

**INFLUENCE OF LEADERSHIP STYLES PRACTICES IN HIGHER EDUCATION  
ADMINISTRATION: A CASE STUDY OF MOUNTAINS OF THE MOON  
UNIVERSITY**

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**UGANDA CHRISTIAN  
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## DECLARATION

I **Kisembo Eseza Harriet** declare that the content presented in this research report is my work and has never been presented to any institution before for any award of master's degree.

All information in the study is based on our findings and where other authorities have been used, they have been acknowledged.

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**APPROVAL**

This research report has been submitted with my approval as the student's academic supervisor.

Signature.....



Date.....

**DR. REV MAJWALA HENRY**

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## **LIST OF ACRONYMS**

BOG	Board of Governors
EFA	Education for All
HODs	Heads of Departments
IGG	Inspector General of government
MDGs	Millennium Development Goals
MMU	Mountains of the Moon University
SSA	Sub-Saharan Africa
UCU	Uganda Christian University

## **OPERATION DEFINITIONS**

**Administration:** systematic coordination of people and resources to achieve common goals within organizations

**Leadership style:** patterns of behaviors leaders use to influence others

**Leadership:** influencing and guiding people to achieve a common goal

**Management:** organizing and directing people, resources, and tasks to achieve specific organization goals.

**University:** an institution of high-level learning

## **ABSTRACT**

**Back ground;** Globally Universities need to implement management procedures with the application of flexible leadership styles to improve the high education performance. The study focused on how leadership styles affect the management of higher education, particularly at Mountains of the Moon University (MMU).

**Purpose of the study:** To examine how three different leadership philosophies; autocratic, democratic, and laissez-faire affect different facets of university management.

**Methodology:** Adopted a mixed cross-sectional explanatory sequential approach, addressing a population of 274 respondents, including Faculty heads and Deans, lecturers, and non-teaching personnel. Data collection methods include surveys and interviews, with analysis conducted using both quantitative and qualitative approaches.

**Study findings:** Findings indicated mixed perceptions on leadership styles adopted, majority of the respondents (58.1%) agreed democratic leadership positively influenced student behavior. (51.2%) in agreed on employees to remain at the university and (53.5%) disagreed on contributes positive attitude towards the institution. Most (53.5%) agreed autocratic leadership style guiding employees towards organizational goals, (55.8%) agreed it creates hostility, non-cooperation, and resentment toward administrators and 14.0% were unclear on connection between productivity monitoring. Majority (49.8%) disagreed laissez-faire leadership leads to their work loyalty or dedication and 40.5% disagreed on the style retains academic staff at MMU.

**Interview findings** shown democratic leadership contributes to healthier organizational climate, interpersonal relationships and teamwork. Laissez-faire leadership aids monitoring staff compliance to new assignments and give way to innovative problem-solving and creativity. Autocratic leadership ensures uniformity, minimizes delays, and avoids confusion, which is crucial in achieving institutional goals.

**Conclusion:** applying democratic leadership fosters inclusive innovation, adopting autocratic leadership achieves schedule compliance and discipline whereas Laissez-faire is useful in empowering highly skilled and motivated staff if balanced with clear expectations, and follow-ups.

**Recommendation;** University administrators apply both democratic, autocratic and laissez- faire based on situational demand and results needed to be produced.

## **CHAPTER ONE:**

### **INTRODUCTION**

#### **1.0 introduction**

This chapter introduces the topic under investigation and comprises; - the background of the study, statement of the problem, purpose of the study, specific objectives, research questions, justification, the significance of the study, the conceptual framework and scope of the study

#### **1.1 .1 Historical background of the study**

Leadership style refers to the pattern of behaviors leaders use to influence others (Kassaw, 2019). Globally Universities need to implement performance management procedures with the application of flexible leadership styles to improve the performance of individuals and align individual goals and objectives with the university strategic goals (Tanveer & Karim, 2018). A study done in European countries such as Germany, Spain, and Switzerland shown, Universities improve their academic reputation, attract bright staff, and provide a high-quality educational experience for students by adopting leadership approaches that promote research (Fernández-Cruz & Rodríguez-Legendre, 2023).

In Africa, Higher Education Institutions are transition from the old version (mono leadership style) to new flexible inter-switching leadership style to cope with the new evolving digital era in higher education system. In South Africa, only 40% of the university adopted electronic human resource management systems that has played a vital role in overcoming staff and student task scheduling compliance challenges (Barbosa & Páramo, 2023). Sub-Saharan African leadership practices in higher education institutions blend traditional instructional and transformational styles with culturally-rooted approaches like Ubuntu philosophy, emphasizing interdependence, community engagement, and community-based leadership. These models aim to foster sustainable development by enhancing quality, promoting equity and inclusion, and aligning leadership with local contexts and needs. Weak leadership and governance, financial constraints in the region has compromised study curriculum and resulted to digital divide. However, practical remedies such as leadership development programmes, modernizing curricula, investing in digital infrastructure, and promoting equity and inclusivity can help address these issues (Bush et al., 2021)

Kassaw (2019) found that academic staff commitment at Haramaya University in Ethiopia was average, however frequent change in leadership styles shown better performance. Similarly, a study in Nigeria reported low commitment among staff in university arising from economic hardship, which hindered positive work behaviors. These findings highlight the need for interuniversity knowledge sharing on leadership strategies that can minimize economic strains expressed in universities to excel higher education administration (Aregbesola, & Edinoh, 2024). In Ugandan leadership practices higher education institutions vary from transformational, transactional, and democratic styles to motivate staff and students, foster innovation, ensure efficient operations, and promote collaboration and inclusion. Leaders typically focus on creating positive learning environments, implementing policies, and making decisions that promote institutional growth and well-being (Namutebi, 2019).

### **1.1.2 Theoretical Perspective**

There are a number of theoretical frameworks that support this study and explain how leadership styles and academic staff commitment are related.

Maslow's hierarchy of needs; According to Maslow's hypothesis, human motivation is fueled by the satisfaction of wants that are arranged in a hierarchy, from self-actualization to physiological necessities. In educational settings, addressing these needs can enhance staff motivation and performance. For instance, ensuring job security and recognition can fulfill safety and esteem needs, respectively, leading to increased commitment (Al-Omari & Okasha, 2017).

McGregor's theories X and Y offer two different viewpoints on workplace employee motivation. Theory X leads to authoritarian leadership styles because it argues that workers are naturally lazy and need to be supervised. On the other hand, Theory Y encourages participative leadership styles by assuming that workers are self-motivated and crave responsibility. Leadership strategies that increase employee commitment and motivation can be informed by the use of these theories in educational institutions (Molnar, 2024).

### **1.1.3 Conceptual Perspective**

In the academic setting, leadership styles impact staff motivation, commitment, and performance. According to the U.S. Army Handbook, leadership styles can be divided into three categories: authoritarian (autocratic), participative (democratic), and delegate (laissez-faire). Behavioral

approach to leadership can be learned and manager needs to include task-oriented (autocratic) and employee oriented (democratic) styles rather than one style to achieve better results in higher education (Ngwenya & Phuthi, 2022). Academic administrators play multifaceted roles, including resource management, conflict resolution, and instructional support. To successfully manage the intricacies of higher education, effective administration calls for a blend of leadership abilities, including critical thinking, teamwork, and flexibility (Mohammed, 2021). Leadership and administration are interdependent; while leadership provides vision and motivation, administration ensures the implementation of policies and procedures to achieve institutional objectives (Ogunode & Jegede, 2020).

In order to generate outcomes in terms of procedures, expertise, and creativity, leadership styles must provide and generate a great deal of value (Borde et al., 2024). Academic administrators must possess the necessary effective skills, such as learning skills, literacy, and life skills to implement the change that the institution needs and that people can follow because it ensures an educational system that transcends the cognitive domain to improve learning outcomes (Kennedy et al., 2022). These abilities such as problem-solving, universal citizenship, and ICT and digital knowledge have an impact on academic achievement and must be used in conjunction with basic competences, claims (Joynes et al, 2019). For an institution to develop successfully, both administration and leadership are essential. Compared to management, leadership is a broader notion. In a school, leadership focuses on teams, motivation, and vision. More precisely, administration offers the methods and procedures to organize, budget, assess, and carry out daily operations, whereas leadership helps schools set behavioral norms, goals, and academic expectations for the entire school community (Johnson & Kapalu, 2019).

Although leadership and administration may occasionally overlap, administration is a unique form of leadership that aids schools in keeping things organized, on course, and ultimately reaching their desired outcomes (Osei-Kissi, 2023).

#### **1.1.4 Contextual Perspective**

In Uganda, academic staff performance in public universities has been a subject of criticism. Namutebi (2019), claimed more than 80% of Makerere University instructors did not teach all required classes, and that 70% were not routinely available for research management. Likewise, Toriola (2023), found that 78% of Kyambogo University professors failed to teach all assigned

lectures, with 67% inadequately prepared for lectures and 56% delaying student evaluations, affecting timely graduations.

Further studies by Shimaneni & Kiley (2025), highlighted issues such as lecturers frequently postponing research supervision appointments and low participation in community service and research activities. These challenges are influenced by factors like job dissatisfaction, work stress, institutional management, and leadership practices (Namono et al., 2024).

Mountains of the Moon University, a relatively new public institution, faces similar challenges, including staff underperformance, financial constraints, and delayed examination processes. These issues are indicative of the need for effective leadership styles and practices to motivate staff and enhance university administration. Despite these challenges, limited research has been conducted to study the influence of leadership classes on university administration in this context, prompting the current study.

## 1.2 Problem Statement

Over centuries, effective organizational leadership is essential for achieving quality university education, especially when academic staff demonstrate strong loyalty and commitment (Kisaka, 2023). Rapid expansion of higher education, resource constraints, and political interference have weakened NCHE's effectiveness, raising concerns about the overall quality, credibility, and global competitiveness of higher education in Uganda (Bakkabulindi, 2024). At Mountains of the Moon University (MMU) reports indicate that sometimes staff demonstrates disengagement behavior by delaying to evaluate students and threatens to strike on allegation of need for leadership change for no clear justifications. This disregard institutional values and lowers global competitive advantages for customers (IGG, 2023). Despite of the upgrade of staff remuneration following recent transition to public University in July 2022 acquisition, some staff continue to show low organizational commitment for work suggesting the need to review management styles in shaping staff performance standards. Ineffective leadership practices contribute to growth of staff dissatisfaction, absenteeism, work delays, ideas of violence, and duplication of work. If these issues are unaddressed, they will undermine the university's role in promoting sustainable socioeconomic development. Higher education plays a fundamental role in national development by fostering intellectual growth, innovation, and economic progress This study investigated the effects of democratic, autocratic, and laissez-faire leadership philosophies on Ugandan higher education administration. Using MMU as a case study, this project aimed to close that gap by exploring the degree to which certain leadership philosophies influence university administration to guide administrative adjustments. Study recommendations can awaken universities operating with outdated curricula, limited faculty capacity, and inadequate student support services, to improve their standards and limit the risk of losing international recognition creating graduates' opportunities further education and employment abroad.

### **1.3 Purpose of the study**

The study intended to investigate the impact of leadership styles practices in high education administration at Mountains of the Moon University.

### **1.4 Specific Objectives of the study**

- i. To investigate the influence of democratic leadership style practice in high education administration at Mountains of the Moon University
- ii. To examine the influence of autocratic leadership style practice in high education administration at Mountains of the Moon University
- iii. To examine the influence of laissez faire leadership style practice in high education administration at Mountains of the Moon University

### **1.5 Research Question**

#### **1.5 .1 Research Question**

- i. How does democratic leadership style practice influence high education administration at Mountains of the Moon University?
- ii. How does autocratic leadership style practice influence high education administration at Mountains of the Moon University?
- iii. How does laissez faire leadership style practice influence high education administration at Mountains of the Moon University?

#### **1.5.2 Hypothesis (H<sub>1</sub>) of the study**

- i. Democratic leadership style significantly influences high education administration
- ii. Autocratic leadership style significantly influences high education administration
- iii. Laissez faire leadership style significantly influences high education administration

### **1.5.3 Hypothesis (H<sub>0</sub>) of the study**

- i. Democratic leadership style does not have a significant influence on high education administration
- ii. Autocratic leadership style does not have a significant influence on high education administration
- iii. Laissez faire leadership style does not have a significant influence on high education administration

## **1.6 Scope of the study**

### **1.6.1 Content Scope**

The study emphasized on the democratic, autocratic, and laissez-faire facets of leadership styles and how they affected Mountains of the Moon University's high school administration. Democratic leadership involved including staff members in decision-making, providing direction, communicating in a supportive manner, and assisting staff members in taking constructive criticism. Close control of staff members, rewards and punishments based on the premise that workers are inherently sluggish, and the leader acting as the primary arbiter are all characteristics of autocratic leadership styles. Last but not least, a laissez-faire leadership style allowed staff members to solve problems on their own, stayed out of their way, and let them evaluate themselves.

### **1.6.2 Geographical Scope**

The investigation was carried out at Mountains of the Moon University. Mountains of the Moon University (MMU) is a state institution in Uganda. Prior to becoming a public university in January 2018 due to an executive order, the university was a private, community institution. The institution is located in Kabarole district, Western Uganda, about 1 km (0.62 mi) northeast of Fort Portal's main business center. By road, it is about 294 kilometers (183 miles) from the nation's capital, Kampala.

### **1.6.3 Time Scope**

The time frame for the study was 2020–2024. Mountains of the Moon University was officially acknowledged as a public university during this time, and more importantly, the leadership styles began shifting from private to public.

### **1.7.1 Justification of the study**

Today major changes are happening in the higher education system due introduction of new communication and information technologies, globalizing inter-professional networks, advancing knowledge on society, socio-cultural and demographical trends and marketization in higher education, including the changing roles of governments of which all call for critical analysis on the approaches to be adopted for effective management of higher education institutes that match with these current dynamics (Tanveer & Karim, 2018). Undertaking this study to investigate the impact of leadership styles practices in high education administration can aid to exam gaps to be addressed in order to empower education managers and administrators with the knowledge on evaluative adoption of leadership styles for effective growth and staff cohesion with in higher education institution

### **1.7.2 Significance of the study**

#### **To the government**

Government of Uganda will have the ability to provide guidance on the proper application of the leadership styles to university administrators as well as those in other post-secondary institutions. Additionally, during orientation, the university will be able to offer leadership training for their recently hired leaders to guarantee that concerns related to institutional leadership are handled appropriately.

#### **In Academia**

The study's findings will be used by the National Council for Higher Education to promote improved leadership practices for universities. A prospective option allows for the formulation of potential suggestions for the ideal leadership styles to adopt in order to foster a wisdom of obligation among the workers.

The project's conclusions may generate knowledge that could help school leaders receive training in areas that require improvement. They might also have an impact on leadership behaviors and performance. In order to empower education managers and administrators with regard to their leadership styles,

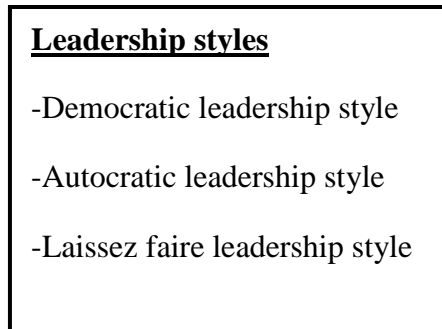
### **Policy adoption**

The Ministry of Education's department of policy analysis and formulation may utilize the findings to develop capacity-building initiatives. Finally, the results will give scholars, researchers, and academics more reliable empirical data that will be helpful when examining leadership in higher education.

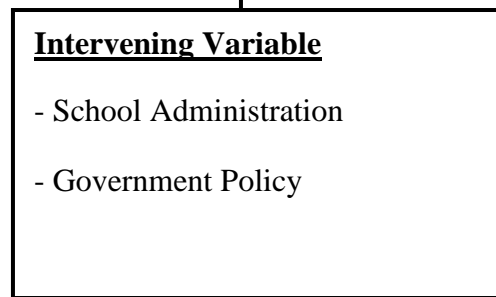
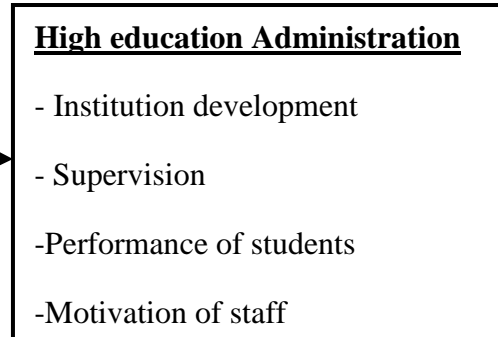
## 1.8 Conceptual framework

### Diagrammatic representation of the conceptual framework

#### Independent Variable



#### Dependent Variable



***Figure 1: Conceptual framework adopted and modified by Researcher 2025***

The conceptual framework for this study presents a multidimensional analysis of how leadership styles democratic, autocratic, and laissez-faire influence higher education administration, specifically in areas such as institutional development, supervision, staff motivation, and student performance. These leadership styles serve as the independent variables, shaping administrative effectiveness through varying degrees of participation, control, and autonomy. The framework further incorporates school administration and government policy as intervening variables, recognizing that institutional and policy contexts can mediate or moderate the impact of leadership on administrative outcomes. Grounded in contingency leadership theory, the framework emphasizes that the efficiency of a leadership style is not universal but dependent upon situational factors, suggesting that optimal leadership outcomes are realized when styles are aligned with

contextual demands. This structure not only guides the study's empirical inquiry but also provides a theoretical lens for accepting the difficulties of leadership styles in higher education administration.

## **1.9 Theoretical Framework**

This research is centered on the Contingency Leadership theory, which maintains that the effectiveness of a leadership style is determined by how well it fits specific organizational contexts and situational elements (Fiedler, 1967). This theory provides a lens through which to examine the ways in which academic staff commitment and institutional performance are impacted by several leadership philosophies autocratic, democratic, and laissez-faire in the context of higher education. Recent empirical research shows that this hypothesis is applicable. For example, Mwesigwa et al. (2020) discovered that in Ugandan public institutions, employment satisfaction serves as a partial mediator between organizational commitment among academic staff and leadership styles. Similarly, Mwebaza et al. (2023) discovered that both authoritarian and laissez-faire leadership styles were positively connected with academic staff dedication at Ugandan institutions, suggesting that a leader's effectiveness does vary depending on the circumstance. The main tenet of contingency leadership theory that no one leadership style is always effective and that flexibility in responding to specific organizational events is crucial is supported by these findings. Using this theoretical framework, the study aims to explore the ways in which different leadership philosophies impact higher education administration, particularly in relation to Mountains of the Moon University's overall organizational performance, staff motivation, and commitment.

Abraham Maslow theory of needs (1908-1970), looks on what makes people thrive and the conditions that allow people to flourish. Lower-level staff needs must satisfy by administrators before focus on higher-level needs. In modern society, ensure team members have a stable income and a safe, comfortable work environment to remove barriers of work commitment. Safety needs includes; insurance, savings, and stable employment. Staff inclusiveness and collaboration builds strong social connections and belonging within the team. High education manager must provide regular feedback, recognition for achievements, and opportunities for advancement to build confidence and self-worth among subordinates. They should empower individuals with complex,

challenging tasks, promote continuous learning, and offer opportunities for personal and professional growth to help them reach their full potential (Ogunode et al., 2023).

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

To provide insight into the study and justify its necessity, this chapter examines and reviews related or comparable research and literature that has been published by other authors in the form of books, journals, reports, dissertations, and articles.

#### 2.1 Influence of democratic leadership style practice in high education administration

A study by Wiredu, (2022) examined how Jordanian university staff leadership styles affected the conduct of students in the northern part of Jordan. The results showed that when academic staff members were led democratically, they were more dedicated to their responsibility of positively influencing students' behavior. The commitment to shaping student's behavior is enhanced by sharing previous experiences and scenarios dealt with among staff if the university leadership adopts a participatory approach.

A study in South Africa shown that, distribution of duties among group members in schools operationalized democratic leadership. Through decision-making procedures, group members empower and encourage one another. Scientific research, particularly in an academic setting like the one employed for this study, did not empirically validate the desktop data used for this review. Not all facets of democratic leadership styles can be fully represented by further power delegation, as the current one did (Gılıç & Inandi, 2021). Comparably, Kibwana (2025) looked into how democratic leadership determined the establishment of favorable environments for teaching and learning in university colleges. The results demonstrated that this type of leadership style leads to the development of subpar, ineffective learning and teaching if the settings do not promote active participation. The poor application of democratic leadership at the colleges under investigation has resulted in a lack of commitment from the academic staff.

A study in Nigeria, results demonstrated that the democratic approach positively impacted the Brewery Company's employees' organizational development. However, this study was not carried out in the educational sector, in contrast to other studies reviewed (Essien & Ekoriko, 2020).

Additionally, a study in Ghana asserted that democratic leadership offers numerous benefits, these benefits depend on the traits of the participants, their level of power, and other factors specific to the choice. Four possible advantages of adopting a democratic leadership style have been identified by the examined literature (Asamoah, 2023). The quality of the decision would be enhanced by several participants giving the leader information that they do not know. Employees are more likely to accept decisions under this leadership style. Conclusions are readily accepted by those who took part in the process of drawing them. There is now greater satisfaction with the decision-making process (Wiredu, 2022).

A study in Ethiopia on employee engagement and participatory leadership in public secondary schools, findings showed favorable correlation between democratic (participatory) leadership style components and employee promise. Additionally, while Pearson's correlation coefficient approach was utilized in this study, multiple linear regression analysis was also applied. While the previous study concentrated on a single democratic/participatory style, the current study examined the three traits of autocratic, laissez-faire, and democratic leadership styles (Botha & Aleme, 2023). It should be noted that the literature analysis demonstrates that democratic leadership entails the use of a range of decision-making strategies that give followers some say in the leader's ultimate stance or choice. However, the optimal approach has not yet been determined, even though leadership theorists have proposed a number of decision taxonomies. It must be stressed that actual influence must be distinguished from activities that are visible to the naked eye. As an illustration, a leader may decide to solicit comments from followers but not utilize them when making a decision. This is now standard procedure. If staff members learn that this happens, they are likely to abstain from participating the next time if they would for their input to be taken into account when making choices (Karoli & Upadhyaya, 2024).

In Zambia on the other hand, Chukwusa (2019) discovered that university library' adoption of the democratic style of leadership was thought to have enhanced the work attitudes of library employees. The staff was positively viewed in relation to their organizational dedication and use of the democratic leadership style. These conclusions reached was that library employees were more dedicated to their profession if democratic leadership is exercised to attract their engagement in university planning. Similarly, Divleli & Ergün (2022) looked into the connection between

leadership at every level of the hierarchy, employee happiness and organizational citizenship behavior. Findings indicated that democratic style had a lot to offer in terms of influencing employees' loyalty over time, since it had the biggest impact on employees' civic activity. Pahi et al (2022) found resonance in these earlier studies who reexamined leadership styles and employees' potential to produce high quality services. The results showed how democratic leadership enhances job willingness and encourages information sharing. It's interesting to note that workers are likely to experience a mind of ownership over their work, which translates into greater job certainty, in instances where supervisors and employees engage with one another.

Meanwhile in Kenya, Francis (2024) looked into leadership philosophies and employee turnover tactics and findings demonstrated that workers are more likely to stick with a company with a democratic leadership style. Democracy fosters employee engagement, a sense of ownership, and commitment through participation in decision-making, mentorship and open communication. In contrast, autocratic leadership, which prioritizes production over people, is associated with higher intentions to quit from higher leaning institutions.

In Kenya still, a study by Okello (2020) investigated the impact of leadership styles on employees at private colleges, following the application of ANOVA and regression analytic methodologies, the results showed a favorable association between democratic leadership styles which include supportive and participative approaches and employee promise. Furthermore, Chukwusa (2019) looked on how teachers' professional involvement in government high schools in Kericho, Kenya, influenced the democratic leadership styles of their principals. Comprehensive use of the mixed approach technique (descriptive findings) revealed a strong correlation between the commitment of teachers at Kenya's public secondary schools in Kericho and democratic leadership practices. Barbar et al (2025), found out that a democratic leader was primarily responsible for the high degree of employee loyalty at work. Because the leadership allowed employees to participate in all activities occurring on the workplace, this led to a high degree of job willingness. This involvement, which was viewed as a collaborative effort, led to a great level of employee dedication to the work.

In summary, most reviewed literature explains that individuals are pleased to be treated with respect when they are given the chance to express their opinions or preferences regarding matters

that could affect them. Lastly, and perhaps most significantly, the approach encourages the development of decision-making skills. Affective promise is probably influenced by the experience of making difficult decisions, which helps participants improve. Despite several studies on democratic leadership, there is less research that focused on how this style impacts administrative practices and decision-making in Ugandan universities, inclusive of Mountains of the Moon University. By evaluating the degree to which democratic leadership influences employee motivation, output, and institutional efficacy in this particular setting.

## **2.2 Influence of autocratic leadership style practice in high education administration**

In Washington application of leadership philosophies, demonstrated that a directive leadership style hinders the growth of a culture of shared values and that when employees are excluded from decision-making, they are less likely to follow organizational and leadership values. In order to get employee feedback, the study also found that directive leadership is occasionally avoided, which could lead to low job satisfaction (Kezar & Holcombe, 2017).

A study in Pakistan, revealed that leaders of higher education institutions have been reported to exhibit authoritarian leadership styles (Ahsan et al., 2024). According to this leadership style, a leader is less creative in seeing a persistent condition of stress, dissatisfaction, resistance, and diminished interest on the part of subordinates (Mohd et al., 2020). Theory X of leadership, from which autocratic leadership is derived, must be understood in order to comprehend it. This hypothesis was established in the 1960s by Douglas McGregor.

Theory X states that more control, outside incentives, and penalties are required. People who subscribe to Theory X are typically individual-goal oriented, lack passion, and are reluctant to take on responsibility. According to an authoritarian leader, followers are weak, lazy, unmotivated, and reluctant to work hard (Kopelman et al., 2015). Some managers even believe that employees lack the ability to reason, why they should be guided, particularly when they are made to follow work schedules. Employees are under continual pressure from the boss to complete their daily tasks. Ideally, managers are supposed to motivate employees by using a strict "carrot and stick" strategy, which rewards top performers and penalizes substandard work.

McGregor asserts that there are two conflicting methods for putting Theory X into practice: the hard and soft methods. The harsh approach places a strong emphasis on close observation,

pressure, and prompt discipline. The leader is in complete charge and establishes all goals and instructions.

Sandoval, (2024), a graduate at California Southern University shown in his study that administrators using autocracy think employees are supposed to follow orders without inquiry. These leaders are sometimes referred to as "fault finders" since they are constantly searching for errors, which shows that they don't trust their employees. This strategy frequently results in animosity, resistance, and bitterness. Through leniency and the promotion of collegial relationships with less constraints, the soft approach seeks to improve morale. On the other hand, this may lead to passive resistance from team members, which calls for constant support and direction. In the absence of this, output might decrease. In a related view Ali, Nisar & Shahid (2020) revealed that employees that are willing and obedient may complete the task, but not with enthusiasm. Context determines the factors that affect the suitability of autocratic. Autocratic leadership is effective when quick decisions, strict compliance, or task-focused outcomes are paramount, such as in crises or for novice employees. However, in environments requiring creativity, collaboration, or high job satisfaction, an autocratic style is often detrimental, leading to disengagement.

A study by Porkodi (2022), described autocratic philosophy among the leadership styles that allow followers to adjust to change in times of crisis. Leaders have to decide, provide guidance, and keep an eye on output. The COVID-19 epidemic, for instance, stopped international schooling. In order to maintain online learning, university administrators needed to closely monitor it, which is a trait of authoritarian leadership. Depending on whether organizational reform or cultural values are prioritized, different cultural factors can have different effects on leadership. The leadership role and style chosen are determined by the causal relationship between these components (Sulehri & Sharif, 2022). Leaders are linked to prevailing organizational values because values influence behavioral and cognitive outcomes (Barbosa & Páramo, 2023).

A study by Kassaw & Golga (2019) concluded that leaders must choose how best to use the resources at their disposal when faced with resource constraints, which frequently results in a more authoritarian approach. Leaders decide how much, where, and when resources will be employed in certain situations. The current study's empirical approach at the two universities is justified by the fact that earlier research was not always empirical. Ali et al (2020), noted that personality traits

associated with authoritarian leadership are not well supported by research (According to Nai & Toros (2020), autocratic leaders' aids organizations in achieving their goals. They consolidate authority and make sure that everything is in line with their plan. They take complete accountability for their choices and the results they produce.

In Kenya, autocratic leaders frequently think they know everything and want others to do the same. They are committed to bringing others together and are familiar with the aims and objectives of the organization. Notably, there are specific behaviors associated with authoritarian leadership. Perceiving alternative viewpoints as dangers, the leader suppresses dissent and expects complete compliance. They therefore brutally repress opposition. Under such leaders, followers frequently operate under pressure, and their well-being is usually disregarded. They could experience severe treatment and derogatory remarks. Employees may respond defensively as a result, asking transfers, sabotaging work, reporting late, or even quitting (Mwai, (2018).

Kijjambu (2022) investigated leadership styles, decision-making, and employee engagement among Makerere University faculty. The findings showed no relationship between staff engagement as a measure of affective attachment and authoritarian leadership. However, the current study examines autocratic leadership in connection to all facets of employee engagement, while engagement is merely one component of commitment.

Al-Khajeh, (2018) explains that depending on the result, the individual may be rewarded or chastised. Every action should have a clear path back to the individual who carried it out in order to guarantee an effective workforce. Leaders should therefore control, motivate, and guide employees toward company objectives. Usually, employees' decline in affective, continuance, and normative commitment. Similar circumstances existed at Kyambogo University and Uganda Christian University (Mwebaza, Okurut & Samuel, 2023). To ensure an effective workforce, organizations must implement transparent, performance-based reward and accountability systems where individual actions directly lead to measurable consequences (rewards or chastisement), supported by a robust performance management system with clear communication and performance appraisal, to motivate employees and align their contributions with organizational goals

Pahi et al. (2022) conducted an empirical investigation into leadership styles and staff dedication to service quality. The findings indicated a somewhat unfavorable relationship between task performance commitment and directive leadership. The majority of current study on autocratic leadership either concentrates on specific instances outside of Uganda or extrapolates to larger organizational contexts. The ways in which autocratic leadership affects day-to-day operations, employee engagement, and institutional control mechanisms in Ugandan higher education are not well understood. By examining the ways in which autocratic leadership appears at Mountains of the Moon University and its effects on administrative results, this study seeks to remedy that.

### **2.3 Influence of laissez faire leadership style practice in high education administration**

A study in Malaysia "hands-off" leadership, or laissez-faire leadership, describes a leader who fails to nurture followers, defers responsibility, delays decision-making, shows little regard for followers' needs, and provides little to no guidance (Kaur & Singh, 2022). Laissez-faire leaders usually don't give a damn if their staff members meet performance goals or maintain standards. These leaders don't interact with their subordinates and refrain from taking sides on organizational matters. Laissezfaire leaders also frequently neglect daily chores and team meetings (Namutebi, 2019). Laissez-faire approach offers team members high autonomy, it can also lead to a perception of the leader being disengaged or lacking care for performance and standards

A study in Hawassa City by Sintayehu & Deyganto (2021), looked at the relationship between organizational dedication and a leader's position. Using regression analysis and the T-test on a sample of students, they discovered no discernible impact of laissez-faire leadership on any aspect of organizational commitment. Ngwama & Ogaga-Oghene (2022) also looked at employee turnover intentions and leadership styles in Kenyan companies. According to their findings, under laissezfaire leadership, XYZ Company employees intended to depart 0.564 more times. According to this study, academic staff members that had more lax leadership dedicated. Nevertheless, it ignored affective and normative engagement, a crucial component of the current study, in favor of concentrating on just one facet of commitment.

Abasilim et al. (2019) looked into employee loyalty and leadership practices in Nigeria. They found a weak but favorable correlation between employee loyalty and laissez-faire leadership using analysis of variance (ANOVA). Although unlike the previous studies, this study used

regression and Pearson's correlation coefficient. In their 2019 study on employee engagement, Adekoya & Guobiazor (2023) found a weak but significant correlation between sentimental obligation and laissez-faire leadership, as well as a comparable pitiful but significant association between continuous involvement and laissez-faire leadership.

Baig et al (2021) also looked at the effects of laissez-faire leadership on work flourishing in Lahore, Pakistan. According to their regression study, flourishing work was positively and significantly impacted by laissez-faire leadership. This implies that dedication to work and job happiness increase with the degree of laissez-faire leadership. Løberg & Varpe (2024) investigated affective commitment and laissez-faire leadership using the leader exchange theory. According to their findings, which were based on Pearson's correlation, affective organizational development was not significantly impacted by laissez-faire leadership. However, normative and continuous participation were not taken into account in their study. On the other hand, Haq et al (2022) used structural equation modeling to investigate how leadership styles affect staff engagement in Vietnamese community colleges. The significance of laissez-faire leadership in organizational growth was highlighted by their discovery that it had a direct impact on organizational development and the pledge of workers at public institutions. Although Fiedler's Contingency Theory, a key component of the current study, was not applied in this investigation, Hoque & Athee (2024) examined leadership styles and employee engagement at the Ethiopian Institute of Agriculture and found a positive and significant correlation between laissez-faire leadership and normative, emotional, and continuing commitment.

Çıkrıkçı (2020) in Turkey evaluated the effect of laissez-faire leadership on workplace productivity and discovered that it significantly increased worker involvement. Employees were free to finish tasks as they saw fit, which encouraged maturity and intellectual growth and enhanced job effectiveness. However, the setting of this study in Pakistan is considerably different from the current study, which focuses on universities in Uganda.

Using both descriptive and inferential statistics, Adekoya & Guobiazor (2023) found that laissez-faire leadership had a low and adverse link with affective and normative engagement but a weak correlation with organizational development. Their examination of Mada Walabu University's leadership philosophies showed that academic staff dedication was not always boosted by laissez-

faire leadership. Additionally, unlike the current research, this study did not employ the Contingency Theory of Leadership. Yahaya & Ebrahim (2016, discovered that staff development was significantly impacted by laissez-faire leadership. However, in contrast to other empirical investigations, this was a desk review.

According to their descriptive research by Essien & Ekoriko (2020), employees' engagement was not significantly impacted by laissez-faire leadership, especially when it came to participation in decision-making and continuing commitment. According to the study, this leadership style was associated with low affective commitment. Few studies have looked at how laissez-faire leadership functions at Ugandan colleges, despite the fact that its consequences have been acknowledged in other nations. In this situation, it is important to comprehend how much such leadership influences staff autonomy, planning, and institutional accountability. By examining the effects of laissez-faire leadership on administrative efficacy at Mountains of the Moon University, this study fills that knowledge gap.

#### **2.4 Summary of Literature Review**

According to the research, leadership philosophies have a big impact on how higher education is run. Though its efficacy depends on sincere engagement, democratic leadership typically increases dedication, cooperation, and satisfaction. Although autocratic leadership is frequently linked to lower involvement and morale, it can be helpful in some situations, like as emergencies. Although it can occasionally encourage creativity, laissez-faire leadership usually leads to poor accountability and ambiguous goals. According to the studies that are currently available, there is a knowledge vacuum about how these approaches operate in the context of higher education in Uganda, specifically at Mountains of the Moon University. The majority of research is either conducted outside of Uganda or ignores administrative aspects in favor of concentrating just on teaching personnel or students. By investigating the real-world effects of these leadership philosophies on staff engagement, administrative performance, and institutional growth in a nearby university, this study seeks to close that gap.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the research design, research methodology, study population, sampling strategy, sample size determination, sample structure, data collection methods and tools, data management and analysis, validity and reliability of research tools, and ethical considerations are all presented in detail.

#### **3.2 Research Approach**

The investigator utilized a mixed quantitative and qualitative methodology, a questionnaire was designed to collect quantitative data for the study and interview guide to collect qualitative data.

#### **3.3 Research design embedded**

In this research, a cross-sectional explanatory sequential research design was employed in order to acquire data for generalization from a large sample space of a representative population. Therefore, the researcher employed this approach to look into the description of leadership philosophies and practices of Mountains of the Moon University's higher education administration by analyzing quantitative data first and later qualitative data to complement the results for better understanding of the high school administration leadership practices and styles.

#### **3.4 Study area**

The research was carried out at the University of Mountains of the Moon. The university was first established as a private, non-profit organization, but in January 2018, an executive order changed it to a public institution. The institution is located in Western Uganda, some 294 kilometers (183 miles) west of Kampala, the nation's capital, and northeast of Kabarole Center's Fort Portal city center.

### 3.5 Study population

There were 274 respondents in the study's target population. It also targeted university academic administrators, primarily department heads and deans. Because they were the ones primarily exhibiting the leadership styles under consideration through their management and supervisory activities as well as those of the non-teaching personnel, the top administrators were singled out. In addition to leading a group of lectures, the deans and department heads were in charge of overall planning and choosing the expected performance standards. Program monitoring, reporting, assessment, and other necessary adjustments were carried out.

### 3.6 Sample Size

Using Krejcie & Morgan's Table for Determining Samples, 1970, the research sample consisted of 150 lecturers from Mountains of the Moon University, 10 purposively chosen Deans of faculties and heads of departments, and 55 non-teaching staff members as shown below.

**Table 1: Population, sample size and sampling techniques**

*Table 1 Population, sample size and sampling techniques*

S/No	Categories of respondents	Target Population	Sample Size	Sampling Technique
1	Deans of faculties and heads of departments	15	10	Purposive Sampling
2	Lecturers	182	150	Random Sampling
3	Non-teaching staff	77	55	Random Sampling
	<b>Total</b>	<b>274</b>	<b>215</b>	Krejcie & Morgan's 1970

*Source: Target Population (HRM-MMU 2024) and Sample Size (Determined by Krejcie & Morgan)*

### 3.7 Sampling Techniques

Purposive sampling was utilized in addition to standard random sampling to obtain a representative and relevant sample for the investigation. Using basic random sampling, lecturers and non-teaching staff were chosen. This method was adopted to minimize selection bias and improve the

findings' generalizability by guaranteeing that each person within these groups had an equal probability of being picked (Taherdoost, 2016). By lowering systematic mistakes, this approach enables researchers to get statistically sound results (Fowler, 2014). Additionally, it was especially appropriate because there are numerous lecturers and non-teaching staff members spread across departments, allowing the adoption of a random strategy both reasonable and practical. Additionally, the flexibility in selecting accessible respondents without sacrificing randomization was made possible by simple random sampling. This approach also ensured diversity across faculties and disciplines.

Purposive sampling, on the other hand, was used to choose Deans of faculties and heads of departments. This method was purposefully employed to target people who had unique information pertinent to the study, especially in relation to administrative procedures and leadership styles. Purposive sampling works well for choosing informants with specialized knowledge or distinctive perspectives, as Vargas and van Andel (2005) point out. It was thought that administrative staff members held strategic and private knowledge about the level of academic staff dedication and the way leadership is exercised. For in-depth comprehension and context-specific insights that random sampling can miss, their inclusion was therefore essential.

### **3.8 Data Collection Methods**

The interview method was used to gather data, as explained below.

#### **3.8.1 Interview Method.**

This approach used a questionnaire to get information from participants. Qualitative data that offered deeper insights into administrative staff perspectives and experiences about the impact of various leadership styles on higher education administration was gathered through the use of the interview method. While the self-administered questionnaire generated structured quantitative data, the interviews were used to capture the contextual and nuanced views that are often missed in standardized surveys. These interviews allowed participants to elaborate on issues such as leadership effectiveness, staff morale, communication, and administrative outcomes, providing richer, more personal accounts to supplement the quantitative findings. Emerging themes were identified coded and organized according to the leadership styles under study. To increase the

validity, comprehensiveness, and depth of the study's conclusions, this qualitative data was cross-checked against the quantitative questionnaire answers. A more thorough grasp of the impact of leadership styles was secured by combining qualitative and quantitative approaches, which allowed the study to document both quantifiable trends and real-world experiences in higher education administration.

### **3.9 Data Collection Tool/Techniques**

#### **3.9.1 Self-Administered Questionnaire.**

The main instrument used to collect data for this study was a self-administered questionnaire. This approach was chosen because it effectively collected standardized comments from a sizable sample and maintained respondent anonymity, which promoted candid and unbiased feedback. Because participants were restricted to responding to predetermined questions that were in line with the study's goals, the questionnaire's organized format reduced the possibility of irrelevant answers. The questionnaire consisted of four main part.

### **3.10 Quality control**

#### **3.10.1 Validity**

The Content Validity Index (CVI), a quantitative approach suggested by Shi et al. (2012) and Rodrigues et al. (2017), was used to measure the relevance and clarity of each item in relation to the study's objectives. The researcher sought expert input from academic supervisors who reviewed the questionnaire for alignment with the conceptual framework of the study. Each item was evaluated to determine whether it sufficiently covered the relevant dimensions of the dependent and independent variables. This procedure was used to ensure the accuracy and appropriateness of the questionnaire and interview guide. Based on the comments, items that were deemed unclear or out of alignment were changed or eliminated. To make sure the tool appropriately captured the qualitative aspects of leadership practices, the supervisor also went over the interview guide, paying particular attention to the open-ended questions. The instruments' legitimacy, dependability, and authenticity were enhanced by this expert opinion (Garrote & Rojas, 2015). Using the following formula, the CVI was computed to ascertain the percentage of items that the experts considered valid:

$$\text{CVI} = \frac{\text{Number of Items selectd as relevant}}{\text{Total number of item}}$$

A CVI score of 0.80 or higher was considered acceptable for instrument validity.

### **3.10.2 Reliability of the Instruments**

In a preliminary test, ten academic staff members who were not part of the final study group took part. In order to reduce the possibility of misunderstandings or omitted responses, the pilot sought to ascertain whether respondents consistently and clearly comprehended the items (Bowden et al., 2002). Where necessary, the questionnaire was improved based on input from the pilot participants. Data were imported into SPSS Version 24 after the pilot, and Cronbach's Alpha was calculated. When the items consistently measured the intended constructs, a coefficient of 0.70 or higher was deemed an acceptable level for internal reliability. This procedure made sure that the tools were reliable, consistently yielding trustworthy results across various respondents, and valid, appropriately representing the topic they were intended to measure.

The calculated reliability coefficients were as follows:

- Democratic Leadership Scale:  $\alpha = 0.82$
- Autocratic Leadership Scale:  $\alpha = 0.76$
- Laissez-Faire Leadership Scale:  $\alpha = 0.71$
- Higher Education Administration Outcomes Scale:  $\alpha = 0.85$

## **3.11 Data Analysis**

### **3.11.1 Quantitative Data Analysis**

The Statistical Package for Social Scientists (SPSS Version 24) was used to code, sort, categorize, and enter the quantitative data from surveys. The demographic information of the respondents and their answers to the study variables were gathered using descriptive statistics such as frequencies,

percentages, means, and standard deviations. These descriptive outputs were used to identify trends, central tendencies, and response variability. Regression analysis was used to evaluate how well three leadership philosophies—autocratic, democratic, and laissez-faire— predict how higher education is run. The significance level ( $p < 0.05$ ) was used to assess the statistical significance of associations. A p-value below this threshold indicated that the relationship was statistically significant. The results were interpreted with attention for both theoretical implications and statistical outcomes. Positive correlations (e.g., successful leadership style improving staff dedication) indicate that when one variable increases, the other one also increases. Negative connections revealed inverse trends, such as higher organizational performance due to laissez-faire leadership. Considering the objectives of the study and the existing literature, the data were analyzed to provide important insights and context-specific interpretations.

### **3.11.2 Measurement of variables**

The researcher employed a five-point Likert scale to collect opinions about possible responses, degree of agreement, and sentiments regarding the subject; this ordinal measurement categorizes and ranks the questionnaire's items (variables) (Bandari and Kasiani, 2022). The total of the responses to the items was calculated.

### **3.11.3 Qualitative data analysis**

Qualitative data was analyzed using NVivo QDA software supports each stage of thematic analysis. Organize, code, and interpret interview data. It also offered tools to streamline transcription, structure responses, and ensure consistency of subthemes and themes generated.

### **3.12 Ethical consideration**

To protect each participant's rights, welfare, and dignity, ethical research rules were strictly followed during the entire study. Following an explanation of the study's goals, methods, possible dangers, and advantages, each participant gave their informed consent. The study's participants were made aware that their involvement was completely voluntary and that they could decline or withdraw at any moment without facing any repercussions. During processing, all identifying information was eliminated from the data to guarantee confidentiality and anonymity. Instead of

using names, titles, or departments as personal identification, each participant was given a unique code. To maintain anonymity, this coding scheme was applied throughout data analysis and reporting.

One of the most important concerns was data security. Electronic data, including digital transcripts and survey replies, as well as hard copy papers, including consent forms, were safely kept. Any facts shared in publications, reports, or presentations anonymity was followed to avoid identifying or presented in aggregate form to provide additional protection.

### **3.13 Limitations of the Study**

**Response Bias:** Self-reported data contributed to biases such as social desirability bias, where participants provided answers they believe were expected or socially acceptable.

**Exclusion of other influencing factors:** Potential external factors, such as organizational culture or societal influences, were not explored, which could also impact leadership effectiveness and staff commitment.

**Limited data collection methods:** The study predominantly used quantitative methods, which did not fully capture the complexity of participants' experiences or the nuances of leadership practices.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, INTERPRETATION

#### 4.0 Introduction

This chapter presents data analysis and interpretation and summarizes the major findings of the study in line with the study objectives on the assessment of the leadership styles and practices of High education Administration at Mountains of the Moon University. The evaluation of the respondents was done and shown in the tables and figures below

#### 4.1 Background information of respondents

*Table 2: Background information of respondents*

<b>Gender</b>		<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	Male	130	60.5	60.5
	Female	85	39.5	100.0
	Total	215	100.0	
<b>Age</b>		<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	19-33	82	38.1	38.1
	34-50	115	53.5	91.6
	Above 50	18	8.4	100.0
	Total	215	100.0	
<b>Education background</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Valid	PHD	15	7.0	7.0
	Masters	49	22.8	29.8

	Graduate	87	40.5	70.2
	Diploma	40	18.6	88.8
	Certificate	18	8.4	97.2
	Others	6	2.8	100.0
	Total	215	100.0	
<b>Teaching experience</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	1-5	98	45.6	45.6
	6-10	62	28.8	74.4
	11-15	40	18.6	93.0
	16years	15	7.0	100.0
	Total	215	100.0	

*Source: Primary Data 2025*

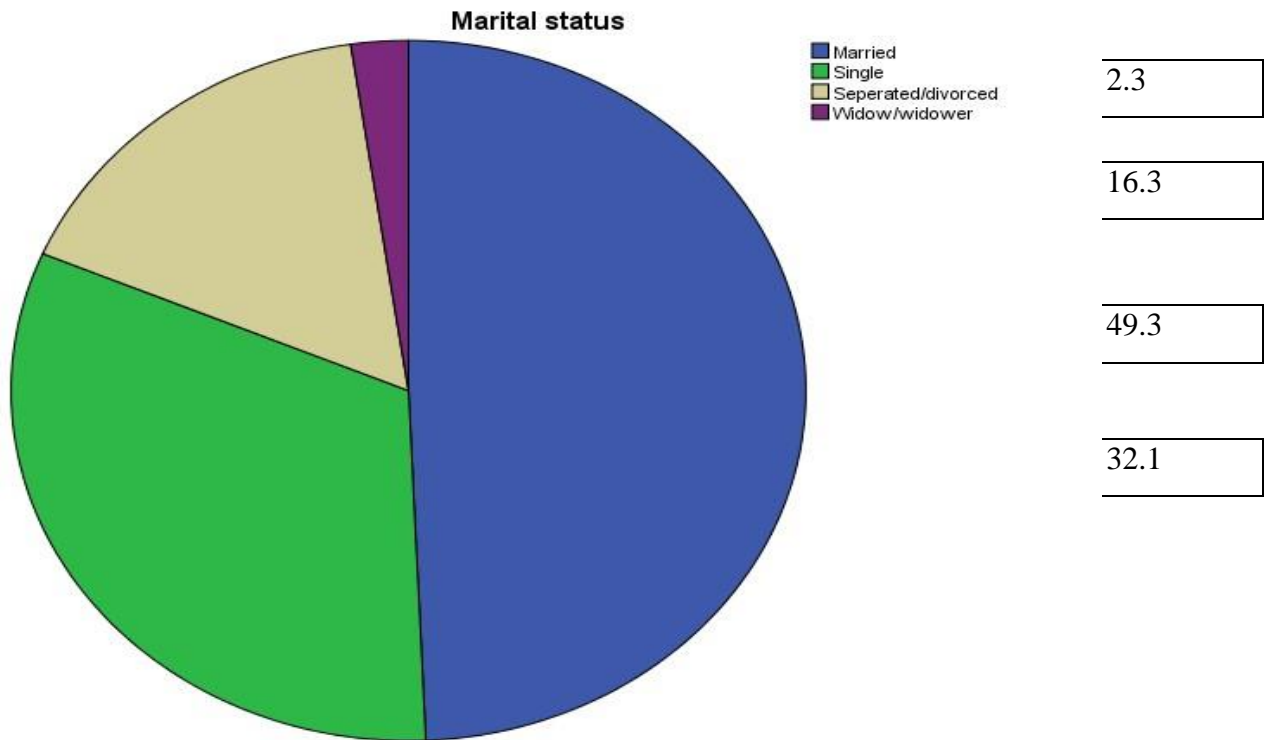
Among the 215 (100%) responders, 130 (60.5%) were men and 85 (39.5%) were women, according to Table 2 above. This suggests that there may be a gender gap in the setting under study because male respondents made up the majority of the sample. Furthermore, 18 (8.4%) of the respondents were over 50, 115 (53.5%) were between 34 and 50, and 82 (38.1%) were between 19 and 33. This implies that the majority of respondents (53.5%) were within the 34-50 age range, indicating that most respondents were middle-aged. The group aged 19-33 represented the second-largest segment (38.1%), while those above 50 years were the smallest group (8.4%). This distribution suggests that the respondents are generally middle-aged, with a smaller proportion of younger and older individuals.

More so out of 215 (100%) respondents, 15 (7.0%) had a PhD, 49 (22.8%) had a Master's degree, 87 (40.5%) had a Graduate degree, 40 (18.6%) had a Diploma, 18 (8.4%) had a Certificate, and 6 (2.8%) had other educational background. This implies that the majority of respondents (40.5%)

had a Graduate degree, followed by Master’s degree holders (22.8%). A significant portion of the sample also had Diplomas and Certificates (18.6% and 8.4%, respectively). Only a small proportion of respondents had a PhD (7.0%), indicating that graduate and diploma-level qualifications were more common among the sample.

Finally, out of 215 (100%) respondents, 98 (45.6%) had 1-5 years of teaching experience, 62 (28.8%) had 6-10 years, 40 (18.6%) had 11-15 years, and 15 (7.0%) had 16 or more years of teaching experience. This implies that the majority of respondents (45.6%) had relatively few years of experience (1-5 years), followed by those with 6-10 years (28.8%). A smaller portion of respondents had 11-15 years (18.6%) or more than 16 years of teaching experience (7.0%). The data suggests that most respondents are early to mid-career teachers, with fewer individuals having extensive teaching experience.

**Figure 2: Showing marital status of respondents**



**Source: Primary Data 2025**

Figure 1 illustrates that out of 215(100%) respondents, 49.3% were married, 32.1% were single, 16.3% had separated and 2.3% were widow/widower. This means that the highest number of respondents was married.

#### 4.2 influence of democratic leadership style practice in high education administration

*Table 3: Showing influence of democratic leadership style practice in high education administration*

<b>Democratic leadership style and practices affect academic staff in moderating and shape students' behaviors positively</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly disagree	20	9.3	9.3	9.3
	Disagree	40	18.6	18.6	27.9
	Not sure	30	14.0	14.0	41.9
	Agree	60	27.9	27.9	69.8
	Strongly Agree	65	30.2	30.2	100.0
	Total	215	100.0	100.0	
<b>It helps employees/ staff to stay at the university</b>		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly disagree	45	20.9	20.9	20.9
	Disagree	28	13.0	13.0	34.0
	Not sure	32	14.9	14.9	48.8
	Agree	70	32.6	32.6	81.4
	Strongly agree	40	18.6	18.6	100.0
	Total	215	100.0	100.0	

<b>Influences organizational staff conduct and staff happiness across levels of hierarchy at the university</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	65	30.2	30.2	30.2
	Disagree	50	23.3	23.3	53.5

	Not sure	40	18.6	18.6	72.1
	Agree	22	10.2	10.2	82.3
	Strongly agree	38	17.7	17.7	100.0
	Total	215	100.0	100.0	
<b>There is development of a positive attitude towards the institution</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	44	20.5	20.5	20.5
	Disagree	57	26.5	26.5	47.0
	Not sure	70	32.6	32.6	79.5
	Agree	20	9.3	9.3	88.8
	Strongly agree	24	11.2	11.2	100.0
	Total	215	100.0	100.0	
<b>Democratic leadership styles and practices affects knowledge sharing and job willingness</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	70	32.6	32.6	32.6
	Disagree	55	25.6	25.6	58.1
	Not sure	12	5.6	5.6	63.7
	Agree	40	18.6	18.6	82.3

	Strongly agree	38	17.7	17.7	100.0
	Total	215	100.0	100.0	
<b>Democratic leadership style is a key indicator of university cynicism</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	38	17.7	17.7	17.7
	Disagree	40	18.6	18.6	36.3
	Not sure	48	22.3	22.3	58.6
	Agree	44	20.5	20.5	79.1
	Strongly agree	45	20.9	20.9	100.0
	Total	215	100.0	100.0	

*Source: Primary Data 2025*

Table 3 presents respondents' opinions on how the democratic leadership style influences higher education administration, particularly in terms of shaping and moderating students' behaviors positively through academic staff practices. The majority of the respondents (58.1%) were in agreement that democratic leadership had a positive influence on student behavior. Specifically, 30.2% strongly agreed and 27.9% agreed with this assertion. However, portions of respondents (27.9%) disagreed with the statement, with 14.0% unsure and 18.6% disagreeing. Only 9.3% strongly disagreed. These findings are significant because they indicate that while a majority recognizes the positive effects of democratic leadership on student behavior, there is still a notable portion of respondents who may not see its impact as clearly or are unsure of its effects. Relatively low percentage of uncertainty suggests that the majority of respondents had a clear opinion either positive or negative about the influence of democratic leadership. However, the presence of 14% uncertainty is still significant enough to warrant attention. It reflects a portion of the population that may lack sufficient information or firsthand experience to form a definite opinion. This could point to a communication gap between university leadership and students, where the values, practices, or outcomes of democratic leadership are not clearly visible or understood. Who are

unsure may have experienced conflicting outcomes perhaps recognizing the intent of inclusive leadership, but not seeing measurable behavioral change. These finding is in agreement with Wiredu (2022) who demonstrated that democratic leadership moderates academic staff commitment and positively shapes student behavior. Their study in Jordanian universities established a direct correlation between participative leadership and improved student conduct, reinforcing the results of this study.

Respondents' views on how the university's democratic leadership style affects staff retention are shown in Table 3. With 32.6% agreeing and 18.6% strongly agreeing, a sizable majority of respondents (51.2%) in agreement that democratic leadership encourages employees to remain at the university. Nonetheless, a sizable portion of respondents (20.9% strongly disagreeing, 13.0% disagreeing, and 14.9% undecided) disagreed or were unsure regarding this influence. These results suggest that while a majority sees the value of democratic leadership in employee retention, a considerable proportion of staff either do not perceive its impact or are uncertain about its role in influencing their decision to stay at the university. This is consistent with the results of Francis (2024), who found that employee retention in Kenyan firms was positively correlated with democratic leadership. Similarly, Divleli & Ergün (2022) found a substantial correlation between employee loyalty to a company like Mountains of the Moon University and participative leadership.

Results on how the democratic leadership style influences organizational staff conduct and happiness across different levels of hierarchy at the university. The findings indicate that a significant proportion of respondents (53.5%) were in disagreement with the statement, with 30.2% strongly disagreeing and 23.3% disagreeing. Meanwhile, 18.6% of respondents were unsure about its influence. On the other hand, a smaller percentage (27.9%) agreed or strongly agreed that democratic leadership positively impacts staff conduct and happiness, with 10.2% agreeing and 17.7% strongly agreeing. These results suggest that while some staff members recognize the positive influence of democratic leadership, and the majority either do not perceive its impact or believe it does not significantly contribute to staff conduct and happiness within the university. A small segment of participants strongly feels democracy practice influences their conduct and happiness, it may suggest that the intended benefits of democratic leadership are not being fully realized. This can lead to disengagement, lack of trust, or a feeling of exclusion, particularly if staff

do not believe their input truly shapes decisions. This result is in contrast to Divleli & Ergün (2022) who found that democratic leadership enhances organizational citizenship behavior and contributes to staff happiness. The discrepancy may stem from differences in institutional environments or variations in the implementation of democratic leadership. While the literature suggests that participative leadership fosters inclusivity and job satisfaction, the findings of this study indicate that its impact on staff happiness at MMU may be limited or influenced by other underlying factors. Therefore, there is a significant opportunity for university leadership to deepen democratic engagement, strengthen inclusivity, and enhance staff wellbeing through more consistent and transparent practices

Table 3 presents respondents' opinions on whether the democratic leadership style contributes to the development of a positive attitude towards the institution. The majority of respondents (47.0%) were in disagreement with the opinion, 26.5% disagreeing and 20.5% strongly disagreeing. A significant portion (32.6%) were uncertain, while only a small proportion (20.5%) agreed or strongly agreed that democratic leadership helps develop a positive attitude towards the institution, with 9.3% agreeing and 11.2% strongly agreeing. These results suggest that a large number of respondents do not perceive a direct connection between democratic leadership and fostering a positive attitude towards the institution, highlighting the need for further exploration into the factors influencing attitudes at the university. Uncertainty highlights the need for greater sensitization and demonstration of democratic leadership practices within the institution. Strengthening awareness of how inclusivity and participation enhance morale, trust, and institutional commitment could help reduce doubts and foster a more positive perception among stakeholders. These results are dissimilar to the findings of Chukwusa (2019) who reported that democratic leadership in university libraries positively influenced staff organizational dedication.

Respondents' views on whether democratic leadership methods and styles influence job willingness and information sharing are shown in Table 3. The majority of respondents (58.2%) disagreed or strongly disagreed with this statement, according to the data, with 25.6% disagreeing and 32.6% profoundly disagreeing. Just 5.6% of respondents were unsure of its impact. However, 36.3% of respondents agreed or strongly agreed that democratic leadership has a beneficial effect on job willingness and knowledge sharing, with 17.7% strongly agreeing and 18.6% agreeing.

These results suggest that while some staff members recognize the benefits of democratic leadership in fostering knowledge sharing and job willingness, a significant portion either do not see its impact or believe it does not play a major role in these aspects within the university. This finding contrast with Pahi et al. (2022), who established that participative leadership fosters knowledge sharing and increases job willingness. Their study suggested that higher levels of consultation lead to greater employee ownership and commitment.

Table 3 presents respondents' opinions on whether the democratic leadership style is a key indicator of university cynicism. The findings reveal a relatively balanced distribution of opinions. Comparably, 41.4% of respondents were in agreement with the statement' (20.5% agreed and 20.9% strongly agreed), while 39.5% in disagreement with it; (18.6% disagreed and 17.7% strongly disagreed). Furthermore, 22.3% of those surveyed were unclear about the connection between university cynicism and democratic leadership. These results suggest that perceptions on this issue are mixed, indicating that while some view democratic leadership as a factor contributing to cynicism, others do not share this perspective, or remain uncertain about its role in shaping such attitudes within the university. This finding correlates with (Gılıç & Inandi, 2021), who identified democratic leadership as a potential contributor to organizational cynicism when employees perceive that their input is not genuinely considered.

**Table 4: Showing the correlation coefficient between democratic style and organizational and team work participation**

<b>Correlations</b>			
		Democratic leadership style	Creates organizational and team work participation
Democratic leadership style	Pearson Correlation	1	.944**
	Sig. (2-tailed)		.000
	N	215	215
Creates organizational and team work participation	Pearson Correlation	.944**	1
	Sig. (2-tailed)	.000	
	N	215	215
** . Correlation is significant at the 0.01 level (2-tailed).			

The researcher's goal, as indicated in table 4 above, was to determine whether democratic leadership style and organizational and teamwork engagement in higher education administration were related in any way. The correlation coefficient was found to be  $r = 0.944$ . Given the correlation is significant at the 0.01 level (2-tailed), this suggests that the association was significant. According to statistics, this indicates that organizational and teamwork engagement and democratic leadership style are strongly positively correlated. This implies that there is a greater chance of enhanced organizational cooperation and team engagement within the organization the more democratic leadership style is used.

### 4.3 How autocratic leadership style influences high education administration

*Table 5: Showing how autocratic leadership style influences high education administration*

<b>Administrators control and direct workers towards organization goals</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	38	17.7	17.7	17.7
	Disagree	52	24.2	24.2	41.9
	not sure	10	4.7	4.7	46.5
	Agree	54	25.1	25.1	71.6
	Strongly Agree	61	28.4	28.4	100.0
	Total	215	100.0	100.0	
<b>Autocratic leadership style and practices impairs the development of an organization's culture and beliefs.</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	55	25.6	25.6	25.6
	Disagree	56	26.0	26.0	51.6
	Not sure	12	5.6	5.6	57.2
	Agree	44	20.5	20.5	77.7
	Strongly agree	48	22.3	22.3	100.0
	Total	215	100.0	100.0	
<b>Autocratic leadership style creates hostility, non-cooperation and resentment towards administrators at the University.</b>		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly disagree	32	14.9	14.9	14.9
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	Disagree	57	26.5	26.5	41.4
	Not sure	6	2.8	2.8	44.2
	Agree	80	37.2	37.2	81.4
	Strongly agree	40	18.6	18.6	100.0
	Total	215	100.0	100.0	

<b>Results into high productivity of the work force</b>		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly disagree	15	7.0	7.0	7.0
	Disagree	36	16.7	16.7	23.7
	Not sure	80	37.2	37.2	60.9
	Agree	42	19.5	19.5	80.5
	Strongly agree	42	19.5	19.5	100.0
	Total	215	100.0	100.0	

<b>Gives directions and monitor productivity</b>		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strongly disagree	36	16.7	16.7	16.7
	Disagree	44	20.5	20.5	37.2
	Not sure	30	14.0	14.0	51.2
	Agree	51	23.7	23.7	74.9
	Strongly agree	54	25.1	25.1	100.0
	Total	215	100.0	100.0	

<b>In situations where resources are few, the administrators have to decide how these will be effectively and efficiently utilized.</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	55	25.6	25.6	25.6
	Disagree	35	16.3	16.3	41.9
	Not sure	80	37.2	37.2	79.1
	Agree	20	9.3	9.3	88.4
	Strongly agree	25	11.6	11.6	100.0
	Total	215	100.0	100.0	

*Source: Primary Data 2025*

Table 5 shows respondents' opinions on how the autocratic leadership style influences higher education administration, particularly in terms of administrators controlling and directing workers towards organizational goals. Most (53.5%) were in agreement with this statement, with 25.1% agreeing and 28.4% strongly agreeing. However, a significant portion (41.9%) were in disagreement, with 24.2% disagreeing and 17.7% strongly disagreeing. A small percentage (4.7%) was unsure about the impact of autocratic leadership on directing workers towards organizational goals. These findings suggest that while a majority of respondents see autocratic leadership as effective in guiding employees towards organizational goals, there is still a notable portion that either disagree with this perspective or are uncertain about its influence. This finding is consistent with Chukwusa (2019) who stated that autocratic leaders impose unilateral decisions and inhibit employee involvement. Similarly, Wiredu (2022) emphasized that this leadership style is directive and focused on task completion rather than employee participation.

Respondents' views on whether autocratic leadership practices and style hinder the growth of an organization's culture and values are shown in Table 5. With 26.0% disagreeing and 25.6% strongly disagreeing, the majority of respondents (42.8%) were in disagreement with this statement. On the other hand, 42.8% of the respondents were in agreement, with 20.5% agreeing

and 22.3% strongly agreeing. A smaller portion (5.6%) were not sure about the impact of autocratic leadership on organizational culture and beliefs.

These findings suggest that opinions are relatively divided; while a significant proportion of respondents believe autocratic leadership impairs organizational culture, an almost equal portion do not share this view, indicating mixed perceptions among academic staff. These findings are consistent with Kezar & Holcombe (2017) who found that directive leadership impairs organizational culture by limiting employees' adherence to shared beliefs. However, the study also found that in some contexts, autocratic leadership ensures alignment with institutional goals, which challenges the notion that it completely stifles organizational culture.

Table 5 presents respondents' opinions on whether the autocratic leadership style creates hostility, non-cooperation, and resentment toward administrators at the university. A majority of respondents (55.8%) were in agreement with this statement, with 37.2% agreeing and 18.6% strongly agreeing. Conversely, 41.4% disagreed or strongly disagreed, with 26.5% disagreeing and 14.9% strongly disagreeing. A small percentage (2.8%) were unsure about the impact of autocratic leadership on workplace relationships. These findings suggest that while more than half of the respondents perceive autocratic leadership as fostering hostility and resentment, a significant portion does not share this view, reflecting a divided perception of its impact on university administration. This is also similar to Porkodi (2022), who argued that excessive control and monitoring reduce employee morale and willingness to collaborate. However, some studies, such as components Sulehri & Sharif (2022), suggested that in crisis situations like war or pandemics, autocratic leadership is necessary to maintain order and ensure productivity.

Table 5 presents respondents' opinions on whether the autocratic leadership style results in high productivity of the workforce. The findings show a mixed distribution of opinions. While 39.7% of respondents in agreement that autocratic leadership leads to high productivity (19.5% agreed and 19.5% strongly agreed), a significant proportion (24.7%) in disagreement; (16.7% disagreed and 7.0% strongly disagreed). The association between workforce efficiency and authoritarian leadership was unclear to many respondents (37.2%). These findings imply that although some respondents think that productivity is increased by autocratic leadership, a sizable percentage are unsure or do not think that there is a direct link between high worker productivity and the

leadership style. These results are consistent with those of Okello (2018), who discovered that staff commitment in non-governmental organizations was positively correlated with directive leadership. They do, however, differ from Mwai (2018), who found that a lack of employee autonomy and motivation was a negative correlation between autocratic leadership and employee commitment.

Table 5 presents respondents' opinions on whether the autocratic leadership style involves giving directions and monitoring productivity. With 23.7% agreeing and 25.1% strongly agreeing, the results show that the majority of respondents (48.8%) agreed or strongly agreed with this statement. Nonetheless, a sizable percentage (37.2%) were in disagreement, with 16.7% severely disagreeing and 20.5% disagreeing. Just 14.0% of respondents were unclear about the connection between productivity monitoring and autocratic leadership. These results suggest that while many respondents believe autocratic leadership is effective in giving directions and monitoring productivity, there is still a notable portion who do not perceive this influence or are uncertain about its role. This is consistent with Pahi et al. (2022), who noted that autocratic leaders closely supervise and enforce work standards, ensuring compliance and efficiency. However, the disagreement among respondents suggests that some employees may perceive autocratic monitoring as excessive, leading to reduced morale, which contrasts with studies that associate autocratic leadership with enhanced efficiency.

Table 5 presents respondents' opinions on whether, in situations where resources are few, administrators using the autocratic leadership style decide how these resources will be effectively and efficiently utilized. The findings reveal a mixed distribution of opinions. A significant portion (41.9%) disagreed or strongly disagreed with this statement, with 25.6% strongly disagreeing and 16.3% disagreeing. A smaller portion (20.9%) agreed or strongly agreed that administrators make decisions on resource utilization, with 9.3% agreeing and 11.6% strongly agreeing. Additionally, a large percentage (37.2%) were unsure about this aspect of autocratic leadership. These results suggest that while some respondents believe that autocratic leadership is effective in making decisions on resource utilization, many either do not see it as a major factor or are uncertain about its influence in such situations. These findings are similar to Sulehri & Sharif, (2022) who argued that leadership decisions on resource distribution are shaped by cultural and organizational values.

However, they contrast with Kassaw & Golga (2019), who found that strong decision-making by autocratic leaders enhances efficiency when resources are limited.

**Table 6: Showing the correlation coefficient between Administrators control and high productivity of the work force**

<b>Correlations</b>			
		Administrators control and direct workers towards organization goals	Results into high productivity of the work force
Administrators control and direct workers towards organization goals	Pearson Correlation	1	.888**
	Sig. (2-tailed)		.000
	N	215	215
Results into high productivity of the work force	Pearson Correlation	.888**	1
	Sig. (2-tailed)	.000	
	N	215	215
** . Correlation is significant at the 0.01 level (2-tailed).			

From the table above, the researcher set out to establish if there was any relationship between administrators' control and direction of workers towards organizational goals and high productivity of the workforce. A correlational coefficient of  $r = 0.888$  was obtained. Given the correlation is significant at the 0.01 level (2-tailed), this suggests that the association was significant. This indicates, statistically speaking, that administrative control and worker productivity are strongly positively correlated. This suggests that when administrators apply autocratic leadership by directing and controlling employees towards institutional goals, it tends to result in higher levels of productivity among the workforce.

#### 4.4 influence of laissez faire leadership style practice in high education administration

*Table 7: Showing influence of laissez faire leadership style practice in high education administration*

<b>MMU administrators avoid taking a position on organizational issues and they don't interact with their subordinates.</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	50	23.3	23.3	23.3
	Disagree	59	27.4	27.4	50.7
	Not sure	30	14.0	14.0	64.7
	Agree	48	22.3	22.3	87.0
	Strongly agree	28	13.0	13.0	100.0
	Total	215	100.0	100.0	
<b>MMU administrators frequently skips team meetings and associated engagement</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	48	22.3	22.3	22.3
	Disagree	60	27.9	27.9	50.2
	Not sure	38	17.7	17.7	67.9
	Agree	41	19.1	19.1	87.0
	Strongly agree	28	13.0	13.0	100.0
	Total	215	100.0	100.0	
<b>Laissez-faire leadership style result in the academic staff's to stay at MMU</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	40	18.6	18.6	18.6
	Disagree	47	21.9	21.9	40.5
	Not sure	18	8.4	8.4	48.8
	Agree	58	27.0	27.0	75.8
	Strongly Agree	52	24.2	24.2	100.0
	Total	215	100.0	100.0	
<b>Laissez-faire leadership style has a</b>		Frequency	Percent	Valid	Cumulative

<b>favorable, significant impact on flourishing work at MMU</b>				Percent	e Percent
Valid	Strongly disagree	10	4.7	4.7	4.7
	Disagree	50	23.3	23.3	27.9
	Not sure	58	27.0	27.0	54.9
	Agree	43	20.0	20.0	74.9
	Strongly agree	54	25.1	25.1	100.0
	Total	215	100.0	100.0	
<b>At MMU laissez-faire leadership style has been considerably impacted the academic staff's dedication/loyalty</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	49	22.8	22.8	22.8
	Disagree	58	27.0	27.0	49.8
	Not sure	38	17.7	17.7	67.4
	Agree	40	18.6	18.6	86.0
	Strongly agree	30	14.0	14.0	100.0
	Total	215	100.0	100.0	

*Source: Primary Data 2025*

Table 7 presents respondents' opinions on how the laissez-faire leadership style influences higher education administration, specifically regarding whether MMU administrators shy away on position of organizational issues and do not interact with their subordinates. With 27.4% disagreeing and 23.3% strongly disagreeing, the results show that the majority of respondents (50.7%) were in disagreement with this statement. 13.0% strongly agreed and a lesser percentage (22.3%) agreed that administrators should refrain from assuming leadership roles and dealing with subordinates. Additionally, 14.0% were unsure about this aspect of laissez-faire leadership.

These results suggest that while some respondents perceive a lack of engagement and leadership from administrators, a larger portion do not view this as characteristic of the laissez-faire leadership style at MMU. This is in contrast to the literature, which describes laissez-faire leadership as characterized by leaders who fail to engage, make decisions, or nurture followers (Kaur & Singh, 2021).

Table 7 presents respondents' opinions on whether MMU administrators frequently skip team meetings and associated engagement under the laissez-faire leadership style. Results indicate that a most (50.2%) disagreed or strongly disagreed with this statement, with 27.9% disagreeing and 22.3% strongly disagreeing. A smaller number (32.1%) agreed or strongly agreed that administrators often skip meetings and engagements, with 19.1% agreeing and 13.0% strongly agreeing. Additionally, 17.7% were unsure about this behavior. These results suggest that while some respondents believe that administrators under laissez-faire leadership are disengaged from team meetings, a larger portion do not perceive this behavior or remain uncertain about its occurrence. This is in disagreement with literature, which associates laissez-faire leadership with leaders who neglect meetings and engagement (Kaur & Singh, 2022).

Table 7 presents respondents' opinions on whether the laissez-faire leadership style results in academic staff staying at MMU. It is revealed that a significant number (51.1%) were in agreement that this leadership style contributes to staff retention, with 27.0% agreeing and 24.2% strongly agreeing. However, 40.5% of respondents were in disagreement, with 21.9% disagreeing and 18.6% strongly disagreeing. A smaller portion (8.4%) was unsure about this relationship. These results suggest that while some respondents believe laissez-faire leadership helps retain academic staff at MMU, a significant portion do not see it as a contributing factor or are uncertain about its impact on staff retention. This is in line with studies such as those by Ngwama & Ogaga-Oghene (2022), who argued that laissez-faire leadership could promote staff commitment.

Table 7 presents respondents' opinions on whether the laissez-faire leadership style has a favorable, substantial effect on successful work at MMU. The findings show that (46.6%) respondents agreed or strongly agreed with the statement, with 20.0% agreeing and 25.1% strongly

agreeing. However, a notable percentage (27.0%) were unsure about the impact, while 27.9% disagreed or strongly disagreed, with 23.3% disagreeing and 4.7% strongly disagreeing.

These results suggest that while a sizable portion of respondents believe laissez-faire leadership positively influences flourishing work at MMU, a substantial proportion remains uncertain or does not perceive a favorable impact. This is consistent with research by Adekoya & Guobiazor (2023), which found a positive correlation between employee flourishing and laissez-faire leadership. There appears to be some ambiguity regarding the actual effect of this leadership style on academic staff work and job satisfaction, though, as evidenced by the 27.0% who were unsure and the 27.9% who disagreed.

Table 7 presents respondents' opinions on how the laissez-faire leadership style provide guidance to academic staff's dedication and loyalty at MMU. According to the results, the majority of respondents (49.8%) were in disagreement with the claim that their loyalty or dedication has been greatly impacted by laissez-faire leadership, with 27.0% disagreeing and 22.8% strongly disapproving. The percentage of respondents who agreed or strongly agreed that laissez-faire leadership has improved their commitment was lower (33.2%), with 18.6% agreeing and 14.0% strongly agreeing. Furthermore, 17.7% of those surveyed were unclear how this leadership style affected their commitment and loyalty.

These results suggest that, while some academic staff perceive laissez-faire leadership as beneficial to their dedication and loyalty, a larger portion of respondents do not see it as having a significant impact, either positively or negatively. This is in agreement with studies by Adekoya & Guobiazor (2023) who found that laissez-faire leadership often has little to no positive impact on employees' affective commitment or loyalty.

**Table 8: Showing Regression Coefficients Between democratic style and organizational and team work participation**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.711	.098		-7.228	.000
	Democratic leadership style and practices affect academic staff in moderating and shape students' behaviors positively	1.091	.026	.944	41.688	.000

**Source: Primary Data 2025**

The findings in the above table showed that the development of organizational and teamwork engagement among academic staff was significantly predicted by democratic leadership style and practices. With an unstandardized coefficient of  $B = 1.091$  and a standardized coefficient of  $Beta = 0.944$ , democratic leadership style had a significant impact. This means that for every unit increase in democratic leadership practices, teamwork and organizational participation rose by roughly 1.091 units.

This effect was statistically significant ( $t = 41.688$ ,  $p < .001$ ). This suggests that democratic leadership is a strong driver in fostering a collaborative and participative environment within higher education institutions.

#### 4.5 Interview findings on influence of Leadership styles practices on High education Administration at Mountains of the Moon University

This section reflects arguments and views from faculty heads and faculty deans on how leadership style practices have influenced high education administration at the university. These findings complement the finding analyzed from the questionnaire

##### 4.5.1 Democratic leadership style influences on high education administration

*Table 9: showing summery of codes, subthemes and themes developed from interview results*

<b>Codes</b>	<b>Subthemes</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>• Safe spaces for discussion</li> <li>• Active listening and diverse viewpoints</li> <li>• Richer idea generation and innovation</li> </ul>	<p><b>Open Communication and Idea Sharing</b></p>	<p><b>Democratic Leadership as a Driver of Creativity and Innovation</b></p>
<ul style="list-style-type: none"> <li>• Staff opinions valued</li> <li>• Morale, motivation, and productivity</li> <li>• Engagement through participation</li> </ul>	<p><b>Employee Value and Engagement</b></p>	<p><b>Democracy Enhancing Staff Morale and Engagement</b></p>
<ul style="list-style-type: none"> <li>• Building interpersonal relationships</li> <li>• Continuous dialogue and feedback</li> <li>• Reduced communication barriers</li> <li>• Mental health and job satisfaction</li> </ul>	<p><b>Organizational Culture and Well-being</b></p>	<p><b>Positive Organizational Climate through Democratic Practices</b></p>
<ul style="list-style-type: none"> <li>• Effectiveness of democratic leadership</li> <li>• Limits of democracy in instructional contexts</li> <li>• Complementary role of autocratic leadership</li> </ul>	<p><b>Leadership Balance</b></p>	<p><b>Need for a Balanced Leadership Approach</b></p>

The study noted higher education employee embraced democratic leadership because of open discussions that significantly improved their ideation and creativity by fostering an environment

where ideas can flow freely and innovation is encouraged. Below are phrases on how open discussions contribute to this in their statements

*“Democratic leadership is applied in creating avenues for open staff discussion can enhance staff ideation sharing and work out put” Open discussions create a safe space where employees feel comfortable sharing their ideas without fear of judgment or criticism, which is essential for creativity to thrive (participant 4).*

Democratic leaders prioritize inclusiveness, where staff are encouraged to contribute to decision-making processes and problem-solving. By fostering open discussions, leaders create a psychologically safe environment that allows employees to freely share opinions, propose innovative ideas, and question existing practices without fear of criticism or negative repercussions. When employees see their contributions valued, they develop higher levels of commitment, motivation, and ownership over organizational goals. Moreover, such participatory platforms reduce workplace conflicts since grievances or suggestions are openly discussed, leading to transparency and mutual respect

*“Surely democratic leadership encouraging active listening and embracing diverse viewpoints leads to richer idea generation and innovative solutions to this university” but cannot be the only reliable style because when giving instruction you students you have to use autocratic for everyone to comply (Participant 7)*

This study found out that university leaders who use open and inclusive behavior of administration signal availing space for creativity and innovation to staff which encourages employees to participate actively.

*“Yaah Staff members know their opinions are valued and can be expressed without fear of negative repercussions, it increases morale and engagement. Engaged employees are more motivated and productive” (participant 8)*

When staff members feel that their opinions are genuinely valued and that they can express themselves freely without fear of negative repercussions, it fosters a sense of psychological safety. This environment not only enhances morale but also builds trust between employees and leadership. Higher morale translates into stronger engagement, which in turn motivates staff to take ownership of their roles and contribute more effectively

*“The hierarchy of this university appreciates democracy to strengthen interpersonal relationships and build a culture of continuous dialogue and feedback. Reducing communication barriers helps lower stress and promotes a happier work environment, contributing to overall better mental health and job satisfaction” (participant 5)*

This suggests that leaders intentionally embrace democratic principles to foster open communication and inclusivity. When communication barriers are reduced, staff feel valued and respected, which lowers stress and anxiety levels. A transparent communication culture allows individuals to share concerns without fear of judgment, thereby supporting mental well-being. Continuous dialogue and feedback not only promote trust but also enhance collaboration across different levels of the institution. Employees who perceive that their voices are heard tend to have greater job satisfaction and commitment. In turn, this contributes to a healthier organizational climate, where interpersonal relationships flourish and teamwork becomes more effective

#### **4.5.2 Autocratic leadership style influences high education administration**

*Table 10: showing summery of codes, subthemes and themes developed from interview results*

<b>Codes</b>	<b>Subthemes</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>• Reliance on autocracy for guidance and directives</li> <li>• Ensuring compliance in curriculum flow</li> <li>• Autocracy reduces confusion in task allocation</li> <li>• Withdrawal of autocracy delays decision-making</li> <li>• Autocracy prevents favoritism and crisis</li> </ul>	<p><b>Autocracy as a tool for order and compliance</b></p>	<p><b>Autocratic Leadership adopts Mechanism for Control and Compliance</b></p>

<ul style="list-style-type: none"> <li>• Autocracy as best style for identifying needs</li> <li>• Autocracy provides individualized support</li> <li>• Transparency and consultation empower educators</li> <li>• Consultative approaches improve academic standards</li> </ul>	<b>Autocracy vs. participatory approaches</b>	<b>Balancing Autocracy with Consultation for Effective Academic Management</b>
<ul style="list-style-type: none"> <li>• Autocracy reflects dictatorship tendencies</li> <li>• Autocracy may suppress open decision-making</li> </ul>	<b>Limitations of autocracy</b>	<b>Tensions and Risks of Autocracy in University Leadership</b>

Participants expressed out that they apply autocratic leadership when providing clear directives, despite of it being associated with diminished staff motivation, lack of innovation, and potential for negative long-term outcomes, especially in an educational context

*“I rely on autocracy to provide guidance and directives on the flow of the curricula to lecturers and student to achieve high level compliance” (participant 1).*

The respondent highlights a reliance on autocratic leadership when providing directives on curriculum flow to both lecturers and students. This makes sense because in academic institutions, certain processes like adhering to curriculum timelines, assessment schedules, and grading policies require clear instructions and strict compliance. Autocratic leadership in this context ensures uniformity, minimizes delays, and avoids confusion, which is crucial in achieving institutional goals.

*“Autocracy remains the best style in identifying need for staff and students individualized support”, transparent, and consultative approaches are more effective for empowering educators and improving academic standards by distributing decision-making and prioritizing staff input (participant 2).*

This suggests that strong, centralized decision-making may help in quickly spotting and addressing gaps in student or staff needs. This is likely because autocratic leadership can enforce strict monitoring, structured systems, and clear directives that reveal weaknesses without delay.

In contexts where efficiency and compliance are essential such as managing academic performance or enforcing policy this style may indeed be useful.

*“Withdraw of autocracy delays conclusion on scheduling work, we apply autocracy to limit confusion when allocating tasks. Without autocracy, crisis and favoritism are hard to address in the university though it reflects characters of dictatorship (participant 9).*

The response also concedes that autocracy carries the negative perception of dictatorship. In a university setting, this can create tension: while autocracy promotes order and avoids delays, it risks limiting inclusivity, transparency, and staff/student participation. This might lower morale or stifle innovation, even if efficiency is maintained

#### **4.5.3 Influence of laissez faire leadership style practice in high education administration**

*Table 11 showing summary of codes, subthemes and themes developed from interview results*

<b>Codes</b>	<b>Subthemes</b>	<b>Themes</b>
<ul style="list-style-type: none"> <li>• Best applied in routine meetings</li> <li>• Effective for monitoring compliance</li> <li>• Suitable for self-directed, intrinsically motivated teams</li> </ul>	<p><b>Contextual Application of Laissez-Faire Leadership</b></p>	<p><b>Conditional Effectiveness of Laissez-Faire Leadership</b></p>
<ul style="list-style-type: none"> <li>• Encourages autonomy and ownership</li> <li>• Enhances creativity and innovation</li> <li>• Facilitates timely decision-making</li> </ul>	<p><b>Benefits of Laissez-Faire Leadership</b></p>	<p><b>Empowerment and Creativity Through Autonomy</b></p>
<ul style="list-style-type: none"> <li>• Ineffective with inexperienced or dependent individuals</li> <li>• Can cause confusion and poor performance</li> <li>• Overuse may result in negligence and absenteeism</li> <li>• Unsuitable for sensitive or high-stakes areas (finance, security, quality assurance)</li> </ul>	<p><b>Limitations and Risks of Laissez-Faire Leadership</b></p>	<p><b>Risks of Misapplication and Overuse</b></p>

The study found out that laissez-faire management grants autonomy and can boost ownership and creativity when employees are capable and motivated. If applied indiscriminately, it reduces accountability, weakens norms, and can lead to missed deadlines, poor-quality work, and higher absenteeism at the university.

*“Haah laissez-faire can best work when staff and students are conducting their routine meetings” (Participant 3).*

Laissez-faire leadership empowers both staff and students to exercise initiative and responsibility. Since the meetings are routine, they mostly involve familiar agendas such as progress updates, planning of upcoming activities, or review of past tasks. Under these circumstances, imposing strong directives may not be necessary; instead, providing autonomy builds confidence and trust. However, while laissez-faire works well for routine engagements, leaders must remain accessible in case guidance or clarification is needed.

*Laissez-faire leadership can be effective when staff and students are highly skilled, self-motivated, and require minimal guidance, as this hands-off approach allows them to take ownership of their work, foster creativity, and make timely decisions without close supervision. (Participant 4). If the individuals lack expertise, struggle with decision-making, or require consistent support and boundaries, potentially leading to confusion and poor performance.*

Laissez-faire leadership can indeed be effective in university settings under the right circumstances. When staff and students are already highly skilled, self-motivated, and confident in their roles, minimal interference from leaders can foster a sense of trust and empowerment.

*“Yaah laissez-faire should be applied at the time of monitoring staff compliance to new assignments but over use leads to negligence and absenteeism”.* (Participant 7)

*Truly we apply this "hands-off" approach judiciously, reserving it for situations with intrinsically motivated, self-directed teams, rather than as a general strategy for managing compliance. We can't use this style to subordinates in sensitive areas like finance, security and quality assurance (participant 10)*

Using laissez-faire leadership as a blanket strategy for managing compliance is risky. Certain areas such as finance, security, and quality assurance require close supervision and accountability

because errors or negligence in these fields can have serious consequences for the entire institution. Therefore, leaders must balance flexibility with control delegating responsibility in less sensitive domains while maintaining strict oversight in critical functions to safeguard standards and organizational integrity

These findings explained that university leadership apply both democratic, autocratic and laissez-faire based on situational demand and results needed to be produced. Autocracy prevents data leakage and enhances confidentiality sending sensitive internal data to third-party models may violate privacy/regulatory rules.

## CHAPTER FIVE: DISCUSSION OF THE RESULTS

### 5.1 Introduction

The main conclusions, findings, and recommendations are compiled in this chapter. A case study of Mountains of the Moon University was used to create the conclusions, which were based on the goals and respondents' opinions regarding leadership philosophies and methods in higher education administration. They were presented in line with the goals and questions of the study.

### 5.2 Discussion of results

#### 5.2.1 Influence of democratic leadership style practice in high education administration

The findings reveal mixed perceptions of democratic leadership at Mountains of the Moon University (MMU), with some areas showing strong agreement on its positive effects, while others reflect uncertainty or disagreement.

**Key Findings:** Open communication allows employees to freely share diverse perspectives and solutions, leading to more efficient decision-making, increased productivity, and a stronger collaborative environment.

Majority of the respondents (58.1%) were in agreement that democratic leadership had a positive influence on student behavior. majority recognizes the positive effects of democratic leadership on student behavior, there is still a notable portion of respondents who may not see its impact as clearly or are unsure of its effects. low percentage 14.0% of uncertainty suggests that the majority of respondents had a clear opinion either positive or negative about the influence of democratic leadership finding is in agreement with Wiredu (2022) who demonstrated that democratic leadership moderates academic staff commitment and positively shapes student behavior.

Majority of respondents (51.2%) in agreement that democratic leadership encourages employees to remain at the university. These results suggest that while a majority sees the value of democratic leadership in employee retention, a considerable proportion of staff either do not perceive its impact or are uncertain about its role in influencing their decision to stay at the university consistent with

the results of Francis (2024), who found that employee retention in Kenyan firms was positively correlated with democratic leadership.

Significant proportion of respondents (53.5%) were in disagreement with democratic leadership style influences organizational staff conduct and happiness across different levels of hierarchy at the university. These results suggest that while some staff members recognize the positive influence of democratic leadership, and the majority either do not perceive its impact or believe it does not significantly contribute to staff conduct and happiness within the university. Suggest that the intended benefits of democratic leadership are not being fully realized is in contrast to Divleli & Ergün (2022) who found that democratic leadership enhances organizational citizenship behavior and contributes to staff happiness. The discrepancy may stem from differences in institutional environments or variations in the implementation of democratic leadership. University leadership to deepen democratic engagement, strengthen inclusivity, and enhance staff wellbeing through more consistent and transparent practices

Majority of respondents (47.0%) were in disagreement with democratic leadership style contributes to the development of a positive attitude towards the institution. These results suggest that a large number of respondents do not perceive a direct connection between democratic leadership and fostering a positive attitude towards the institution, highlighting the need for further exploration into the factors influencing attitudes at the university. This highlights the need for greater sensitization and demonstration of democratic leadership practices within the institution to enhance morale, trust, and institutional commitment could help reduce doubts and foster a more positive perception among stakeholders results are dissimilar to the findings of Chukwusa (2019) who reported that democratic leadership in university libraries positively influenced staff organizational dedication.

Findings reveal a relatively balanced distribution of opinions, 41.4% of respondents were in agreement with democratic leadership style is a key indicator of university cynicism while 39.5% in disagreement with it. Results clearly explains some view democratic leadership as a factor contributing to cynicism, others do not share this perspective, or remain uncertain about its role in shaping such attitudes within the university. Finding correlates with (Gılıç & Inandi, 2021), who

identified democratic leadership as a potential contributor to organizational cynicism when employees perceive that their input is not genuinely considered.

Interview finding demonstrates that democracy in leadership goes beyond decision-making it has direct implications for staff morale, mental health, and productivity. Building such a culture within the university strengthens both individual well-being and institutional performance. Engaged employees often demonstrate higher productivity, creativity, and commitment to institutional goals, making this approach a key driver of organizational success

Democratic leadership plays an important role in a university setting because it encourages active listening and the inclusion of diverse perspectives. This approach allows students and staff to feel valued, which often results in richer idea generation, innovative solutions, and stronger ownership of projects. This style promotes creativity and collaboration, it cannot be the only reliable approach in every situation. For example, when giving instructions to students—such as during examinations, laboratory safety procedures, or compliance with institutional regulations—an autocratic style becomes necessary

### **Implications:**

- Democratic leadership can foster inclusive and participatory environments, but its effectiveness is highly dependent on how genuinely it is implemented.
- A gap between theory and practice at MMU may be limiting its positive potential.
- There is a need for leadership training to enhance participative mechanisms and ensure that input from staff is valued and acted upon.

### **5.2.2 Influence of autocratic leadership style practice in high education administration**

The findings highlight that autocratic leadership is recognized for providing direction but may also breed resistance and reduce morale among staff.

**Key Findings:** autocratic leadership is not the best style for identifying individual needs, as it involves a leader making decisions with little to no input from others, which can lead to diminished motivation, engagement, and a lack of transparency, ultimately harming academic outcomes and

failing to empower educators and students. While it offers benefits in rapid decision-making, it is generally less effective than consultative or participatory

Most (53.5%) were in agreement with autocratic leadership style influences higher education administration, particularly in terms of administrators controlling and directing workers towards organizational goals. A small percentage (4.7%) was unsure. This indicates majority of respondents see autocratic leadership as effective in guiding employees towards organizational goals, there is still a notable portion that either disagree with this perspective or are uncertain about its influence. Similarly, Wiredu, (2022) emphasized that this leadership style is directive and focused on task completion rather than employee participation.

Results indicated 42.8% of the respondents were in agreement and (42.8%) were disagreement with autocratic leadership practices and style hinder the growth of an organization's culture and values in the university indicating mixed perceptions among academic staff. These findings are consistent with Kezar & Holcombe (2017) who found that directive leadership impairs organizational culture by limiting employees' adherence to shared beliefs

Majority of respondents (55.8%) were in agreement with autocratic leadership style creates hostility, non-cooperation, and resentment toward administrators at the university. findings suggest that while more than half of the respondents perceive autocratic leadership as fostering hostility and resentment, a significant portion does not share this view, reflecting a divided perception of its impact on university administration. This is also similar to Porkodi (2022), who argued that excessive control and monitoring reduce employee morale and willingness to collaborate

Findings show a mixed distribution of opinions, 39.7% of respondents in agreement and (24.7%) in disagreement that autocratic leadership style results in high productivity of the workforce and These findings imply that although some respondents think that productivity is increased by autocratic leadership, a sizable percentage are unsure or do not think that there is a direct link between high worker productivity and the leadership style. however, differ from Mwai (2018), who found that a lack of employee autonomy and motivation was a negative correlation between autocratic leadership and employee commitment.

Results indicated (37.2%) of respondent were in disagreement with autocratic leadership style involves giving directions and monitoring productivity. the disagreement among respondents suggests that some employees may perceive autocratic monitoring as excessive, leading to reduced morale, which contrasts with studies that associate autocratic leadership with enhanced efficiency. This correlates with Pahi et al. (2022), who noted that autocratic leaders closely supervise and enforce work standards, ensuring compliance and efficiency.

From interview quotation, the researcher noted that, the balance between efficiency and inclusivity. Universities thrive on dialogue, collaboration, and critical thinking, but operational challenges sometimes require authoritative decision-making to prevent chaos. Thus, the response reflects the dual nature of autocracy: a useful managerial tool in moments of crisis or when fast clarity is needed, but problematic if overused because it resembles dictatorship.

Finding rightly emphasizes that *transparent and consultative approaches* (hallmarks of democratic or participatory leadership) are more effective for *empowerment* and *sustainable improvement*. By allowing staff to share their views and experiences, leaders can gain richer insights into student challenges, teaching needs, and institutional bottlenecks.

Autocratic leadership in this context ensures uniformity, minimizes delays, and avoids confusion, which is crucial in achieving institutional goals

### **Implications:**

- While autocratic leadership may enhance control and goal focus, it risks lowering morale and promoting resistance if overused.
- Universities should balance directive leadership with inclusive practices to mitigate resentment and improve cooperation.
- It is most effective during crises or when quick decisions are required, but not for fostering innovation or teamwork.

### **5.2.3 Influence of laissez faire leadership style practices in high education administration.**

Laissez-faire management style may foster autonomy and creativity in only in highly skilled employees, its overuse in monitoring staff compliance can indeed lead to problems like

negligence, reduced work quality, and absenteeism due to a perceived lack of leadership and accountability

Majority of respondents (50.7%) were in disagreement that MMU administrators shy away on position of organizational issues and do not interact with their subordinates. These results suggest that while some respondents perceive a lack of engagement and leadership from administrators, a larger portion do not view this as characteristic of the laissez-faire leadership style at MMU. This is in contrast to the literature, which describes laissez-faire leadership as characterized by leaders who fail to engage, make decisions, or nurture followers (Kaur & Singh, 2021).

More than half respondents (51.1%) were in agreement that laissez-faire leadership style results in academic staff staying at MMU. However, 40.5% of respondents were in disagreement. These results suggest that while some respondents believe laissez-faire leadership helps retain academic staff at MMU, a significant portion do not see it as a contributing factor or are uncertain about its impact on staff retention. Similarly Ngwama & Ogaga-Oghene (2022), who argued that laissez-faire leadership could promote staff commitment.

Majority of respondents (49.8%) were in disagreement with the claim that their loyalty or dedication has been greatly impacted by laissez-faire leadership and 17.7% of those surveyed were unclear. These results suggest that, while some academic staff perceive laissez-faire leadership as beneficial to their dedication and loyalty, a larger portion of respondents do not see it as having a significant impact, either positively or negatively. This is in agreement with studies by Adekoya & Guobiazor (2023) who found that laissez-faire leadership often has little to no positive impact on employees' affective commitment or loyalty

From interview findings shown Applying laissez-faire leadership when monitoring staff compliance to new assignments can encourage independence and ownership. Staff may feel trusted to deliver without being micromanaged, which can boost confidence and creativity.

More so, autonomy allows individuals to take ownership of their tasks, leading to more innovative problem-solving and creativity. For instance, in research projects or student-led initiatives, a hands-off approach can encourage independent thinking, responsibility, and timely decision-

making without waiting for constant approval. However, over-reliance on this style may create room for negligence, absenteeism, and lack of accountability since employees might interpret the freedom as a lack of oversight.

**Implications:**

- MMU administrators may not fully embody traditional laissez-faire leadership; elements of engagement are present.
- While this style may provide freedom that some staff appreciate, the lack of structure may harm long-term commitment and teamwork.
- Laissez-faire leadership should be cautiously applied, and only in environments where teams are highly skilled, self-directed, and motivated.

## CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Conclusion

Democratic leadership significantly influenced the administration at MMU. Respondents largely agreed that democratic leadership fosters open communication, collaboration, and inclusivity, which are crucial in enhancing academic staff gratification and organizational performance. This brings into line with the broader body of literature, which emphasizes the benefits of democratic leadership in higher education institutions for fostering a conducive work environment and promoting academic excellence. MMU should continue to promote democratic leadership practices through leadership development programs and training, ensuring that academic staff feel more empowered and engaged in decision-making processes. Democratic leadership contributes to a healthier organizational climate, where interpersonal relationships flourish and teamwork becomes more effective. Employees are more engaged, productive, and creative when their voices are heard and respected, which ultimately enhances organizational performance. University leadership requires flexibility, applying democratic methods to foster innovation while also adopting autocratic leadership where compliance and discipline are critical.

Autocratic leadership seems to restrict academic staff autonomy, which lowers commitment and job satisfaction, even though it might be useful in some situations that call for prompt decision-making. This result is in line with studies showing that, especially in settings that value innovation and academic freedom, autocratic leadership can inhibit academic staff involvement and creativity. A constructive takeaway is that autocracy should be situational, applied in task allocation or emergencies to minimize confusion, but balanced with democratic practices in areas that require creativity, shared ownership, and long-term commitment. Autocracy is effective for enforcing compliance in curriculum delivery, but mixing it with participatory leadership can improve innovation, morale, and commitment.

Therefore MMU should encourage a more participatory approach, especially in decision-making, to ensure academic staff feel valued and contribute meaningfully to institutional goals. Periodic assessments of leadership styles could help identify situations where a more autocratic approach may be necessary without harming staff engagement.

Finally, on laissez-faire leadership, the findings from MMU show some similarities with the literature, particularly in areas like staff retention and the potential for flourishing work, there are notable dissimilarities in how the laissez-faire leadership style is perceived at MMU compared to other studies. This implies that depending on elements like institutional culture, the particular application of the leadership style, and the particular difficulties faced by academic staff, the results of laissez-faire leadership in the context of higher education administration may differ.

Laissez-faire can be useful in empowering highly skilled and motivated staff, it needs to be balanced with occasional supervision, clear expectations, and follow-ups. Without this balance, organizational goals may suffer due to inconsistent performance. These findings explained that university leadership apply both democratic, autocratic and laissez- faire based on situational demand and results needed to be produced. Autocracy prevents data leakage and enhances confidentiality sending sensitive internal data to third-party models may violate privacy/regulatory rules.

The uncertainty observed in several areas of the survey highlights the need for further research to clarify how laissez-faire leadership truly impacts staff engagement, loyalty, and overall institutional development at MMU. MMU should clarify the role of laissez-faire leadership within its organizational framework and possibly integrate more structured guidance for leaders adopting this style.

## **6.2 Recommendations to the Study**

**Recommends the university council**, to enhance participative decision-making and leadership development programs: The University planner should institute leadership development programs that periodically train administrators in authentic participatory leadership. Leaders should involve academic and non-academic staff in decisions affecting work conditions, curriculum delivery, and institutional planning. This will help bridge the gap between leadership and staff, promoting engagement, shared responsibility, and ultimately improving staff retention and morale.

**Recommends also Faculty leaders**, to balance autocratic leadership with staff empowerment mechanisms: MMU should implement feedback loops and grievance redress mechanisms to allow staff to voice concerns. By doing so, the leadership will retain direction-setting advantages of autocracy while reducing resentment and promoting a healthier work environment.

**Recommends ministry of education**, to promote a hybrid leadership model tailored through specific university monitoring and evaluation functions to support high education administrators adopt a flexible or situational leadership approach, where democratic principles guide decision-making in academic planning, autocratic methods are reserved for emergencies, and limited laissez-faire strategies are used with experienced, self-motivated teams. This hybrid model allows MMU to tailor leadership to specific challenges.

**National council of higher education** to establish leadership accountability frameworks: Set up a transparent leadership accountability system that evaluates university administrators based on staff feedback, inclusion rates in decision-making processes, and academic outcomes. This will reinforce genuine participatory leadership and restore trust among staff and students.

**Community support organization** to Invest in staff welfare and motivation programs: The University should create incentive-based staff development programs, recognition awards, and mental health support systems. These programs should target departments where autocratic and laissez-faire tendencies are strongest, offering motivational counterbalances that improve work satisfaction and institutional loyalty.

**University staff and students** to adhere and improve communication and leadership transparency by using internal communication platforms, such as attending monthly feedback sessions and utilize suggestion boxes provided. These forums will clarify leadership roles, reduce misperceptions, and improve transparency, especially under styles that risk appearing distant or overly controlling.

### **6.3 Limitations of the Study**

First of all, because the study was restricted to Mountains of the Moon University, its conclusions cannot be applied to other universities in Uganda or beyond. The distinct leadership cultures and governance systems of any university may result in varying outcomes. Furthermore, the study mainly relied on administrators' and staff members' self-reported data, which is prone to biases including subjective interpretation and social desirability. Instead of providing responses that accurately reflected their views or experiences, respondents might have provided responses they thought were anticipated.

Finally, the study was conducted during a specific academic year, meaning that situational factors (such as policy changes, administrative transitions, or external pressures) could have influenced the responses, limiting the temporal validity of the findings. Use a hybrid approach: combine autonomy with clear expectations, deadlines, and measurable outcomes

#### **6.4 Further Studies**

Although this study offers insightful information about how leadership styles affect higher education administration at Mountains of the Moon University (MMU), more research is necessary in a number of areas to expand knowledge and examine the wider ramifications of leadership practices in higher education.

The following suggestions for further study are proposed to address the gaps and expand the knowledge base on this topic:

To investigate the relationship between leadership styles and the long-term sustainability of higher education institutions

To explore how emotional intelligence (EI) of leaders influences the effectiveness of leadership styles in higher education administration.

To examine how leadership styles, especially democratic and laissez-faire, influence staff development, job satisfaction, and overall well-being in higher education.

To explore how leadership styles, shape the organizational culture within universities, particularly focusing on values, behavior, and attitudes among academic staff.

To investigate how different leadership styles, impact the level of academic freedom, innovation, and research output within higher education institutions.

To assess the effectiveness of leadership development programs in higher education and how they influence leadership styles and organizational outcomes.

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**APPENDICES APPENDIX I: CONSENT FORM FOR PARTICIPANTS**

**Introduction:** Good morning/Afternoon. I am researcher /student from Uganda Christian University, Faculty of Education. Am conducting a study entitled “**Influence of Leadership styles practices in High education Administration at Mountains of the Moon University**”

**Procedure of study:** You have been identified to participate in the study and I wish to ask a few questions regarding Leadership styles and practices of High education Administration at Mountains of the Moon University. The responses will be recorded on the questionnaire and interview guide.

**Confidentiality:** In terms of confidentiality, each participant’s record will be given a unique ID number; and their names and other identifying information will not be required for confidential purposes. Participants will give written consent before participating and confidentiality and anonymity will be emphasized at every stage of data collection. Your answers will be taken generally as a contribution from one member of the participants. The answers will be treated in confidence and used for purposes of the study only.

**Voluntary consent:** You are free to choose whether you should take part in this study or not. You are also free to stop at any stage of the study if you feel uncomfortable. If you have any questions about the study now or at any time during the study, you may contact the principal investigator.

**Consent statement:** I have been informed about the study on Leadership styles and practices of High education Administration at Mountains of the Moon University. The benefits and risks have been explained to me. I have been informed that the information given will be kept confidential and that participation in the study is voluntary and that no consequences will result if I refuse to participate or withdraw from the study.

.....

.....

Participant/Respondent Signature/thumb print

Date

## APPENDIX II: QUESTIONNAIRE

Dear respondents:

I am a student at Uganda Christian University, pursuing a degree in education and currently conducting a research study on the “**Influence of Leadership styles practices in High education Administration at Mountains of the Moon University**”. We wish to request you kindly spare some time and answer the questions below as honestly as possible by ticking or filling in the spaces provided. The information given will be purely for academic purposes and will be treated confidentially.

Thank you.

### Section A: Social Demographic Characteristics of Respondents

1. Gender

- a) Male                                      b) Female

2. Age bracket

- a) Below 18 years                      b) 19 – 33                                      c) 34 – 50 years                                      d) above 50

3. Marital Status

- a) Married                      b) Single                      c) Separated/divorced                                      d) Widow/Widower

4. Highest level of education

- a) PHD                      b) Masters                      c) Graduate                      d) Diploma                      e) Certificate                      f) Others

5. How many years of teaching experience do you have?

- a) 1-5 yrs                      b) 6 -10 yrs                      c) 11- 15yrs                                      d) 16 yrs

6. How many times have you been promoted?

- a) Once                      b) Twice                      c) More than 2 times                      d) None

**Section B: influence of democratic leadership style practice in high education administration**

Please write your rating by putting a number in the response column that corresponds to your best choice. Kindly use the scoring system given below.

- 1) *Strongly Disagree*    2) *Disagree*    3) *Not sure*    4) *Agree*    5) *Strongly Agree*

	<b>Choose one 1=SA, 2=A, 3=UD, 4=SD 5=DA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Democratic leadership style and practices affect academic staff in moderating and shape students behaviors positively					
2.	It helps employees/ staff to stay at the university					
3.	Influences organizational staff conduct and staff happiness across levels of hierarchy at the university					
4.	There is development of a positive attitude towards the institution					
5.	Democratic leadership styles and practices affects knowledge sharing and job willingness					
6.	Creates organizational and team work participation					
7	Democratic leadership style is a key indicator of university cynicism					
8	Democratic leadership style and practices leads to ineffective, middling instructional and learning environments that are not supportive of active instructional and educational activities.					
9	Democratic leadership style and practices involves the employment of a variety of decision-making techniques					
10	Style of leadership encourages staff to accept decisions more readily					

**Section C: influence of autocratic leadership style practice in high education administration**

Please write your rating by putting a number in the response column that corresponds to your best choice. Kindly use the scoring system given below.

1) *Strongly Disagree*    2) *Disagree*    3) *Not sure*    4) *Agree*    5) *Strongly Agree*

	<b>Choose one 1=SA, 2=A, 3=UD, 4=SD 5=DA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Administrators control and direct workers towards organization goals					
2.	Autocratic leadership style and practices impairs the development of an organization's culture and beliefs.					
3.	Autocratic leadership style creates hostility, non-cooperation and resentment towards administrators at the University.					
4.	Results into high productivity of the work force					
5.	Gives directions and monitor productivity					
6.	In situations where resources are few, the administrators have to decide how these will be effectively and efficiently utilized.					
7	High control strongly help organizations achieve objectives					
8	Administrators wants all staffs to depend on them					
9	Administrators have little trust in the university staff.					

**Section D: influence of laissez faire leadership style practice in high education administration**

Please write your rating by putting a number in the response column that corresponds to your best choice. Kindly use the scoring system given below.

1) *Strongly Disagree*    2) *Disagree*    3) *Not sure*    4) *Agree*    5) *Strongly Agree*

	<b>Choose one 1=SA, 2=A, 3=UD, 4=SD 5=DA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	MMU administrators avoid taking a position on organizational issues and they don't interact with their subordinates.					
2.	MMU administrators frequently skips team meetings and associated engagement					
3.	Laissez-faire leadership style result in the academic staff's to stay at MMU					
4.	Laissez-faire leadership style has a favorable, significant impact on flourishing work at MMU					
5.	Laissez-faire leadership approach has impacted on affective MMU development					
6.	At MMU laissez-faire leadership style has been considerably impacted the academic staff's dedication/loyalty					

7	At MMU there is no self-decision making by the University staff					
8	Laissez faire leadership at MMU has created worst levels overall subordinate, team, and organizational performance					

## **APPENDIX III: INTERVIEW GUIDE FOR FACULTY DEANS AND HEADS OF DEPARTMENTS**

Dear Administrator;

I am a student at Uganda Christian University, pursuing a degree in education and currently conducting a research study on the **“Leadership styles and practices of High education Administration at Mountains of the Moon University”**. We wish to request you kindly spare some time and answer the questions below as honestly as possible by ticking or filling in the spaces provided. The information given will be purely for academic purposes and will be treated confidentially.

Thank you.

### **Section A: Democratic leadership style influence on high education administration**

1. To what extent do you exercise democratic leadership styles at the university
2. How committed is your non staff and teaching staff at the university
3. How does the democratic leadership style influences the university administration

### **Section B: Autocratic leadership style influences on high education administration**

1. To what extent do you exercise autocratic leadership styles at the university
2. Under what condition do you apply autocratic leadership style at the university
3. How does the autocratic leadership style affects your administration at the university

### **Section C: Laissez faire leadership style influences on high education administration**

1. To what extent do you exercise laissez faire leadership styles at the university
2. Under what condition do you apply laissez faire leadership styles at the university
3. How does the laissez faire leadership styles affects your administration at the university
4. What conditions favor the application of laissez faire leadership styles at the university

**Thank you, for the active participation**

## APPENDIX III: REC APPROVAL



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Office of the Vice Chancellor  
Research Ethics Committee UG-026



11<sup>th</sup> December, 2024

**KISEMBO ESEZA HARRIET**  
Uganda Christian University  
0787868580  
Email: [harriet.ruyondo@gmail.com](mailto:harriet.ruyondo@gmail.com)

### UG-REC-026 APPROVAL NOTICE

To: Kiseembo Eseza Harriet, Principal Investigator

Re: UCU-REC Application titled: *Leadership Styles and Practices of Higher Education Administration*

Application Number: UCUREC-2024-1029

Version: 4.1

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



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

Approval of the research is for the period from 11<sup>th</sup> December, 2024, to 11<sup>th</sup> December, 2025

This research is considered minimal risk category.

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

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and additions to the protocol or the consent form must be submitted to the REC for re-review and approval prior to the activation of the changes. The REC application number assigned to the research should be cited in any correspondence.

1 of 2

Research and Ethics

P.O. Box 4, Mukono, Uganda, Plot 67-173, Bishop Tucker Road, Mukono Hill  
Tel: +256 (0) 312 350 885 Fax: +256 (0) 4142 90 800 Email: [rec@ucu.ac.ug](mailto:rec@ucu.ac.ug) Web: [www.ucu.ac.ug](http://www.ucu.ac.ug)  
UCUREC is accredited by Uganda National Council for Science & Technology, FDA, and National Institutes for Health of the United States of America



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Office of the Vice Chancellor  
Research Ethics Committee UG-026



3. Reports of unanticipated problems involving risks to participants or other must be submitted to the REC. New information that becomes available which could change the risk: benefit ratio must be submitted promptly for REC review.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by subjects and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.
5. Regulations require review of an approved study not less than once per 12-month period. Therefore, a continuing review application must be submitted to the REC eight weeks prior to the above expiration date of 11<sup>th</sup> December, 2025 in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study, at which point new participants may not be enrolled and currently enrolled participants must be taken off the study.
6. The REC application number assigned to the research should be cited in any correspondence with the REC of record.
7. Your research details have been shared with the Executive secretary of Uganda National Council for Science and Technology (UNCST) and you are not required to get clearance since you are a Master's Degree research. Refer to UNCST Research registration and clearance Policy and guidelines (July 2016) in Uganda section 6(e).

The following is the list of all documents approved in this application by UG-REC \_026:

	Document Title	Language	Version	Version Date
1.	Protocol	English	1.0	2024-19-04
2	Questionnaire	English	1.0	2024-19-04
3	Informed Consent Form	English	1.0	2024-19-04
4	Interview Guide	English	1.0	2024-19-04

Signed and Stamped

Prof. Peter Waiswa,  
UCUREC Chairperson,  
[pwaiswa@musph.ac.ug](mailto:pwaiswa@musph.ac.ug)



APPENDIX IV: INTRODUCTORY LETTER



UGANDA CHRISTIAN UNIVERSITY

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Office of the Vice Chancellor  
Research Ethics Committee UG-026



11<sup>th</sup> February, 2025

TO WHOM IT MIGHT CONCERN

Dear Sir/Madam,

**RE: INTRODUCTORY LETTER FOR KISEMBO ESEZA HARRIET**

Warm greetings from the School of Research and Post-Graduate Studies (UCU)!

This serves to introduce the above named; Kiseambo Eseza Harriet, as our student pursuing a Master's degree in Education Administration and Management registration number RS22/M06/004.

Harriet is conducting a research as a requirement for the award of the above mentioned degree entitled; Leadership Styles and Practices of Higher Education Administration. A Case in Study of Mountains of the Moon University.

She has fulfilled all clearance requirements such as getting faculty and Research Ethics Approval from UCUREC; accredited by Uganda National Council for Science and Technology (UNCST). Her work has minimal risks and deemed not harmful to both individual participants and the institution.

Any assistance given to him to achieving this goal will be highly welcome.

Thank you so much.

Yours faithfully,

*[Handwritten signature]*

Dr. Joseph Owor Jakisa  
Head, Postgraduate Studies  
[jowor.ucu.ac.ug](mailto:jowor.ucu.ac.ug)



*To all Staff FHS  
Please cooperate with this student who is carrying out her research. She has been authorised to collect data from our Faculty.*

*[Handwritten signature]*  
08/03/2025  
Research and Ethics



