological restrictions on response bias, access difficulties, and time constraints, using techniques such as anonymity, flexibility of scheduling, and effective tools in data analysis. Aspects of triangulation further validate and ensure the reliability of the findings through cross-checking against data from many other sources and perspectives. The study ensured that the conclusions it derives are credible and valid outside its immediate context by addressing all the challenges that are inseparable from research on leadership in private universities, accompanied by an adherence to the highest standards of ethics. The methodological framework eventually developed a solid structure through which leadership practices and policy formulation in the region can be informed.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF RESULTS

4.1 Introduction

In this chapter, the findings from the analysis of the data have been presented. The chapter discusses what sets itself out from the data which by its collection was meant to communicate. Further, it presented the information collected in conformity to research objectives.

4.2 Response rate

The sub section presents the summary of the statistics for the response rates.

4.2 Table 1 shows response rate.

Category	**Targeted respondents**	**No. actually involved**	**Percentage of response rate**
Questionnaire			
Students	70	46	66 %
Teaching staff	60	40	67 %
Non-teaching staff	40	27	67.5 %
Interviews			
Management and other senior leaders	30	20	67 %
Total	**200**	**133**	66.5 %

Source: field data 2025

As presented in the table 1 above, a total number of 200 respondents were expected to participate in the study (target population), but 133 respondents actually participated to make a response rate of 66.5%. Others did not participate in interviews and surveys questionnaire stating reasons for being busy some were reported out of their work places. This response rate is above the 45- 75% response rate as recommended by Sataloff and Vontela (2021) regarded this response rate of

66.5% as very good as it fell within the acceptable range of 45% to 75%. The study asserted that, the rate above 75% was regarded as outstanding with reference to recommendations by various American journals which accepted the minimum response rates of 65%.

4.3 Demographic Characteristics of the Sample

The researcher sought to find out the distribution of the respondents according to age, gender, and marital status, level of education, Religion, and occupation.

The demographic information of the respondents is discussed in the Table 1 and summarized in tables indicating frequency and percentages.

4.3.1. Table 2: Age group of respondents

Category	Frequency	Percentage
20-29	63	47%
30-39	45	34 %
40-49	20	15%
50-59	05	04%
60 and above	00	00 %
Total	**133**	**100 %**

Source: field data 2025

The respondents were asked their age, and the findings are shown below:-

The researcher was much interested in studying the teaching staff, Students, non-teaching staff management, and other senior leaders whose age ranges from 20 to 60. The study covered up to 60 years and above respondents who were of age between 20-29 contributed to 47%, age between 30-39 contributed to 34 %, age between 40-49 contributed to 15%, age between 50-59 contributed to 04%, and age 60 and above didn't contribute. The reason for studying ages from 20 to 60 was because at the age of 20 in Uganda, most students join University education and the staff are around the age bracket. Therefore, respondents who contributed much to the study were between the ages of 20-29 and these were students and the teaching staff.

4.3.2. Table 3: Gender of the respondents

Category	Frequency	Percentage
Male	70	53 %
Female	63	47 %
Total	**133**	**100 %**

Source: Field data 2025

The data in Table 03 reveals that most of the respondents were males (53 %) and females (47 %). The males were many due to the big number of male staff and students who attain University education in Uganda. Therefore, most of the data was collected from male respondents during interviews and survey however, it didn't affect results.

4.3.3. Table 4: Marital status

Category	Frequency	Percentage
Married	43	32 %
Single	90	68 %
Divorced	00	00 %
Others	00	00 %
Total	**133**	**100 %**

Source: Field data 2025

The table 4 shows that during data collection, most of the respondents were single (68%), married (32%), divorced 00% and others 00%. The population of Africa Renewal University has more single people than other categories. The single respondents were young people (youths) and the married respondents were adults (older people).

4.3. 4. Table 5: Educational level sample of the respondents

Category/ level of education	Frequency	Percentage
Certificate	04	03 %
Diploma	05	04 %
Bachelor	80	60 %
Masters	39	29 %
PhD	05	04 %
Total	**133**	**100 %**

Source: Field data 2025

The data presented in the table 4 shows that the respondents with certificates were 03%, Diplomas 04%, Bachelors 60%, Masters 29%, and Ph.D. 4%. Most of the respondents had a bachelor's representing 60%. This is because most of the respondents were students and a few administrative assistants with bachelor's degrees and had the highest number of respondents during interviews, focused group discussion and surveys. These respondents (students) are the most affected by the leadership styles and qualities of the University management team.

4.3.5. Table 6: Religious affiliation distributions of the respondents

Category	**Frequency**	**Percentage**
Pentecostal	80	60 %
Anglican	20	15 %
Catholic	10	08 %
Baptist	15	11 %
Muslim	00	00 %
Others	08	06 %
Total	**133**	**100 %**

Source: field data 2025

The data shows the religion of the respondents during data collection. Pentecostal believers were 60%, Anglicans 15%, Catholic 08 %, Baptists 11 %, Muslims 00% and others 06 %. The Pentecostal believers were the majority because the University is founded and owned by the Pentecostals and the majority of staff and students come from Pentecostal backgrounds.

4.3.6. Table 7: title or role of the respondents

Category	**Frequency**	**Percentage**
Teaching staff	30	23 %
Non-teaching staff	15	11 %
Students	80	60 %
Management members & other senior leaders	08	06 %
Total	**133**	**100 %**

Source: field data 2023

The table 07 shows the occupation of the respondents who contributed during data collection. The teaching staff was 23 %, and non-teaching staff were 11%, students were 60%, and management and other senior leaders were 06%. The majority of respondents were students 60 %, they are the last recipients and shaped by the leadership practices, styles and qualities of the University Management leadership. Therefore, students were the suitable respondents to evaluate the qualities of leadership effectiveness of the University Management members, as it directly affects their productivity, either positively or negatively.

4.4 Descriptive Findings on Objective One: Analysis of AfRU leadership and Management experiences and perceptions.

The study found out responds' opinions on AfRU Management leadership qualities and leadership styles as presented on table 4.4.1

4.4.1 Leadership styles

Table 8: shows leadership styles

Respondents	**Transformation leadership (percentages)**	**Servant-hood (percentages)**	**Democratic (percentages)**	**Autocratic (percentages)**	**Laissez-faire**	**Total responses**
Students	**40** 40/46×100=86.96 %	04 4/46×100=8.70 %	02 2/46×100=4.35 %	00 00%	00 00%	46
Teaching staff	31 31/40×100=77.5 %	01 1/40×100=2.5 %	08 8/40×100=20%	00	00	40
Non-teaching staff	18 18/ 27 × 100 = 66.67%	02 2/27 × 100 = 7.41%	03 3/27 × 100 = 11.11%	04 4/27 × 100 = 14.81%	00	27
Management team & other	14 14/20 × 100 = 70%	06 6/20 × 100 = 30%	00 0%	00 0%	00 0%	20

senior leaders						
	103	13	13	04		**133**

Source: field data 2025

These findings show a clear preference for transformational leadership across all categories of respondents at AfRU, with substantial endorsement from students (86.96%), teaching staff (77.5 %), and non-teaching staff (66.67%). Transformational leadership has been widely recognized as the leadership that inspires an organization by getting each person to buy into it, making innovation, and cooperation an active business (Bass, 1990). This adds to Northouse's (2021) viewpoint on transformational leadership as best for educational settings, with all the benefits that comes from engagement, motivation, and performance at the institution.

Preference for Transformational Leadership: It shows that the respondents wanted the kind of leadership that leaned towards vision, encouragement, and ongoing development. Transformational leaders nurture a good learning and working environment where staff and students alike feel that they can make a contribution that can be meaningful in the pursuit of institutional goals (Avolio & Bass, 2004). Excellent leadership in higher education creates an atmosphere where inspiring and collaborative benefits are felt by faculty and students (Kouzes & Posner, 2017). The large proportions of students show that they understand how visionary leadership can influence their educational experiences, such as innovations in curriculum development, extracurricular activities, and relationships between faculty and students.

Presence of Servant Leadership: There was also reasonable support for this leadership type, especially from administrators and managers (30%). Merely looking to serve other standards under this model established by Greenleaf (1977) is quite in line with humility, empathy, and

commitment to growth of individuals within an institution. The relatively low percent compared to transformational orientation suggests service-oriented leadership is important; but respondents weigh its merits less by compared to visionary and motivational aspects all other things being equal. Nevertheless, servant leadership has been found to increase job satisfaction and organizational commitment in educational contexts (Eva et al., 2019).

Limited Preference to Democratic Leadership: Democratic leadership can be defined by participative decision-making and shared governance (Goleman, 2000). It is shown that such leadership was least appreciated as 8 teaching staff, 3 non-teaching staff, and 2 students preferred it. No administrator or management personnel opted for democratic leadership; this may indicate that the decision-making process in the institution applies the top-down method. This resonates with research that shows that while democratic leadership can develop and promote a sense of belonging and problem-solving as a team, it is often not favored in institutions that borrow heavily from traditional hierarchical underpinnings and prioritize efficiency with a clear line of what needs to be done (Yukl, 2013).

Low endorsement for autocratic leadership and non-involvement leadership: Autocratic leadership which is defined as being centralized and making unilateral decisions (Lewin et al. 1939) was preferred only by 4 non-teaching staff members, thus signaling low acceptability among the respondents. Minimal preference indicates that leadership practices at AfRU are not rigidly authoritative owing to the concern over the collaborative participation of academic institutions and governance (Bush, 2018). Furthermore, for the complete absence in support for laissez-faire leadership, it reveals that respondents did not think that a hands-off approach had any value for effectiveness in the institution as follows: Laissez-faire leadership is considered not to guide the

organization to enhance clear accountability and is believed to carry inefficiencies within the organization itself in most events (Skogstad et al., 2007).

The findings strengthen the role of transformational leadership in higher education as substantiated in the existing literature about effective leadership in academic institutions. While there is thus a presence of servant leading, democratic leadership is still much less used in practice. The barely scarce preference for autocratic and laissez-faire leadership provides another proof that more efforts in leadership practice at AfRU should now be directed toward inspiration, empowerment, and collective work for institutional success.

Table 9 shows: Prominent qualities among management members

Qualities	**Students (46)**	**Teaching staff (40)**	**Non-teaching staff (27)**	**Mgt and other senior leaders (20)**	**Total response**
Effective communication	30	35	20	40	125
Decision-making skills	25	30	18	35	108
Integrity and ethics	40	38	25	45	148
Empathy and economic intelligence	20	25	15	28	88
Visionary thinking	15	20	10	25	70
Problem solving skills	28	35	18	38	119
Others	05	02	04	03	14

Source: field data 2025

The findings from the interviews about the attributes deemed important for management leadership at African Renewal University demonstrate that there are several divergent views on these leadership attributes between the groups investigated: Administrators/Management, Teaching Staff, Non-teaching Staff, and Students. Several common themes emerged across several groups,

with clear relevance for Effective Communication, Integrity and Ethics, and Problem-Solving Skills, thus highlighting the significance of these attributes in both academic and leadership contexts.

Communication was rated highest by Administrators/Management at 40, followed by Teaching Staff at 35 and Students at 30, thus suggesting that it is perceived as central not only to the functions of leadership but also to the wider academic environment. Considered important for successful leadership and importantly, collaboration among different groups by Barge and Schlueter (2018), effective communication could be noted as the one quality that fosters good relations within the institution. It is not surprising to see Non-teaching Staff rating it lower at 20 if their perception is that the requirement of their responsibilities is less focused on communication relative to those of teaching or administration. However, this deserves further investigation, because the breakdown will assume that communication in itself is an engine of workability (Guffey & Loewy, 2016).

Another quality that somehow received a very high rating across all groups is Integrity and Ethics- with Administrators/Management and Teaching Staff rating them particularly high. Students rated this quality at 40 as an affirmation that ethical leadership is important, especially in how leaders demonstrate behaviors of integrity. According to Brown and Treviño (2006), leaders who act ethically have a far-reaching impact on the culture of the organization, creating a context for what behavior is expected. The lower score from Non-teaching Staff (25) may show that although these relate to their work, integrity and ethics have diminished in terms of weight in daily interactions and perceptions of leadership.

Teaching Staff at 30 and Administrators/Management at 35 were particularly vocal about the importance attributed to Decision-Making Skills, which is in keeping with the complex decisions made in their respective realms of academics, policy, and leadership (Vera & Crossan, 2004).

Students (25) and Non-teaching Staff (18) grouse upon this quality, which would be valorized as a standard characteristic of either leadership roles than those within teaching or non-teaching capacities.

These include Empathy and Emotional Intelligence which were found very relevant for Teaching Staff (25) and Administrators/Management (28), therefore, it indicated that understanding and heated dealing with the emotional conditions of people really matters in leadership even in a particular environment where a student will be affected by his very existence. Students (20) and Non-teaching Staff (15) rated the attribute much lower, indicating the way that they usually view emotional intelligence as not so much of a consideration in their dealings with leadership. Emotional intelligence, according to Salovey and Mayer (1990), adds to effective leadership when interpersonal sensitivity is required, such as in an educational context.

Visionary Thinking emerged with high ratings from Administrators/Management (25) and Teaching Staff (20). It indicates high importance by all people in these positions, who look forward to anticipating future challenges as well as opportunities. However, lower ratings were given by Non-teaching Staff (10) and Students (15), perhaps reflecting their views on such thinking being less pertinent into their daily dealings with the leaders (Kouzes & Posner, 2012). Such findings do converge with many research findings that indicate a greater value of visionary leadership among the staff who occupy more strategic oversight positions, such as administrators, within the institution than others (Northouse, 2018).

For example, the trend in Problem-Solving Skills ratings for Teaching Staff (35) and Administrators/Management (38) puts great emphasis on the essentiality of this attribute. That is, solving problems is a core competence in leadership. Students (28) and Non-teaching Staff (18)

also rated this quality as important, but with slightly lower scores, reflecting the broader need for problem-solving across different university functions (Raelin, 2003).

Other (Specify) also reported little in terms of responses across the three groups, indicating that the qualities reflected in the study were most likely sufficient to capture what respondents perceived effective leadership to be. This affirms the appropriateness of the highlighted qualities in effectiveness regarding leadership.

Cross-group analysis also indicated significant differences in prioritization among certain leadership qualities. For instance, students pay particular interest in Integrity and Ethics as well as Effective Communication maybe because these invariably are indicators of the students' aspirations for ethical behavior and clear communication by leaders. On the other hand, Teaching Staff and Administrators/Management rated Decision-Making Skills and Problem-Solving Skills more, probably because of their demands in advancing leadership and effective management with academic and administrative undertakings (Goleman, 1995). Non-teaching Staff had generally lower ratings but appeared to be less inclined towards interpersonal and visionary values while placing more value on practical elements of leadership such as communication and problem-solving.

The general conclusion suggests agreement on the part of the different groups vis-a-vis Integrity and Ethics, Effective Communication, and Problem-Solving Skills. Perceptions of what constitutes effective leadership, however, differ across the university population. Administrators and Teaching Staff highlight skills on decision-making, empathy, and visionary thinking, while students and Non-teaching Staff give more emphasis on ethical leadership and communication. This may inform tailor-made leadership development programs that will align the values and

expectations of the university community towards leadership appropriate for all stakeholders (Northouse, 2018).

4.5 Descriptive Findings on Objective Two: Analyzing the effects of leadership practices at AfRU on staff, students, and other stakeholders, especially about institutional performance and objectives.

4.5.1 Table 10 shows the impact of AfRU Management leadership practices on the University's academic performances.

Group	1=Very poor	2=Poor	3=Average	4=Good	5=Excellent	Total responses
Students	02	04	20	14	06	46
Teaching staff	03	05	18	10	04	40
Non-teaching staff	01	03	15	06	02	27
Management & other senior leaders	00	02	08	07	03	20
	06	**14**	**61**	**32**	**15**	**133**

Source: field data 2025

The findings of this study imply that the majority of respondents rated management leadership at AfRU as Average (3) or Good (4). This means that there is the generally perceived positive impact of leadership in the institution; however, there is room for improvement if higher satisfaction and effectiveness are to be achieved (Northouse, 2019). The effectiveness of leadership is significant to the success of any organization, especially in academic settings that influence students, teaching, non-teaching staff, and administrators (Yukl, 2020). The study thus sheds light on the various

perspectives of the groups toward leadership and its role in the academic performance of the institution.

Perception of Leadership by the Students

Students had a relatively balanced distribution in their responses, with 20 out of 46 marking Average leadership's impact, while 14 marked it Good. This implies that students recognize some good leadership influence toward their learning but do not see it clubbed into noticeably outstanding (Bass & Riggio, 2006). Leadership in educational institutions usually gets assessed based on how inspiring and guiding it is to the student body.Yet the responses suggest AfRU leadership is somewhat functional but does not have a strong positive impact upon enhancing students' academic experiences.

View of Teaching Staff

Teaching staff shared a similar pattern of response whereby 18 out of 40 focused on rating leadership as Average and 10 as Good. This implies moderate approval of the impact that leadership may have on academic performance. Leithwood et al. (2020) quote leadership in academic institutions as making space for the advancement of its personnel; motivation toward the institutional objectives; enhancement of the institution's development. The findings indicate that leadership at AfRU should connect with the teaching staff for greater effectiveness and credence in enhancing academic achievements.

Views of non-teaching staff: Of the respondents, 15 non-teaching staff rated leadership Average and 6 Good, displaying a more neutral or moderate view as to the extent of leadership effectiveness. Bush (2018) argued that non-teaching staff tend to assess leadership in terms of organization-orientated efficiency, their own satisfaction in the workplace, and the institutional

support they benefit from. The data further imply that while the leadership at AfRU cannot be termed poorly perceived, it also does not bask in glory; hence there is an opportunity for perfecting leadership and administration towards obtaining more satisfaction from the non-teaching staff.

Perspectives of Administrators and Management: The responses received from administrators and management staff is generally rated as Good (7 out of 20) and Average (8 out of 20), indicating a positive perception of the effectiveness of leadership. However, it is lower as compared to what is expected in terms of high performance in leadership (Kotter, 2012). The relatively positive perception among management indicates that leaders think of themselves as being effective with regards to their strategies; however, the variations in ratings across groups indicate a disconnection between leadership self-assessment and that of other stakeholders.

Impact of Leadership and Levels of Satisfaction: One of the major takeout from the study is that no category rated leadership Mostly Poor or Very poor. This indicates that AfRU does not fail in terms of leadership, but there is, more or less, no high level of enthusiasm from the respondents (Burns, 2010). Most categories, then, seem to have a generally neutral to slightly positive stance, which indicates that leadership effectiveness at AfRU is reasonable but needs an enhancement to move to a higher level of excellence. A good performance in leadership would therefore attempt to close the gap from satisfactory performance to an outstanding one by employing rather broader and engaging strategies (Fullan, 2014).

Gap in different groups

One of the observations is the discrepancy in rating judges between administrators and how others perceive leadership. More often than not, in general, administrators gave more positive ratings; while, students, teaching staff, and non-teaching staff have a relatively more neutral view. Such

gaps as identified by Avolio & Bass (2004) may indicate that all stakeholders did not enter into direct engagement with one another, or they are just two different aspects of expectations and experiences. Addressing such a disconnect can provide a more cohesive and effective leadership approach.

Generally, this research concludes that leadership at AfRU has a moderate influence on academic performance, with most respondents rating it Average or Good. The leadership team is not seen as inefficient, but there is room for improvement in expanding its influence to motivate more respondents toward a higher level of satisfaction. This can be achieved through enhancing leadership development, increasing stakeholder engagement, and applying more participatory leadership styles; hence AfRU will improve its academic and administrative performance.

4.5.2 Table 11 showing how AfRU Management leadership practices influence staff morale?

Respondent groups	**Very positively**	**Positively**	**Neutral**	**Negatively**	**Very negatively**	**Total respondents**
Students	03	04	30	07	02	46
Teaching staff	02	05	25	06	02	40
Non-teaching staff	01	03	18	04	01	27
Mgt and other senior leaders	01	02	14	02	01	20
Total	07	14	87	19	06	**133**

Source: field data 2025

Students perspective on Leadership: Among students (46 respondents), 30 took Neutral stands, which shows that leadership practices do not strongly influence their morale or academic

experiences. This corresponds with Bass & Riggio (2006), which posits that leadership in educational settings should be aimed at fostering greater involvement by the followers. Seven students took a Negative view, probably related to student support issues, communication, or campus life. Seven students rated leadership positively, so one would appreciate in more visible and effective initiatives that would tend to the needs of students.

Faculty's Perspective: Among faculty members (40 respondents), the same pattern holds, with Neutral selected by 25. This means that leadership practices do not greatly influence their teaching and very strongly, again emphasizing Leithwood et al. (2020), that leaders ought to be more engaged in academic affairs to stimulate positive change. Six were listed as Negative by respondents and would include restrictions of some type, possibly relating to workload allocation, incentives, or decision-making. The positive response by seven might support leadership practices concerning the allocation of resources, professional development, or institutional support.

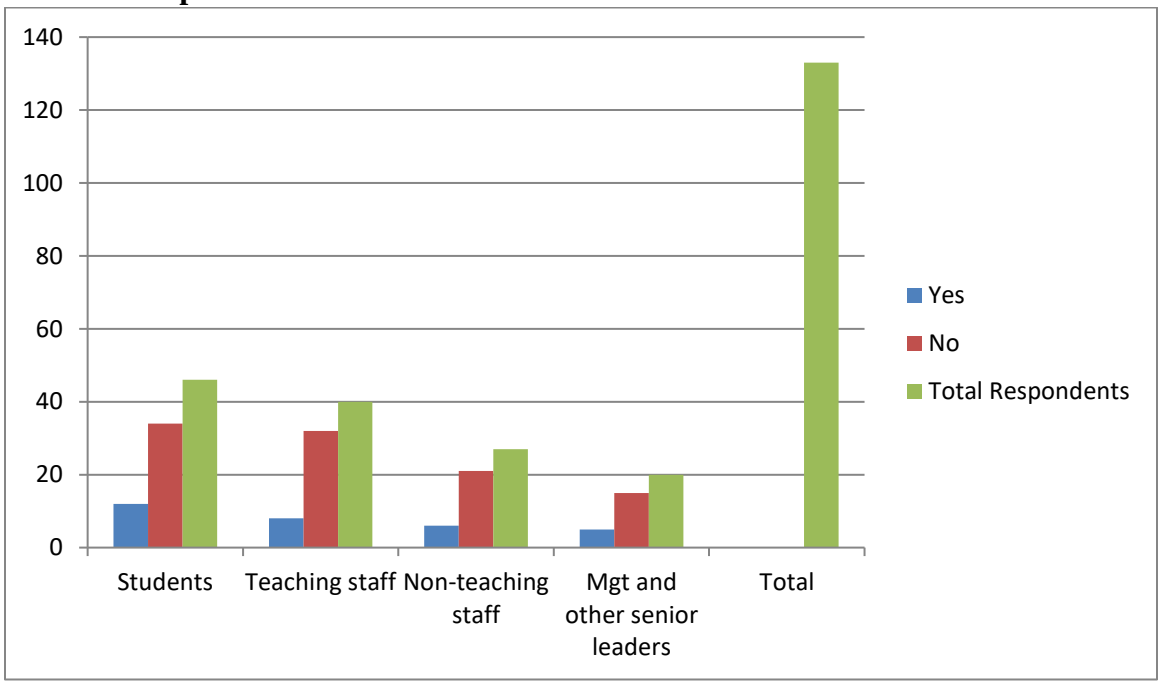
Non-teaching Staff Perspective: In non-teaching staff (27 respondents), 18 remained Neutral, pointing towards management exerting very little influence on their spirits. Four expressed Negative views that could concern work conditions, communication, and workload. The other four rated leadership positively, showing some appreciation for management effort. This agrees with Bush (2018), arguing that leadership needs to draw all staff in so that a motivated workforce can be developed.

Management & Senior Leaders' Perspectives: Even in management and senior leadership (20 respondents), Neutral responses predominated, implying that leaders view their practices as being more adequate than transformational. Two respondents viewed leadership as negative, and merely three expressed positive views. This further emphasizes Kotter's (2012) stand that effective

leadership ought to be able to instigate meaningful organizational changes and not merely to sustain its status quo.

General Neutrality in Leadership Practices: A very high proportion of responses are Neutral (87 out of 133), which would suggest that at AfRU, the leadership is operationally functional, but less inspiring or engaging. Burns (2010) notes that transformational leadership should instill in staff and students the excitement of belonging to something bigger than themselves. This implies that perhaps not much engagement happens with AfRU leadership in getting its constituents motivated towards participation in a common cause.

4.5.3 Figure 1: does an AfRU management leadership practice effectively address students' needs and expectations?



Source: field data 2025

Effectiveness of AfRU Management Leadership Practices in Addressing Students' Needs and Expectations: -

Students (46 respondents): Among the 46 student respondents, only 12 students (26%) actually suggested that leadership practices are effectively placed to meet their needs and expectations, while a substantial majority of 34 students (74%) felt otherwise. Therefore, it appears that the management has not sufficiently addressed several student concerns, particularly in the areas of academic support, campus services, and student engagement (Northouse, 2019). Fullan (2014) states that effective leadership engages actively with students and then determines appropriate strategies to meet their constantly changing needs.

Teaching Staff (40 respondents): Among teaching staff, only eight respondents (20%) felt that leadership practices effectively respond to student needs, while 32 respondents (80%) felt that this was not so. The overwhelming negative response indicates that educators perceive management as not attaching sufficient importance to student-centered policies and initiatives. According to Leithwood et al. (2020), leadership in educational situations should bring closure to the communication gap between administration and teaching staff, promoting student-centered decision-making.

Non-Teaching Staff (27 respondents): Correspondingly, for the non-teaching staff, the rating of leadership practices by only six out of 27 respondents (22%) was said to appropriately address student needs while 21 respondents (78%) disagreed. Whereas the non-teaching staff may have less student contact than faculty, they are still important in judging the efficacy of leadership, as they influence the overall student experience (Bush, 2018). Their responses may be an indication of broader complaints about leadership's ability to engender a supportive institutional environment.

Management and Senior Leaders (20 respondents) : Within the domain of management and senior leadership, only 5 out of 20 respondents (25%) believed that leadership practices are responsive to

student needs, while 15 respondents believe otherwise (75%). This division within leadership itself indicates an internal recognition that management practices may not be fully aligned with student expectations. Kotter (2012) posits that it should be the responsibility of the leadership to continuously assess and modify its practices to best suit the needs of its main stakeholders, in this instance, the students.

Overall Findings (133 respondents)

This indicates that across all groups, 31 respondents (23%) believed that leadership practices effectively address student needs, while 102 respondents (77%) do not. This overwhelming majority would call into question the leadership of AfRU, suggesting that certain strategies for engaging with students should be revisited and improved. Research seems to suggest that institutions that follow a student-centered leadership (Bass and Avolio, 2004) approach tend to witness higher satisfaction and academic performance levels among students.

The fact that 77% of respondents feeling that current leadership practices are not working is an obvious indicator for the need for change. Setting aside the possible communication lapses, ineffective policy implementations, or other overarching issues of unresponsiveness to student concerns, the onus now is on the leadership to be more proactive in addressing that gap. In the words of Burns (2010), transformational leadership is the one that dictates the responsive and vibrant nature of the learning environment.

The data indicates an apparent gap between leadership practices and student expectations. Though some respondents recognize the efforts of leadership, the majority strike down the management approach as inadequate. By creating avenues for communication, increasing engagement with

students, and ensuring enforcement of policies, AfRU leadership can work toward a more responsive and nurturing academic environment.

4.6 Descriptive Findings on Objective three: Challenges that leaders face in private institutions of higher learning in Uganda based on cultural, structural, and operational issues within AfRU context.

4.6.1: Table 12: The challenges faced by AfRU management leaders in managing the University?

Challenges	**Students n=46**	**Teaching staff n=40**	**Non-teaching staff n=27**	**Mgt and other senior leaders n=20**	**Total mentions out of 133**	**Percentage (%)**
Poor Communication	35	30	22	16	103	77.4%
Lack of Full Spirit of Team Work	25	21	20	06	72	54.1%
Delay in Decision-Making	15	24	08	13	60	45.1%
Infrastructure Challenges	27	09	18	05	59	44.4%
Lack of Transparency	12	22	9	14	57	42.9%
Insufficient finances	05	10	17	04	36	27.1%
Limited Delegation	10	18	15	12	55	41.4%
Blame Game among Staff policies	20	19	05	08	52	39.1%

Failure to Adapt to New Changes	08	17	12	05	42	31.6%
Leaders Not Accountable for their own mistakes	22	08	16	03	49	36.8%
Being Autocratic and Unsympathetic	18	06	14	11	49	36.8%
Compromised policies	10	12	05	13	40	30.1%

Source: field data 2025

Effective communication has emerged as the most acute challenge confronting AfRU, with 77.4% of respondents indicating it as a major issue. Instances of poor communication between leaders of departments have included messages that are delayed, unclear, or erroneous, all contributing to confusion, inefficiencies, and slower responses to urgent matters. Communication failures within organizations, Robinson and Judge (2019) argue, hinder productivity and the provision of services. Northouse (2018), too, stresses the urgency of solving communication barriers, affirming that effective communication is emblematic of leadership success, particularly in institutions of higher learning.

The interview with Yusuf, Administrator Dean of Students, delves further into the ways in which ineffective communication has manifested itself as finger-pointing within the institution. This resonates with Bass's (1990) assertion that, poor communication in organizations inhibits trust and accountability and undermines team cohesion.

Another major challenge identified was the lack of full teamwork, said by 54.1% of respondents. The absence of collaboration between staff members undermines the collective effort required for institutional success. This correlates with the findings of Kouzes and Posner (2017) that teamwork

is necessary to realize organizational goals. Cooperation must be cultivated by AfRU leadership to break down barriers that are essential for enhancing the dynamics of working in teams and providing better services (Griffin & Moorhead, 2014).

Decision-making delay (45.1%) has also emerged as one of the core issues mentioned by respondents and was described 60 times as a challenge to the organization in terms of its agility and responsiveness. Such delays almost always result in missed opportunities being able to frustrate staff and, thus, have become an area of focus in organizational behavior studies that highlight the importance of timely decision-making vis-a-vis effective leadership (Robinson&Judge, 2019).

According to 44.4% of respondents, the infrastructure challenges were identified, including issues with antiquated facilities, resources lacking, and limitations concerning physical space. It has been indicated by Griffin and Moorhead that the factor infrastructure directly affects efficiency and effectiveness of an organization as it has direct hindrance operational capabilities by sufficiency of resources. It is vital to create those repairs within infrastructure because they are very imperative for the long-term success and sustainability of AfRU.

The absence of transparency in leadership and decision making was another bigger issue as found by 42.9% respondents. Transparency is the most important ingredient to build trust in any organization and if there is no transparency, it creates confusion and disconnection between staff (Northouse, 2018). Leaders should be very accountable and communicate things clearly regarding decisions especially in academic institutions as this resonates with morale of staff and institution credibility.

Research has also shown that financial constraints 27.1% mentioned difficulties which have been associated with the inability of AfRU to be positively impactful on the entire leadership effectiveness, in particular, to the institution as a whole. According to Bass (1990), there are certain financial limitations that prohibit an organization from investing in critical resources, professional developments, and infrastructure, aggravating other leadership challenges. Other major issues of concern include limited delegation (41.4%) and blame game among the staff (39.1%). Increasing workloads on leaders and not entrusting responsibilities on staff may lead to inefficiencies behavior and poor motivation. Good delegation, which is very important in empowering the staff for optimal organizational performance, is discussed in Kouzes and Posner (2017). Leaders at AfRU must work to build a culture of trust and collaboration, with proper distribution of responsibilities and accountability.

Lastly, failure to adopt new changes (31.6%) and non-accountability of leaders (36.8%) were cited as barriers to organizational progress. These challenges point to the need for a more agile and accountable leadership structure at AfRU. Robinson and Judge (2019) further argue that leadership effectiveness depends so much more on adaptability and a willingness to take responsibility for one's actions.

4.6.2 Table 13: How has AfRU Management leaders tried to address some of the challenges?

Efforts to address challenges	**Students n=46**	**Teaching staff n=40**	**Non-teaching staff n=27**	**Mgt and other senior leaders n=20**	**Total mentions out of 133**	**Percentage (%)**
Sharing challenges with the Staff	25	18	20	17	80	60.2%

Incorporating Mini Management teams to scrap bureaucracy	12	15	10	18	55	41.4%
Induction for New Staff and Students	10	20	15	12	57	42.9%
The Establishment of a Marketing Department for Increasing Student Enrollment	08	12	10	15	45	33.8%
Lobbying for more funds through grants and donations	05	08	12	16	41	30.8%
Encouraging Spiritual Development Activities	18	10	12	08	48	36.1%
Joint Prayer Gathering	15	06	08	07	36	27.1%
Retaining Students who have a Heart for the University	10	20	15	12	57	42.9%

Source: field data 2025

Sharing challenges with Staff (60.2%): The finding that, 60.2% of respondents contend, a good leader shares challenges with the staff demonstrates the extent to which an organization is open and communicates in practice. This is to say that openly discussing institutional issues is seen as a means to enhance trust and collaboration before its stakeholders in problem-solving, thus creating a more inclusive work environment (Sweeney & Brown, 2019). When leaders share challenges, it builds a sense of ownership and encourages joint work to solve problems (Kouzes & Posner, 2017).

This approach has the capability of improving morale and cohesive unity since it may raise all staff as participants in the solution thus forming a common vision for improvement in institutional performance. For AfRU, regular conversations about challenges may facilitate building organizational cohesion while boosting responsiveness towards emerging issues (Jiang et al., 2020).

To Establish Mini Management Teams for Eliminating Bureaucracy (41.4%): Mini management teams have come into being as a strategic facilitation towards decentralization. For the middle and senior management cohorts, suggesting this was the means to achieve faster decision-making and enhance organizational agility (Grant, 2018). In a bureaucracy, decision-making is typically delayed, leading to inefficiency and frustration in workers (Lunenburg, 2017). By forming smaller, more nimble teams, AfRU can respond more quickly to both internal and external challenges.

Decentralization empowered Staff: This decelerates the layer of the hierarchy into much thinner levels, and hence, much empowerment goes to the staff since it reduces levels through which decisions are made when centralized (Tannenbaum et al., 2019). This all falls in line with the new leadership theories that focus on flexibility, responsiveness, and empowerment. This would imply that AfRU is progressing toward becoming a dynamic and responsive institution.

Induction Program for New Staff and Students (42.9%): Induction programs were identified as one of the vital mechanisms for welcoming new staff and students into the AfRU community. This resonates with best practice standards for institutional socialization since structured induction processes equip new members to fit into the culture, values, and expectations of the university (Schein, 2010). The fact that 42.9% of respondents, mainly teaching staff and management, prioritized induction confirms their understanding of the importance of creating a firm sense of

belonging to the AfRU community from the very start. A good induction program would clear up many of the misconceptions and miscommunications that new employees and students commonly encounter on their journeys (Jones, 2021).

The emphasis on induction shows that management takes initiative to foster engagement, confirming a supportive transition for new members who lead to higher retention rates and satisfaction (Bauer & Erdogan, 2018).

Creation of a Marketing Department to Elevate Student Enrollment Activities (33.8%): The establishment of a marketing department solely geared towards enhancing student enrollment is a strategic move to boost AfRU's growth and sustainability. An active marketing department is very crucial in promoting the institution's principles, programs, and provisions to prospective students (Kotler & Fox, 2020). The greater the competition among universities for student enrollment, the more critical the effective marketing of AfRU is, not only in the present but in ensuring future growth of its student population.

This also brings to the fore the alignment of the marketing strategies with the institution's mission and values themselves. It has been indicated by respondents almost exclusively from management and the non-teaching staff that there is room for greater focus on marketing in order to improve visibility, this in turn could attract students with a similar vision to AfRU. Such a strategy could be useful, especially in terms of growing public awareness and engagement with the university's offerings (Chaffey & Ellis-Chadwick, 2019).

Lobbying for More Funds through Grants and Donations (30.8%): Thirty point eight percent of the respondents who underscored the importance of securing external funding give a clear indication as to the great need for financial sustainability such is the situation in higher education.

Fundraising, particularly through grants and donations, gives institutions a buffer that enables them to have resources to invest in their infrastructure, research, and student development work (Brown, 2018). This finding shows that management is already thinking ahead into how to seek alternative sources of income which will supplement traditional funding mechanisms; thus, ensuring that AfRU will be able to grow and carry out its objectives without major reliance upon government funding sources or student fees.

According to respondents, especially those whose job experiences are less extensive in teaching, external funding could supplement infrastructure and offer better services to staff and students. It is closely linked to a larger aspiration of financial sustainability that is critical to the long-term institutional health (Mohrman et al., 2017).

Encouraged Spiritual Development Activities (36.1%): Such activities were mentioned as important to development as a community and to nurture moral value. This finding reinforces as priority to AfRU's holistic ideal in educating, which does not just concentrate on academic performance but also with emotional and spiritual wellness among its members (Astin et al., 2011). AfRU intends this to be inclusiveness in and during the process of spiritual advancement of group prayers and faith-based initiatives.

This development relates to the creation of a well-rounded student body that will foster a deep sense of purpose and unity among staff and students. Barker and Goforth (2016). It features AfRU plans on furthering more such activities, because it will establish a good culture around campus that is in accordance with the values and mission of the institution as well.

Joint Prayer Gatherings and Retaining Students Committed to the University's Mission (27.1 percent and 23.3 percent). The focus on joint prayer gatherings and student retention highlights

two important aspects of community-building at AfRU: shared purpose and alignment with institutional values. The joint prayer gatherings, as highlighted through students, reinstate the idea of community with shared spiritual goals, thereby building a student body that is cohesive and integrated (Astin et al., 2011). The strategy of retaining students who commit to the university's mission reflects an institutional effort to ensure, by this other means, that what remains are those who share the university's fundamental values and will thus contribute to a stronger and more dedicated student body (Baker et al., 2018).

The focus on retaining students who are representative of AfRU values indicates wanting to create a vibrant community of commitment and engagement where students and staff alike work towards the same goal of institutional success. For AfRU, the student retention strategy is seen as simply one way to produce a committed student body. By 23.3 percent, this means the study shows that students have value integration with that of AfRU mission. These retention strategies will focus on students' needs and value, hence giving them a devoted and motivated student populace. As Kouzes and Posner (2017) say, a strong leader creates an engaged and committed community by inspiring others to share in the mission of the organization.

4.7 Descriptive Findings on Objective Four: Recommend ways of improving leadership in private institutions of higher learning in Uganda based on insights from AfRU and broader experiences.

4.7.1: Table 14: Changes recommended improving the AfRU Management leadership effective.

Recommendation	Students n-46	Teaching staff n=40	Non-teaching staff n=27	Mgt and other senior leaders n=20	Total mentions out of 133	Percentages (%)

Effective Communication	25	22	18	12	77	58%
Delegation	15	20	15	10	60	45%
Inclusive Decision-Making	20	15	20	8	63	47%
Team Building	18	10	16	8	52	39%
Servant Leadership	20	24	20	12	76	57%
Reducing Decision-Making Delays	20	16	19	7	62	47%
Motivating Employees	15	20	26	8	69	52%
Leadership Training	20	25	10	10	65	49%
Time Management	24	20	14	9	67	50%
Financial Management & Internal Controls	12	15	10	4	41	31%

Source: field data 2025

The analysis of the highlighted findings, discussion of results and what they mean for leadership advancement at AfRU are presented below.

Encouragement through Effective Communication (17%) The discovery that communication would be the priority area for improvement cited by 17% of the respondents underlines the dominant role communication assumes in leadership effectiveness. Complaints about communication-a seemingly whole slew-such as misunderstandings and information gaps between departments have produced inefficiencies on the one hand, and dissatisfaction on the other. *To what Mukiibi Jonah (IT Manager) pointed out appropriately, "The University has to improve its*

communication systems because it has affected their service delivery to students and the staff." Effective communication promotes the smooth running of things since everybody is informed and can act promptly and correctly when the need arises (Marschark & Knoors, 2020). AfRU should work toward better internal communication channels, look for new communication tools, and define communication protocol. Establishing regular meetings for the timely sharing of information and fostering transparency would do much to enhance service delivery, decrease misunderstandings, and generally improve organizational efficiency.

Encouraging Delegation (11%): Delegation was important for 11% of respondents as a key leadership practice for promoting efficiency. Delegation would lessen the burden upon leaders and their teams when leaders do not delegate tasks, thus making the organization less proficient (Parker et al., 2019). Effective delegation empowers staff, creates fairness in distributing work, and fosters respect in decision-making processes. For AfRU, using a structured approach for delegation would relieve their leaders from micromanaging yet develop a sense of accountability and ownership in the staff. The results would be efficient work-putting that goes with less cumbersome management styles-and improved delivery of services (Yukl, 2012).

Inclusive Decision-Making (14%): Inclusive decision making came out strongly as one of the high practice areas as 14% indicated that more employees should be involved in decision-making processes. This would also contribute toward ownership and accountability, which are necessary for effective leadership (Vroom & Yetton, 1973). Joint decision-making with employees can minimize resistance to change and encourage innovative ideas. In addition, when the employee feels he has a say in important decisions, his morale and commitment to the organizational goals improve (Kotter, 1996).

AfRU would need to start institutionalizing a more inclusive culture of decision-making, where feedback among employees is actively sought and considered. This would help increase transparency, improve employee engagement, and yield much creative solutions to some institutional issues.

Strengthening team building (6%): Team building, although only emphasized by 6% of the respondents, is a crucial area of improvement. Strong teams are vital for organizational development; they assist in promoting collaboration and improving interpersonal relationships among individuals, aligning them towards shared team goals (Tuckman, 1965). Regular team building workshops or training organized by AfRU could go a long way in improving the leadership effectiveness within the institution through boosting cooperation and breaking down departmental silos.

Building a culture of teamwork and playing collective responsibility would create an overall productivity improvement for AfRU and a more cohesive working atmosphere. Leaders would, therefore, be focused on creating and maintaining very high-performance teams with the ability to achieve their collective goals.

Promoting Servant Leadership (11%): Servant leadership is important to 11% of the respondents. It treats the well-being of employees and their advancement at the personal and professional levels (Greenleaf, 1977). If much of the adoption of this type of leadership is practiced in AfRU, it could change the whole picture regarding trust and morale levels in that place. Employees' needs are prioritized, and they are empowered to reach their full potential. This can cultivate a workforce that is more engaged and motivated than the types that do not practice servant leadership. Such leaders are complimentary, have, and enjoy better relationships with their teams, thus engendering

a positive and productive environment "Palmer" in AfRU. This would therefore help improve the organization as a whole with respect to organization dynamics and overall service delivery performance.

Reducing intervals in the Decision-Making Process (6%): The 6% of respondents who pointed out delays in decision-making as an issue highlighted the need for more efficient decision-making processes. With timely decisions, the organization has the ability to respond quickly to opportunities and challenges, while delays rob the organization of its ability to respond expeditiously (Mintzberg, 1973). For AfRU, it would help to reduce delays and increase efficiency by empowering persons at lower levels to make decisions.

This can be done through the development of straightforward rules and parameters for decision-making that afford quick resolution of issues with minimal bureaucracy. Streamlining decision-making processes can offer AfRU enhanced opportunities for responsiveness and improved service delivery for students and other stakeholders.

Motivating Employees (6%): Motivation is essential for nurturing a productive and engaged workforce. As 6% of respondents suggested, leaders must find means to keep employees motivated through recognition, rewards, and a positive work environment (Locke & Latham, 2004). AfRU should have recognition and rewards programs for employees for the contributions they make, which will positively affect morale and motivation, respectively.

Leadership can create an atmosphere in which employees feel valued and appreciated. Regular feedback, career development opportunities, and recognition of hard work all contribute to creating a motivated and engaged workforce.

Organizing Leadership Training (6%): Leadership training was one area that required improvement, as mentioned by 6% of the respondents. Training the leaders in proper leadership skills is paramount in enhance the capability of leaders to manage their teams. AfRU would greatly benefit from organizing leadership programs aimed at skill development in the important areas of communication, delegation, decision-making, and conflict resolution.

Investment in leadership development will ensure that leaders are well-catered to maneuver through challenges, boost and inspire their teams, and provide direction in an ever-changing environment. On the other hand, leaders with outstanding training will be capable of managing their teams and accomplishing organizational goals (Northouse, 2018).

Time Mismanagement from Staff (6%): Time management problems were cited by 6% of respondents as a barrier to productivity. Ineffective time management results in inefficacy and the inability to meet deadlines, which then go on to hinder the delivery of services (Covey, 2004). Time management-focused workshops or seminars should be inculcated into AfRU staff and leaders created around prioritization, deadline creation, and general productivity.

Addressing time management problems will enable AfRU to use both staff and leaders in their time more effectively and thus perform better in service delivery.

4.8 Conclusion of Chapter Four

This chapter highlights the detailed findings of the study, which touch upon different aspects of leadership in Africa Renewal University (AfRU) and their wider implications for private institutions of higher learning in Uganda.

Objective One was to investigate the leadership experiences and perceptions held by the AfRU Management Team. The results showed key traits such as integrity, communication, and decision-

making skills contributing to leadership effectiveness. The study also put emphasis on transformational and participatory leadership styles, whereby a positive organizational culture was built, and staff and students were engaged.

Objective Two aimed to assess the effects of leadership practices upon staff, students, and other stakeholders, especially in relation to institutional performance. Results indicated that leadership practices played a significant role in the academic and operational outcomes of the university. Leadership practices based on transparency, integrity, and problem-solving increased positive contributions towards a conducive academic environment and towards the satisfaction of institutional objectives.

Objective Three examined the challenges leaders are facing in private higher learning institutions in Uganda. Barriers identified include cultural, structural, and operational constraints, with insufficient resources, lack of clear communication, and resistance to change being highlighted as substantial. The study indicated that there is a need for leadership practices responsive to the unique challenges of the Ugandan context in order to enhance institutional effectiveness.

Objective Four gave recommendations for improving leadership practices in private institutions drawing from experiences in AfRU and beyond. The recommendations included the need for continuous training for leaders, better communication, participatory decision-making, and culture-sensitive and context-sensitive leadership strategies. These practices are paramount for strengthening leadership capacity and institutional performance.

The study identified critical attributes that define effective leadership: integrity, communication, and decision-making skills. It also solicited the major challenges that leaders face, such as cultural, structural, and operational issues, and how these challenges affect the performance of institutions.

CHAPTER FIVE

CONCLUSSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter serves to summarize the conclusions on achieving the objectives of the study. It also presents important recommendations based on the presentation and discussion of the data. These recommendations were presented in chapter four, with the aim of determining whether the objectives were achieved. This chapter also includes the areas for further study.

5.2. Conclusion

5.2.1 Conclusion for Objective One

Based on the findings and discussions in Chapter Four and Chapter Five, Objective One dwelt mainly in analyzing the leadership experiences and perceptions of Management Team members at Africa Renewal University (AfRU) regarding the traits, qualities, and leadership styles that facilitate leadership effectiveness.

The investigation unveiled the leadership qualities within the AfRU Management Team as integrity, effective communication, decision-making skills, and problem-solving abilities which were seen to be central to establishing an effective leadership system aligning with the vision and mission of the university. The leadership team hence communicated university's vision and mission messages very frequently to staff and students contributing to a sense of shared purpose among members of staff and students.

In terms of leadership styles, the Management Team at AfRU seemed to be employing primarily transformational and participatory leadership approaches. This type of style is very good for inspiring and motivating teams resulting in an engaged workforce committed to achieving a

common goal. It is more so appreciated because it highlighted the need for transparency and inclusivity as determinants of trust and sense of ownership by the university community.

The findings demonstrated that the Management Team's efforts to provide forums for staff and student feedback were rather limited, but a part of the university community seemed to consider that they existed. These point to a gap between management intention and the reality of perception among staff and students around feedback channels.

5.2.2 Conclusion for Objective Two

The first of two main objectives of the analyses with findings and discussions in Chapters Four and Five sought to examine the leadership experiences and perceptions of the Management Team at Africa Renewal University (AfRU) about the attributes, qualities, and leadership styles that contributed to effective leadership.

Some of the major leadership characteristics that were highlighted include integrity, effective communication, and skills related to decision-making, which were found to be necessary qualifications for effectiveness in leadership at AfRU. Communication of the vision and mission of the university by management was frequent and clear, resulting in the alignment of the institution with its overall goals. The transformational and participatory styles of leadership employed by management received positive perception since the leaders were enjoined to inspire and motivate teams into engagement and commitment within staff and students.

Similarly, the study found that there were areas that showed limitations in the availability of such opportunities for feedback for staff and students. Even though the management professed its intentions to provide such opportunities, there was a perception gap as some felt that the feedback mechanisms were neither sufficiently open nor effective. This implies that management at AfRU

was strong in demonstrating good qualities of leadership while at the same time requiring robust and transparent mechanisms to improve upon them for further leadership effectiveness and community engagement.

5.2.3 Conclusion for Objective Three

Findings and discussions in Chapters Four and Five explored the objective of analyzing experiences and perceptions of leadership of the Management Team at Africa Renewal University (AfRU) in connection with traits, qualities, and styles of leadership considered productive.

The emphasis on traits such as integrity, communication, decision-making, and problem-solving as effective leadership was found to be pivotal to the study. Management's leadership style remained transformational and participatory, which afforded a positive view by inspiring and motivating employees within that leadership. Such styles further encouraged a working culture within the organization that embraced participation among employees and students.

Contrastingly, some negative issues emerged; for instance, the study showed that management at AfRU was challenged in providing effective channels of feedback. Some staff and students felt these avenues were not that accessible; hence, a disconnect between management's leadership intention and the perception of the university community was visible. What ought to follow is stronger feedback mechanisms.

5.2.4 Final Thoughts on Objective Four

From the findings and discussions carried out in Chapters Four and Five, Objective One focused on analyzing the leadership experiences and perceptions of the Management Team at Africa Renewal University (AfRU) concerning traits, qualities, and leadership styles perceived to enhance leadership effectiveness.

The study found that the Management Team at AfRU showed great integrity, effective communication, and good decision-making, all of which were considered communicative leadership qualities. Their transformational and participative leadership styles inspired and motivated staff and students toward an atmosphere conducive to learning and organizational culture. However, this study noted some weaknesses in their implementation of feedback mechanisms because some staff and students feel there are few, if any, opportunities to express their concerns or give ideas for improvements.

In conclusion, the study of leadership experiences at AfRU shows that communication, integrity, and participatory leadership styles are important. While they enhance leadership effectiveness, addressing current weaknesses in the feedback mechanism and ensuring continuous development for leaders would greatly enhance junior leadership within the university, contributing to its long-term success.

5.3 Recommendations

Based on the findings and discussions underpinning the subject. The recommendations herein are made by the researcher in response to inform possible changes toward leadership practice at Africa Renewal University (AfRU) and maybe at other private universities in Uganda:

Enhancing Feedback Mechanisms: AfRU leadership must strengthen the channels for feedback, making them more active and accessible. Management should actively solicit the views of staff, students, and other stakeholders by allowing for regular surveys, open forums, and suggestion boxes. Improved feedback mechanisms will enable the university to understand its community's needs and concerns better and to make responsive decisions informed by that feedback.

An ongoing training program for leadership development is essential for strengthening the leadership capacity of AfRU. Training programs should enhance key attributes of leadership, namely, effective communication, decision-making, emotional intelligence, and conflict resolution. Periodic training and development would ensure that leaders are skilled to face the ever-evolving challenges of the higher education sector.

Encouraging Participatory Decision-Making: AfRU's leadership should continue in promoting participatory decision-making, where staff and students engage in decisions appealed by the university. This culture of inclusivity builds up a sense of ownership and participation and provides more collaborative and efficient means of solving problems. Building open communication channels between leaders and their teams can increase the trust and transparency of the institution.

Aligning Leadership Practices with Institutional Goals: Leadership practices should be aligned with the mission and vision of AfRU. The management should ensure that the leadership practices they employ are aligned with the university's academic and operational goals. The leadership alignment will assist the institution to continue focusing on the long-term objectives while at the same time providing a conducive academic environment.

Dealing with Cultural and Operational Obstacles: The leadership of AfRU should consider the cultural and operational challenges that could presumably hinder effective leadership. Such challenges may include inadequate resources, resistance to change, and communication gaps. The leadership should adopt remedial measures to deal with these challenges, including nurturing an innovation culture, improving resource utilization, and ensuring that leadership practice accommodates the specific Ugandan context.

Fostering Enhanced Inter-Departmental Collaboration: AfRU management should pursue more inter-departmental collaboration. Inter-departmental communication and co-operation are vital to attaining the strategic objectives of the university. Holding regular cross-departmental meetings and joint activities can break down silos and create a more cohesive working environment.

Monitoring and Evaluation of Leadership Efficacy: It is advisable that AfRU puts in place periodic reviews of leadership performance to monitor the outcome of leadership practice on institutional gain. The assessments should solicit feedback from staff, students, and other stakeholders, making sure that leadership practice is continuously improved and adapted to suit the needs of the institution.

Thus, the above recommendations are addressing some critical areas that can be used in promoting leadership effectiveness at AfRU like feedback mechanisms, development of leaders, voluntary participatory decision making, and cultural challenges. Such strategies, if implemented by AfRU, would even improve institutional performance and improve the leadership practices of AfRU to better serve its staff, students, and other stakeholders. These recommendations can help serve as good directions for other private higher learning institutions in Uganda that aim to enhance their leadership capabilities.

5.4 Areas of further study

The following areas for further investigations are recommended to build on the findings and discussions of this study so that a deeper understanding of leadership practices can be drawn in private institutions of higher education in Uganda and beyond: -

1. Contribution of Leadership Styles to Student Academic Outcome: While this study analyzed leadership practices at AfRU, such studies could seek to find out the extent to which student

academic performances and general outcomes can differ under different leadership styles-particularly transformational, transactional, or servant leadership. The investigation into the link between leadership styles and student learning outcomes would open a window to new applications in understanding the effectiveness of various approaches of leadership in the academic setting.

2. Comparative Studies on Leadership Practices in Public Vs. Private Higher Learning Institutions: More research can compare the leadership practices of public and private Ugandan universities. This might address whether differences exist between the two types of universities with respect to leadership traits, challenges, and effectiveness, thus providing a wider lens for understanding leadership in the Ugandan higher education sector.

3. The Role of Culture in Leadership Practices: Further research would probably consider identifying how cultural factors determine leadership styles and effectiveness since leaders face such unique challenges due to the culture in Uganda.

4. Investigating the Influence of Leadership on Organizational Culture in Higher Education: Research could focus on how leadership directly shapes the organizational culture in private institutions of higher learning. This would examine how leaders promote or hinder a culture of collaboration, inclusivity, academic freedom, and innovation and how such a culture, in turn, influences institutional performance and stakeholder satisfaction.

In conclusion: From the findings of this study, it is clear that effective leadership will contribute to making success possible for private higher learning institutions in Uganda. The recommended strategies and areas for further research will improve AfRU and similar institutions' leadership practices in overcoming existing challenges and augmenting the development of higher education in Uganda.

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List of appendices

Appendix A: Timeline for research process

ACTIVITIES	2024	2024	2024	2024	2024	2024	2024	2024	2025	2025
	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb
Concept Development and Review										
Drafting action research proposal										
Data collection										
Data Analysis										
Final Dissertation writing										
Submission of the Dissertation										

Appendix B: Budget

ITEMS	QUANTITY	UNIT PRICE (UGSHS)	TOTAL PRICE (UGSHS.)
STATIONARY			
Pens	2	500	1,000
Book for coding	1	10,000	10,000
Printing	6 pages * 110 surveys	200	132,000
Envelops to enclose Surveys	50	500	25,000
Airtime for follow up	1	30,000	30,000
Transport	1	100,000	100,000
Contingency			30,000
Total cost			**328,000**

Appendix C: QUESTIONNAIRE

My name is Richard Aguta a pursuing masters of arts in Organizational leadership and management at Uganda Christian University in partnership with Development Associates International. I am researching on a research topic: **Exploring Effective Leadership Qualities in Private Higher Education Institutions in Kampala, Uganda. A Case of Africa Renewal University.**

As the researcher, I understand the importance of maintaining your privacy and ensuring that your personal information and opinions are kept confidential. Rest assured that all information you provide will be handled with the utmost confidentiality and will be used for research purposes only.

Your participation is voluntary and you have the right to withdraw at any time without any consequences. If you have any questions or concerns about the study, please feel free to contact me on +256775790718 or richaguta90@gmail.com. I request your time to assist me fill this questionnaire and please answer the questions as honestly as you can to assist me come up with the recommendations.

DEMOGRAPHIC QUESTIONS PART A

1. Age

0A. 20 –29☐ B. 30 – 39☐ C. 40-49☐ D. 50-59 ☐ E. 60 and above ☐

2. Sex

A. Male ☐ B. Female ☐

3. Marital Status

A. Married ☐ B. Single ☐ C. Divorced ☐ D. Others.....

4. Education Level

A. Certificate ☐ B. Diploma ☐ C. Bachelor ☐ D Masters ☐ E. PhD ☐

5. Religious affiliation

A. Pentecostal ☐ B. Anglican ☐ C. Catholic ☐ D. Baptist ☐ E. Muslim ☐

F. Others ☐

6. **Your title or role** ☐ **Management/other senior leaders** ☐ **Teaching staff**

☐ **Non-teaching staff** ☐ **Students**

QUESTIONS PART B*: Leadership qualities and Styles, *and Impact of Leadership Practices

CLOSED QUESTIONS

1. What leadership style is most commonly practiced by the Management team at Africa Renewal University?

(Multiple Choices, Select One)

☐ Transformational ☐ Servanthood ☐ Democratic ☐ Autocratic

☐ Laissez-faire Other (please specify): _____

2. Which of the following qualities do you think are most prominent among Management leaders at Africa Renewal University? (Please tick the correct answer).

(Multiple Choice, Select All That Apply)

☐ Effective Communication ☐ Decision-Making Skills ☐ Integrity and Ethics

☐ Empathy and Emotional Intelligence ☐ Visionary Thinking ☐ Problem-Solving Skills

Other (please specify): _____

Impact of Leadership Practices

3. How would you rate the overall impact of AfRU Management leadership practices on University's academic performance? (Please tick the correct answer).

☐ 1 = Very Poor ☐ 2 = Poor ☐ 3 = Average ☐ 4 = Good

☐ 5 = Excellent

4. How do AfRU Management leadership practices influence staff morale?

(Multiple Choices, Select One)

☐ Very Positively ☐ Positively ☐ Neutral

☐ Negatively ☐ Very Negatively

5. Do you think AfRU Management leadership practices effectively address student needs and expectations? (Please tick the correct answer).

☐ Yes ☐ No

QUESTIONS PART C: OPEN-ENDED QUESTIONS

6. What are the biggest challenges faced by AfRU management leaders in managing the University?

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7. How has AfRU Management leaders tried to address some of the challenges?

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8. What changes would you recommend to improve AfRU's Management leadership effectiveness?

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Appendix D: Interview Questions

Lead Questions:

1. What words come to mind when you think of effective leadership qualities?

2. Picture a leader in your past that you consider to be very effective in what they did. What made them effective?

3. What words would you use to describe leadership at AfRU?

Follow-up Questions:

4. Would you be able to give the names of specific leaders who exhibited such qualities?

5. How do you imagine these qualities would relate to the context of Africa Renewal University?

6. What do you think Africa Renewal University leadership actions or changes could adopt to be more effective?

7. What would you consider as elements causing challenges to leadership at Africa Renewal University?

8. Can you expatiate on challenges personally experienced or witnessed by you with regard to leadership at Africa Renewal University?

9. How do you think that challenge can be addressed or avoided?

10. What do you think are the cultural or social factors affecting effective leadership at the Africa Renewal University? If so, how?

11. Does effective leadership at Africa Renewal University differ from effective leadership in other sectors or regions? Why or why not?

Appendix E: Consent Form

If you consent to take part in this study, please read and sign the consent form below: Title of Study: **Exploring Effective Leadership Qualities in Private Higher Education Institutions in Kampala, Uganda. A Case of Africa Renewal University.**

I have gone through the entire information concerning the study, and I understand it. I have had the opportunity to raise questions which have been satisfactorily answered. I know my participation in this study is voluntary and may at any time withdraw without any effect on me.

I understand that my personal information will be confidential and my anonymity kept intact. I agree to participate in this study and give my permission for the information I provide to form part of the research.

Names: _____

Signature: _____ Date: _____