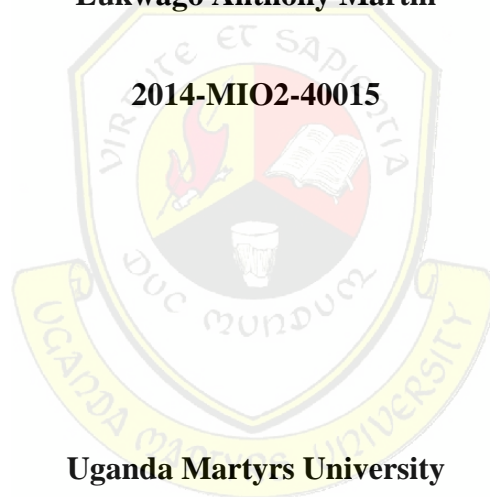


**Leadership styles and employees' performance in local governments of Uganda:  
Case study, Bulambuli District Local Government**

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**2014-MIO2-40015**



**Uganda Martyrs University**

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**Leadership styles and employees' performance in local governments of Uganda:**

**Case study, Bulambuli District Local Government**

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## **DEDICATION**

I wish to dedicate this work to my Father the late **Michael Fredrick Kityo Mugerwa**; My benefactor the late **Livingstone Lwanga Kyabi**; my beloved family .and friends whose efforts, support, encouragement has enable me complete this research report. I also dedicate this work to my course mates whose support cannot be underestimated as they supported me in the course of preparing this report.

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It's my hope that this research will go a long way in creating awareness and rekindling people's thoughts and efforts towards improving employees' performance through effective leadership styles.

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## **ABBREVIATIONS**

CAO: Chief Administrative Officer

CFO: Chief Finance Officer

LGMSD: Local Government Management Service Delivery

LG FAR: Local Government Financial and Accounting Regulations

## ABSTRACT

This study sought to investigate the effect of leadership styles on employee performance in Bulambuli District local Government. The specific objectives were; to determine the effect of laissez-faire leadership styles on employee performance, to establish the effect of democratic leadership styles on employee performance and to examine the effect of autocratic leadership styles on employee performance. The researcher used a case study research design. The sample size of the study was of 123 respondents drawn from the population of 178.

Findings indicated that the laissez fair leadership style had Adjusted  $R^2 = .207$ . This means that 20.7% ( $0.207 \times 100$ ) variations in employee performance is explained by laissez fair leadership style, democratic leadership style had Adjusted  $R^2 = .133$  ( $0.133 \times 100$ ) meaning that democratic leadership style results into 13.3% variation in employee performance and autocratic leadership style had Adjusted  $R^2 = .109$  ( $0.109 \times 100$ ) meaning that autocratic leadership styles results into a 10.9% variation in employee performance at Bulambuli district local government. The multiple regression gave Adjusted  $R^2 = .213$  ( $0.213 \times 100$ ) meaning that leadership styles account for 21.3% variation in employee performance at Bulambuli district local government.

The study concludes that laissez-faire leadership style was the most effective in contributing to employee performance with 35.3% impact as compared to democratic leadership style with 15.6% and autocratic leadership style with 3.4%. It is therefore recommended that individuals with high self-capacity, self-management and good social skills be identified to take over leadership roles since they are more likely to exhibit laissez fair leadership traits, which are much needed at Bulambuli district local government. Democratic leadership should also be integrated into the leadership mix but with proper control leaving room for the practice of other styles. The district should however regulate on autocratic leadership style to ensure it does not take lead given it has a tendency to stifle employee skills, abilities and creativity.

# **CHAPTER ONE**

## **GENERAL INTRODUCTION**

### **1.0 Introduction**

This study focused on examining the effect of leadership styles on employee performance in Bulambuli District local Government. This chapter presents the background to the study, the statement of the problem , purpose of the study, objectives of the study, research questions, scope of the study, conceptual frame work , significance of the study, justification of the study and operational definitions of terms and concepts.

### **1.1 Background of the Study**

According to Ngambi et al. (2010) and Ngambi (2011), cited in Jeremy et al. (2011), leadership is a process of influencing others' commitment towards realizing their full potential in achieving a value-added, shared vision, with passion and integrity that motivates performance through commitment, productivity and improved quality of output. The nature of this influence is such that the members of the team cooperate voluntarily with each other in order to achieve the objectives, which the leader has set for each member, as well as for the group. The relationships between the leader and employee, as well as the quality of employees' performance, are significantly influenced by the leadership style adopted by the leader (Jeremy et al., 2011). Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization (Obiwuru et al., 2011).

A study conducted by the U.S. military on leadership styles defined leadership as a process by which a person influences others to accomplish a mission (U.S. Army, 1983). Leadership is inspiring others to pursue the vision within the set parameters, to the extent that it becomes a

shared effort, a shared vision, and a shared success (Zeitchik, 2012). While (Kruse, 2013) defines leadership as a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.

Two separate researches conducted at Ohio State University and the University of Michigan identified two leadership behaviors that were essentially similar, even though both investigations were conducted independently. These two dimensions of leadership have been to form an instrument, called the Managerial Grid that has been used for research and training (Whetstone, 2002).

After World War II, a major research effort studying leader behaviors was conducted at The Ohio State University. This project involved a series of studies that ultimately produced a two-factor theory of leader behavior. The two leadership factors were referred to as initiating structure and consideration, where initiating structure consisted of leadership behaviors associated with organizing and defining the work, the work relationships, and the goals. A leader who initiated structure was described as one who assigned people to particular tasks, expected workers to follow standard routines, and emphasized meeting deadlines. The factor of consideration involved leader behaviors that showed friendship, mutual trust, warmth, and concern for subordinates (Northouse, 2007).

According to Mazrui (2007), Africa for the new millennium demands exceptional leadership. The emergence of a new style of leadership is critical not only for Bulambuli District Local Government, but all Local Governments in Uganda in the wake of globalization challenges. There are many challenges, particularly of low local revenue collections, understaffing especially for critical posts, dependence on releases from the Central Government, Low capacity of service

providers leading to shoddy works and the challenges of democracy whereby every five years we get almost a new set of leaders whose capacity needs development.

Employee performance is an important building block of an organization and factors, which lay the foundation for high performance, must be analyzed by the organizations. Since not every organization can progress by depending on one or two individuals' effort, it is a collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Avolio et al., (2004) state that many employees in the workplace today seek a better understanding of the mind of a leader in an organization. However, employees are curious about the special traits, behaviors and styles that the leader exhibits at the workplace.

Leadership is a critical management skill, involving the ability to encourage a group of people towards common goal per Azka et al., (2011). Leadership focuses on the development of followers and their needs. Managers exercising transformational leadership style focus on the development of value system of employees, their motivational level and moralities with the development of their skills (Ismail et al., 2009). It basically helps followers to achieve their goals as they work in the organizational setting; it encourages followers to be expressive and adaptive to new and improved practices and changes in the environment (Azka et al., 2011).

According to Michael (2011) leadership has a direct cause and effect relationship upon organizations and their success. Leaders determine values, culture, change tolerance and employee motivation. They shape institutional strategies including their execution and effectiveness. Leaders can appear at any level of an institution and are not exclusive to management. Successful leaders do, however, have one thing in common; they influence those

around them in order to reap maximum benefit from the organization's resources, including its most vital and expensive human resources (Shaffer 2000).

In recent times, many local governments in Uganda have recorded cases of immoral and unethical working practices, gratifications, high labour turnover, failure to meet set targets, and financial impropriety, which could be attributed to lack of effective leadership (Okanya 2008).

The prime objective of organizations is to achieve stated objectives, hence the need to effectively coordinate and motivate the workers by an effective leader (Shaffer 2000). Unfortunately some organizations do not take cognizance of the leadership style adopted by their managers. It is on this premise that this research work set out to examine leadership style and organizational performance in Bulambuli District local Government.

In the recent past years, leadership has been engaged as a new effective approach for managing the employees and organizations at large. The traditional concept of personnel administration has been gradually replaced with the human resource management (Ndanyi 2013). This gives importance to the strategic integration of new leadership styles into effective management of employees and to improve the employee performance. Kenneth and Heresy (2012) assert that; "The effective leader must be a good diagnostician and adopt style to meet the demands of the situation in which they operates. Different leadership styles are used that fit the employees based on amount of directions, empowerment, and decision-making power. The previous studies investigated performance phenomena and how it was affected by various variables such as: Leadership, and with its different leadership styles such as lassies-faire, democratic and Autocratic. All in all, the history of leadership and how it affects performance of employees dates as far back as the 17th century when we started noticing a shift from treating humans as

machines and rather see them as human capital necessary for the achievement of different work tasks and contributing to the success of organizations.

## **1.2 Statement of the Problem**

In a globalised economy, it is imperative for managers to effectively and efficiently lead human resources to achieve organisational goal and competitive advantage.

Over the last 5 years, Bulambuli district local government has emphasised different leadership styles aiming at achieving the desired employee performance (Bulambuli District Service Commission Report 2014). In so doing, the district has recruited highly qualified staff that should effectively produce the standard work required by the district (Bulambuli district staff list 2015). The district has also a very good organisational structure that formally documents the objectives of the district and decides how the work will be undertaken. There are also well-documented policies, procedures and Acts that may be consulted by employees while performing their duties.

Despite the above efforts by the district, it is reported that employee performance is persistently declining. For example, financial performance report (2014/2015) was not sent in time to the Ministry of Finance. It was also noted that the said financial report was not of expected quality (Audit Report 2014/2015). Annual performance report (2013/2014) indicated that most employees failed to meet the agreed targets.

It is not clear whether lassies-faire, democratic or Autocratic leadership styles has contributed to this phenomenon.

It is against this background that the research is interested in examining the effect of leadership styles on employee performance in Bulambuli District Local Government.



### **1.3 Objectives of the study**

#### **1.3.1 Major Objective**

The main objective of the study was to investigate the effect of leadership styles on employee performance in Local Governments of Uganda, a case study of Bulambuli District local Government.

#### **1.3.2 Specific Objectives**

The specific objectives of this study were;

- i. To determine the effect of lassies-faire leadership styles on employee performance in Bulambuli District local Government.
- ii. To establish the effect of democratic leadership styles on employee performance in Bulambuli District local Government.
- iii. To examine the effect of autocratic leadership styles on employee performance in Bulambuli District local Government

### **1.4 Research Questions**

The following are the main questions the research was based on;

- i. What is the effect of lassie-faire leadership styles on employee performance in Bulambuli District local Government?
- ii. What is the effect of democratic leadership styles on employee performance in Bulambuli district local government?
- iii. What is effect of autocratic leadership styles on employee performance in Bulambuli district local government?

## **1.5 Scope of the Study**

### **1.5.1 Content scope**

The study focused on examining the effect of leadership styles on employees' performance. The independent variable was leadership styles that consist of Laissez-faire leadership style, Democratic leadership style and Autocratic leadership style while the dependent variable was employee performance that was measured by commitment, productivity, quality of work produced and timeliness.

### **1.5.2 Geographical scope**

The study was conducted in Bulambuli District local Government specifically targeting the Office of the Chief Administrative Officer (CAO), heads of the departments, Sections, staff at the District Head Quarters, Sub county Chiefs and In Charges of Health units. The District was selected by the researcher because of its accessibility and is also perceived to be prone to challenges faced by other Local Governments in Uganda as far as employee performance is concerned.

### **1.5.3 Time scope**

The study covered a period of 4 years beginning 2012-2016. This period was selected because it was during the period that a some reports on non-performance in district were published.

## **1.6 Significance of the Study**

**Bulambuli District Local government:** The findings of the study may be of significance to the district management that could use them together with the recommendations in implementing decisions of what policies to strengthen and accelerate employee performance.

**Policy makers:** It may also help policy makers to come up with informed policies/decisions on how leadership styles should be well-managed hence formulating proper ways on improving the employee performance in local government of Uganda.

**Academicians:** The academicians interested in leadership styles and employee performance may learn from the research and expand on it. This means that the study may serve as a basis for further research.

## **1.7 Justification of the study**

Leadership styles have always been a crucial issue since organizations and companies are permanently in a constant struggle to be increasingly competitive. Leadership is an important function of management that helps to maximize efficiency and to achieve organisational goals (Keskes, 2014).

Staff turnover is costly at all levels of organizations regardless of their nature and usually the productivity and quality of products or services are negatively affected by disruptions in labor flow. According to (Long and Thean 2012), the high turnover would bring destruction to the organisation in the form of both direct and indirect costs.

The report will provide employers, managers and administrators with high quality information required in developing strong and effective leadership, improving employee morale and hence improvement in employee performance in the District Local Governments.

### **1.8 Definition of Key terms**

**Leadership Style:** This is the process of combining traits, skills and behaviors used by leaders while interacting with employees to achieve organizational objectives.

**Employee performance:** This is the ability of an employee to effectively and efficiently produce the required results. It can also be defined as staff achieving and surpassing their business and social obligations from the perspective of the judging party

**Laissez-faire leadership style:** This is a leadership style in which sub-ordinates are left to decide and control themselves with limited interference from their leaders. The leader believes that sub-ordinates once left on their own will perform than when regularly supervised.

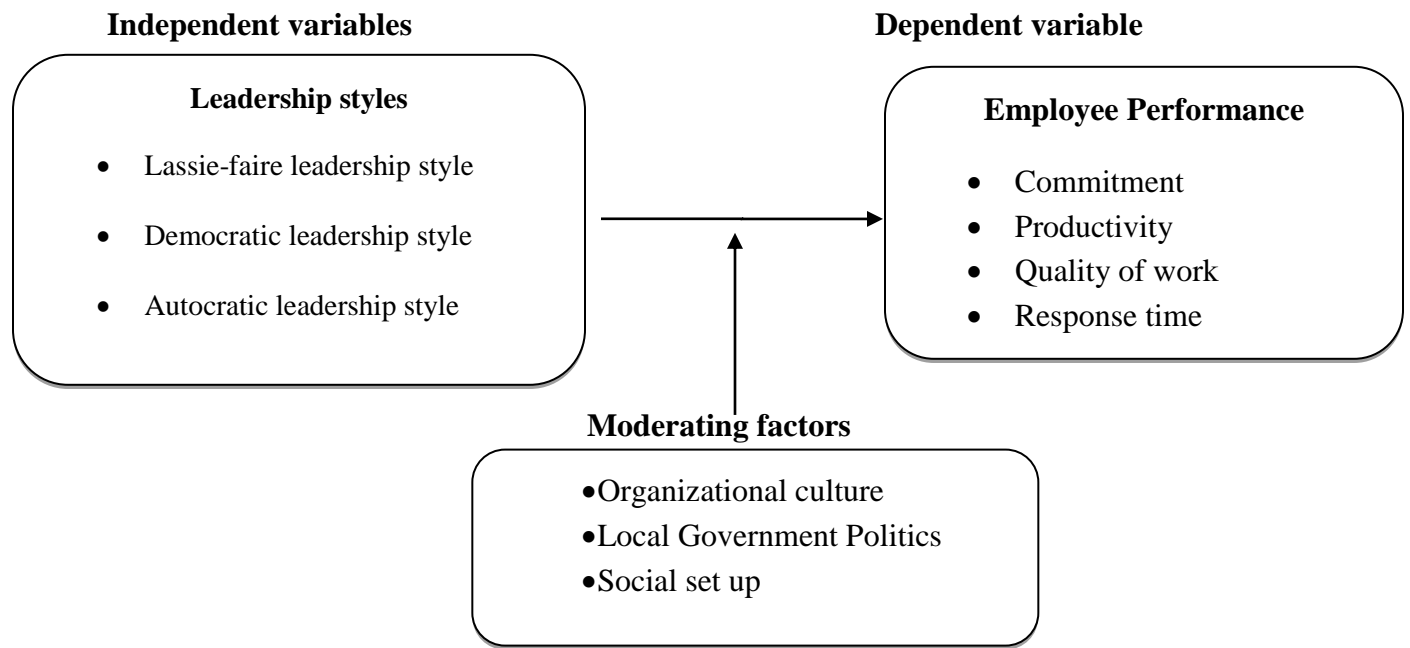
**Democratic leadership style:** This is a type of leadership style which is participative of both managers and employees in all decision making processes.

**Autocratic leadership style:** This a style where the leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all activities without any meaningful participation by the subordinates. This leader has full control of the team, leaving low autonomy within the group.

### **1.9 Conceptual Framework**

A conceptual model was developed on the basis of the relationship between leadership styles and employee performance with a view of analyzing which leadership style is most appropriate in

improving the performance of employees of an organization. Consequently, performance was operationally perceived as: executing employee behaviors, meeting deadlines, creativity, and achieving departmental goals. The above should lead to efficiency, specialization, effective feedback and good organizational relations. Both terms (leadership and employee performance) cohesion were proved through styles and approaches in attempt to cause efficiency which variable in this study was leadership and indeed Carter (2012) defined leadership as the ability to employ managerial competencies to organized performance processes by inspiring, igniting and motivating teams to meet set organizational goals.



**Source:** Adapted from Carter (2012) and modified by the researcher

**Figure 1.1: Conceptual Framework showing relationship between leadership styles and Employee Performance.**

In this conceptual framework, it is envisaged that independent variables which are; Lassie-faire, Democratic and Autocratic leadership styles should lead to the dependent variables which is the employees’ performance measured on commitment at work productivity, quality of work and

timeliness. However, this ideal situation is affected by the moderating variables. These include organizational culture where if the culture in the organization requires creativity and innovation, then leadership style will not have a big influence on commitment, productivity, work quality or even response time, the opposite however is true where the culture is to wait for communication from the boss, and then autocratic leadership style is highly required. The same applies for local politics, for example in a situation where local politics is encouraged, then leaders must find ways to please leaders of specific groups to achieve employee performance, unlike in situations where local politics is not encourage, leadership becomes easy and employee performance is easily monitored which guarantees easy achievement of objective. The same goes for social setup.

### **1.10 Conclusion**

This study focused examining the effect of leadership styles on employee performance in Bulambuli District local Government. This chapter included the background to the study, the statement of the problem , purpose of the study, objectives of the study, research questions, scope of the study, conceptual frame work , significance of the study, justification of the study and operational definitions of terms and concepts

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter highlights the review of the literature of various researchers pertaining to the topic. A review of literature on Leadership styles revealed an evolving series of leadership styles notably; Laissez-faire style, Democratic leadership style, Autocratic leadership style among others. Each of these offers some insights onto leadership styles. The chapter presents introduction, theoretical review, review of major concepts of the study, empirical review and conclusion.

#### **2.1 Theoretical review**

##### **2.2.1 Contingency Model Theory (Fiedler 1976).**

The contingency theory is a refinement of the situational theory and focuses on identifying the situational variables which best predict the most appropriate leadership style to fit the particular circumstances (Teshome 2011). Fiedler (1976) presented the Fiedler leadership contingency model theory in which he proposed that effective employees performance depends upon the proper match between the leaders' ability to lead, situational factors that include the leaders' capabilities, preferred leadership style, behavior and competencies of employees. This theory propounded that leaders should adopt that style which best suits the situation. Leadership is increasingly understood to involve persuasion and explanation as well as ability to identify,

affirm, and renew the values of the group the leader represents. Managerial expertise, technical skills, cultural literacy and other relevant knowledge and skills are not sufficient virtues for the leaders whose lives will be dedicated to public services. An effective leader has a responsibility to provide guidance and share the knowledge with the employee and to lead them for better performance and make them experts in maintaining the quality (Randeree and Chaudry 2012). The introduction of the clear standards of leadership promotes the core values and maturity on their roles and responsibility.

According to this theory leaders have some behavior which makes them successful (Yukl 2006). Then some scholars gave the contingency theory, according to this theory the leaders have no single trait or behavior but they have variety of different skills which they use according to the situation.

Fiedler recognized task-oriented and relationship-Oriented as two styles that are relatively inflexible and no one style is appropriate for every situation. He maintained, however, that both types of leaders can be effective, each given the right situation. The best way to achieve result, therefore, is to match the manager's style to a given suitable situation or train the leader to change the situation to match or fit his own style (Peretomode 2012).

The contingency theory aids a manager to take decision how particular situations present themselves. This theory safe guards managers especially in grey areas where precedence is lacking in which case a leader must rely on their personal intuition and intellect to handle the matter at hand. This theory is applicable to the study in that where a leader applies the contingency theory, it's evident that such leaders will be lassies-faire in required situations there



by building good rapport with sub-ordinates thereby improving commitment, there are high chances of the leader being democratic thereby encouraging productivity since there will be shared decision making, and when situations require the leader may be autocratic which in turn may improve response time and creativity especially where sub-ordinates are inexperienced and lack commitment and direction.

## **2.2 Review of the Main Concepts of the Study.**

### **2.2.1 Leadership Styles.**

Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute “collaborated effort” depends on leadership capability. Lee and Chuang (2009), explain that the excellent leader not only inspires subordinate’s potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Stogdill (1957), defined leadership as the individual behaviour to guide a group to achieve the common target. Fry (2003) explains leadership as use of leading strategy to offer inspiring motive and to enhance the staff’s potential for growth and development. Leadership styles vary from person to person and it depends upon the situational need (Bass & Avolio, 2000). As discussed earlier, there are several theories of leadership; all these theories explain the leadership process in different ways (Bass & Avolio, 2000). Among these leadership theories, trait theory, behavioral theory and contingency theory are regarded as traditional theories of leadership. Each theory illustrates the distinct dimensions of leadership and each theory explains the leader and follower relation in different ways (Organizational Change, 2001).

Lassies-faire leadership is considered a major factor that has an indisputable influence on employee performance in any kind of organization (Ogbonna and Harris, 2000). But how employees perform under other kinds of leadership in relation to lassies-faire has been a point of contention among researchers and scholars alike (Gadot, 2006). Lee and Chuang (2009), explain that the excellent leader not only inspires subordinate's potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Studies have shown that employee performance increases under an extraverted leadership when employees are passive, and if employees are proactive, results will be opposite (Grant et al., 2011). Wang et al. (2005) states thus leadership has an immense influence on the performance of employees. Stogdill (1957), defined leadership as the individual behavior to guide a group to achieve the common target. Fry (2003), explains leadership as use of leading strategy to offer inspiring motive and to enhance the staff's potential for growth and development. Several reasons indicate that there should be a relationship between leadership style and employee performance.

Leadership is the life blood of any organization and its importance cannot be underestimated. Many authors have studied this phenomenon, but there is no conscious definition of what leadership is. Ngodo (2008) perceives leadership to be a reciprocal process of social influence, in which leaders and subordinates influence each other in order to achieve organisational goals. Leadership style is viewed as the combination of traits, characteristics, skills and behaviors that leaders use when interacting with their subordinates (Marturano & Gosling, 2008, Jeremy et al., 2011). Flippo & Musinger (2000) see leadership as a pattern of managerial behavior designed to integrate persons or organizational interest and effect, in pursuit of some objectives. Fiedler (2000) postulates that leadership style refers to a kind of relationship whereby someone uses his ways and methods to make many people work together for a common task. In modern leadership

theories, five leadership styles have been presented, including; transactional, transformational, laissez-faire, democratic and autocratic leadership (Yukl, 2001; Bass, 2001; Sashkin, 2000; Sergiovanni, 2000).

According to Alam et al. (2010), public leadership must guide decisions and actions for sustainable quality services from public institutions. Dorasamy (2010) asserts that the credibility of public institutions can easily get eroded due to absence of leadership adhering to acceptable standards. Judge and Piccolo (2004) attests such disregard arises because most leaders do not subject their roles to ethical justifications.

In Uganda, a new stream of research reveals that certain leadership styles are a significant predictor of employee performance (Ntayi et al., 2009). Uganda Inspectorate of Government Survey (Ssonko, 2010) shows all the malpractices in public institutions in Uganda are indicators that the ethics, integrity, transparency and professionalism still show some negative gaps in the Uganda public sector. The survey recommends the creation of awareness about these evils and their implications to public sector management. Mutebi et al. (2012) concurs that the public sector in Uganda is confronted with a number of challenges, primary among which is the leadership styles the leaders choose. This prompted the study to establish which leadership styles could have the most influence on employee performance in the public sector in Uganda, which is the focus of this research.

### **2.2.2 Employee Performance**

Employee performance refers to a combination of doing a job effectively and efficiently, with a minimum degree of employee created disruptions (Decenzo & Robinns, 2001). Employee performance refers to the achievements as per the set targets of an individual by an organization. It can be poor performance when one fails to achieve the set targets or good performance when

one is able to hit the set targets and excellent when one consistently achieves beyond the set targets (Fisher et al, 2000). Further Armstrong (2009) defines performance as the degree of accomplishment of tasks that make up an employee's job.

Employee performance is a term typical to the Human Resource field where employee performance can refer to the ability of employees to achieve organizational goals more effectively and efficiently. It involves all aspects which directly or indirectly affect and relate to the output of the employees. For performance to be effective, employers should recognize the desires and needs of the employees. According to Koontz (2002); ways in which employee performance can be increased include; proper incentive systems which may be financial or nonfinancial. This should be after identifying the needs and desires of employees that can be satisfied hence increased performance Maxwell (2008) defines performance as an analysis of an employee's work habits undertaken at a fixed point in time to determine the degree to which stated objectives and expectations have been reached. Sarin (2009) defines performance as standards for employee behavior at work. This criterion contains much more than how an employee does the work. Employees are rated on how well they do their jobs compared with a set of standards determined by the employer.

There is no simple definition of Employee Performance. As discussed, there are multiple facets to performance and they must be clearly defined in fairness to the employee and the company.

### **Improving Productivity**

During the last two decades, productivity research and applications have not been given adequate importance when trying to attain excellence in the management of manufacturing enterprises (Muruges, Devadasan and Natarajan, 2000). According to Grunberg (2003), such an initiation

to improve the manufacturing productivity on the start of an industrial era, originates demand of the customers drawn out unlimitedly creating more and more challenges over the manufacturing industry in an increasing competitive environment. It has made the manufacturers eager to open up their windows towards new productivity improvement strategies enhancing their performance to successfully meet with the challenges. Most of the manufacturing industries are currently encountering a necessity to respond to rapidly changing customer needs, desires and tastes (Singh and Singh, 2009). The industries have experienced an unprecedented degree of change in the past, involving drastic changes in management approaches, product and process technologies, customer expectations, supplier attitudes as well as competitive behavior (Ahuja, Kamba and Choudhary 2006).

The performance and competitiveness of manufacturing companies is dependent on the reliability and productivity of their production facilities (Coetzee, 1997). Productivity of an organization expresses to which extent it extracts the output from the given input. Inputs can be labour, skills, technology and innovations. In order to achieve world-class performance, more and more companies are undertaking efforts to improve quality and productivity and reduce costs (Swanson, 2001). The improved productivity provides a strengthened basis for improving real income and economic wellbeing by improving the quality and quantity of the output. It motivates the employees to work for longer while giving means to the managers to ascertain, plan, control and improve efficiency at different levels of the organization.

An aggressive strategy like Total Productive Maintenance (TPM) focuses on improving the function and design of the production equipment (Swanson, 2001). Implementation of such maintenance strategies further requires a better level of training and sufficient amount of resources to provide a higher level of performance in the plant and equipment. The old models of

productivity improvement strategies do no longer perform because of the technological advancements and competitive environment of the business world. In order to achieve the competitiveness and other goals of an organization, it is very important for the workers to be in line with the current trends and techniques of the business world. The highly dynamic and rapidly changing environment has made the industry well aware of the global competition leading to a higher demand (Miyake and Enkawa, 2000). For organizations to meet the challenges posed by the contemporary competitive environment, the manufacturing organizations must infuse quality and performance improvement initiatives in all aspects of their operations to improve their competitiveness (Daya and Duffuaa, 1995).

Past researches have emphasized the importance of having a good understanding of the changes that manufacturing industry have on implementation of new production technologies (Nemetz and Fry, 2002, pp. 627-638). Further Dean and Snell (2000) have found that there is a positive effect of new production technologies for the success of an organization. In response to this matter, many organizations in an attempt at achieving the set goals are implementing new productivity improvement strategies for gaining sustainable competitive advantages and enhanced performance so that the failure of new implementations are apparent instead of keeping up their sustainability in the industrial context. However comparing those successes of implementations, it is well experienced that the implementation of a new productivity improvement strategy is very difficult and in most cases, they fail (Swanson, 2003, pp. 849-869). As well, one may concluded that the implementation of new performance measurement system can have few problems (Business Intelligence, 2000).

## **Commitment**

Teamwork is also characterized by interdependence where team members need to create an environment where together they can contribute far more than as individuals. A positive interdependent team environment brings out the best in each person enabling the team to achieve their goals at a far superior level (Johnson & Johnson, 2000). Individuals promote and encourage their fellow team members to achieve, contribute, and learn;

For teamwork to succeed, there must exist interpersonal skills which includes the ability to discuss issues openly with team members, be honest, trustworthy, and supportive and show respect and commitment to the team and to its individuals. Fostering a caring work environment is important including the ability to work effectively with other team members;

Open communication and positive feedback is another integral ingredient of team work where team members actively listening to the concerns and needs of team members and valuing their contribution and expressing this helps to create an effective work environment. Team members should be willing to give and receive constructive criticism and provide authentic feedback;

Appropriate team composition; it is essential in the creation of a successful team that team members need to be fully aware of their specific roles and understand what is expected of them in terms of their contribution to the team and the project.

Commitment to team processes, leadership & accountability; team members need to be accountable for their contribution to the team and the project. They need to be aware of team processes, best practices and new ideas. Effective leadership is essential for team success including shared decision-making and problem solving.

## **Quality of work**

Creativity and innovation are considered to be overlapping constructs between two stages of the creative process; both are necessary for successful enterprise (Martins & Terblanche, 2003). Creativity can be defined as “the production of novel and useful ideas” (Amabile et al., 1996, p. 1155), while innovation refers to the implementation or “transformation of a new idea into a new product or service, or an improvement in organization or process” (Heye, 2006, p. 253). By definition, creativity and innovation involve the creation of something new that is central to the entrepreneurial process (Barringer & Ireland, 2006, p. 15). Creativity and innovation are considered to be inseparable from entrepreneurship, which is in turn manifested in the act of starting up and running an organization.

## **2.3 Empirical Review**

### **2.3.1 Effect of Laissez faire Leadership on job performance**

Nzuve (2000) describes Laissez faire leadership style as one where the leader waives responsibility and allows subordinates to work as they choose with minimum interference. The employees are given the authority to make decisions or determine a course of action. Within the limits of authority given, the subordinates structure their own activities. They may consult the manager directly involved in making the decisions. The manager indicates what needs to be done and when it must be accomplished but let employees decide how to accomplish it as they wish.

In this style of leadership, communication flows horizontally among group members. Veccio (2000) explains Laissez-faire as a French expression meaning “Lead it alone”. He notes that subordinates are given total freedom to select their own objectives and monitor their own work. Goodworth (2002) points out that Laissez-faire style was usually appropriate when leading a



team of highly motivated and skilled people who had produced excellent results in the past. Once a leader had established that his team has confidence, capable and motivated, it was often best to step back and let them get on with the tasks, since interfering could generate resentment and detract their effectiveness. By handing over ownership a leader could empower his group to achieve their goals.

Okumbe (2000) describes Laissez-faire leadership as a kind of leadership which encourages no rules in the organization. It has no code of regulations. The leader is simply a symbol since there is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group. Okumbe (2000) identifies the advantages of Laissez-faire leadership as; facilitating easy acceptance of decisions and employees providing their own motivation. However he points out that it is disadvantageous, since there is no control and chaos and conflict arise due to unguided freedom. There is also a high rate of unhealthy competition among members of the organization. Lewin in his studies pointed out that Laissez-faire style of leadership offered little or no guidance to group members and leaves decisions making, up to group members. He notes that this style is effective in situations where group members are highly qualified in an area of expertise. He points out that this style leads to poorly defined roles and lack of motivation.

This leadership style is characterized by a total or general failure to take responsibilities for managing (Bass, 2000). Robbins (2007) explained the laissez-fair style as “Abdicates responsibilities and avoid making decisions”. It is difficult to defend this leadership style unless the leader’s subordinates are experts and are well-motivated specialists, such as Scientists. The behavioral style of leaders who form this group off complete freedom, provide necessary materials, participate only to answer questions, and avoided giving feedback per (Bartol & Martin, 2003). Different authors contend that in this style leaders normally do not want their

interference in decision-making process. They normally allow their subordinates the power to get their personal decisions about the work. They are free to do work in their own way and they are responsible for their decision. Normally such Leaders avoid making decision and do not involve in working units because the leader allows subordinates complete freedom to make decisions.

The laissez-faire leader allows the group complete freedom for decision-making and only participates when requested. The laissez-faire leader allows independence but discourages team building and shows low concern for workers needs or welfare (Robbins and Judge 2009). The lack of concern for the employees or workers needs and welfare impacts negatively on employees access to their rights because for them to access their rights there is need for support and concern from the leaders or the management. This support can be informed of goodwill, material or financial support from the leader. Johnson and Hackman (2003) argues that laissez-faire leaders allows followers to have complete freedom make decisions concerning a high degree of autonomy and self-rule while at the same time offering guidance and support when requested. The laissez-faire leadership style is a “hands off” type and if the leader withdraws too much from the followers it can sometimes result in lack of cohesiveness which is needed in accessing employee rights for example joining a trade union. While the conventional term of Laissez-faire leadership style implies a hands-off approach, many leaders still maintain open communication and are available to group members for consultation and feedback (Cherry, 2011). It has limitations in that some people are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can stall and deadlines can be missed when employees do not get enough guidance or feedback from leaders. The leader accepts wholesome responsibility for many of the decisions that come to fruition, though the decision making has been left to employees. The most pitfall and

shortcoming of this style is failure. Laissez-faire leaders are usually reluctant to take actions and avoid situations, in which, there are chances to encounter problems. Leaders, who adopt laissez faire leadership style, do not provide feedback to their followers. They do not even use rewards or other tools to satisfy the needs of their followers. As a result, the employees get dissatisfied, unproductive and inefficient in their work. This leadership style is characterized by a total or general failure to take responsibilities for managing (Bass, 2000). Leaders who score high on laissez-faire leadership avoid making decisions, hesitate taking action, and are absent when needed (Judge *et al.*, 2004). Laissez-faire leadership is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions (Judge *et al.*, 2004). Research by Chaudhry & Javed (2012), reveals that laissez faire leadership style is not an important style that boosts the motivation level of workers as compared to other leadership styles. If workers are not motivationally boosted they cannot perform better. Research by Frischer (2006) reveals that the inactivity of the laissez-faire leader has been consistently negatively related to productivity, satisfaction, cohesiveness and maximum goal achievement. A research by Kieu (2007) also reveals that, laissez-faire leadership had a direct and negative relationship with organizational performance. Laissez-faire leadership style was disliked because it was accompanied by less sense of accomplishment, less clarity and less sense of group unity (Frischer, 2006). If workers are not motivationally boosted they cannot perform better. An avoidant leader may either not intervene in the work affairs of subordinates or may completely avoid responsibilities as a superior and is unlikely to put in effort to build a relationship with them. Laissez-faire leadership style is associated with dissatisfaction, unproductiveness and ineffectiveness (Deluga, 2006).

### **2.3.2 Effect of Democratic Leadership Style on Employee Performance**

Democratic management style is exhibited where the focus of power is more towards the group as a whole, and where there is greater interaction within the group (Mullins, 2002); the manager shares the management functions with members of the group where he or she takes part as a team member. The manager would characteristically lay the problem before the subordinates and invite discussion. In this respect the manager's role is to be a conference leader rather than that of decision taker. The manager/leader allows the decision to emerge out of the process of the group discussion, instead of imposing it on the group as a boss. This leadership style is appropriate only in instances where the nature of the responsibility associated with the decision is such that group members are willing to share with their manager/leader, or alternatively the manager is willing to accept responsibility for decisions, which he or she has not made personally. The point of focus is sharing: the manager shares decision-making with the subordinates. Even though he or she invites contributions from the subordinates before making a decision, he or she retains the final authority to make decisions. The manager may also seek discussion and agreement with experts over an issue before a decision is taken. He or she may allow the subordinates to take a vote on an issue before a decision is taken. He or she coaches subordinates and negotiates their demands (Dubrin 2000).

This leadership style is viewed as an important aspect of empowerment, team work and collaboration. It has been observed that an organization is more effective when those who will be affected by the organization's decisions are fully involved in the decision -making process. It is believed that subordinates share a sense of responsibility for the organization when they are allowed to participate actively in decision-making (Perez,et al. 2001). Good as it is, the concern expressed by Dubrin (2000) is that the participative style of management wastes time due to

endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision. Seeking advice from an uninformed or incompetent group of subordinates may lead to disaster. However, Goleman et al. (2002) posits that a democratic manager keeps staff morale high and therefore positive climate prevails in the organization. There are significant similarities between this style and Likerts' systems III and IV leadership styles.

A leader is a person who sees something that needs to be done, knows that they can help make it happen and gets started. A leader sees opportunity and captures it. He/she sees a future that can be different and better and helps others see that picture too. He/she is a coach, an encourager and is willing to take risks today for something better tomorrow (Cascio, 1998). A leader is a communicator, coordinator and listener (Krause 2005). Democratic leadership provides a two-way communication, man-to-man personal leadership, use of participation and creation of opportunity for need satisfaction meant for increasing the understanding between the leader and his subordinates of their mutual viewpoints. This increased understanding through the reactions of individual personalities promotes favorable feelings and attitudes among them. Tannenbanum and Schmidt, (2000) describe democratic leadership as one where decision-making is decentralized and shared by subordinates. The potential for poor decision-making and weak execution is, however, significant here. The biggest problem with democratic leadership is its underlying assumption that everyone has an equal stake in an outcome as well as shared levels of expertise with regard to decisions. That is rarely the case. While democratic leadership sounds good in theory, it often is bogged down in its own slow process, and workable results usually require an enormous amount of effort. Although a Democratic leader will make the final decision, he/she invites other members of the team to contribute to the decision making process.

This not only increases job satisfaction by involving employees or team members in what's going on, but it also help to develop people's skills. Employees and team members feel in control of their own destiny, such as the promotion they deserve and so are motivated to work hard by more than just a financial reward. As participation takes time, this approach can lead to things happening more slowly but often the result is better. The approach can be most suitable where teamwork is essential and quality is more important than speed to market productivity. The democratic control means aiding the dialogue, encouraging employees to contribute towards ideas, and processing all the accessible information to the finest verdict. The democratic leader should be talented enough to converse that decision back to the group to boost up unity in the plan that is chosen (Shaffer 2000). The democratic headship approach is a mutually respectful style of organizing a team. Participation has an effect on both job satisfaction and productivity though it has a stronger influence on satisfaction rather than productivity (Miller& Monge). According to the Participative management modal, employees are considered to be very important asset of the organizations that's why employees should be dealt with accordingly. If this approach is adopted and employees are treated as such then development of employees will be enhanced and their job satisfaction level will be increased. There is likely to be greater employability and involvement of employees in decision making. And if the leader's style is non-participative towards employees then it's likely to be harmful and destructive to whole organization (Krause 2005).

A number of the most well-known theorists in organizational psychology (Argyris, 2000; Likert, 2001; McGregor, 2003) propounded that the participation in decision making has a constructive effect on employee responses towards their jobs, in view of the fact that such contribution highlights self-worth or needs for self-actualization and achievement (Maslow, 2000 and Cotton

et al, 2000) concluded in their research work that democratic leaders are in positive relations with employee's job satisfaction.

Many studies have stated that participative decision making process can be beneficial to employees intellectual health and job satisfaction. However, some researchers narrated that the positive effect of participative management on employee's job satisfaction has not been in accordance with and this relationship cannot be linear or direct. (Spector 2000; Miller & Monge 2001; Fisher 2000).

Smith (2001) asserts that if the task is highly structured and the leader has good relationship with the employees, effectiveness will be high on the part of the employees. His findings further revealed that democratic leaders take great care to involve all members of the team in discussion, and can work with a small but highly motivated team. Schwartz (2000) found a high submissiveness among workers in democratic organizations, but those in autocratic organizations expressed frustration and anger. Bales (2003) found two different categories of specialist in workgroups. These are task specialist and social-emotional specialist. The task specialist is concerned with the achievement of the group goals while the social-emotional specialist is concerned with maintaining positive social relationship within the group and motivating the group members to accept the goals of the group. However, a good leader can combine the two roles (Roger & Roger, 2001). The two categories actually distinguished two different style of leadership namely autocratic and democratic. Lewin et al (1939) concluded that democratic style of leadership is the most effective, but Smith and Peterson (1988) pointed that the effectiveness of group leaders independent on the criterion which was being used to assess leadership. Thus, if leadership is assessed in terms of productivity, then autocratic style is most efficient but if the role is seen as maintaining good morale and a steady level of work, democratic style is effective.

Absence of leadership style brings about lack of direction from the leader resulting in low morale and lack of interest in the work. Hayers (2000) found that workers who fell under pressure reported autocratic supervision on the part of their leaders. The leaders rarely allowed them to participate in the decision making. It was also reported that workers who were under stress also reported harsh supervision and control on the part of their leaders (Hayers, 2000). The availability of social support, both on and off the job, is a crucial determinant of organizational stress (Cohen & Wills, 2005). Apparently, the presence of social support helps reduce the outcome of stress by serving buffer against stressful event that occur at work (Landsbergis, Schnall, Deitz, Friedman & Pickering, 2002).

According to (Royal and Rossi 2000) social setup in the sense of community is related to engagement in work activities. There is need for workers to have sense of connectedness that affect the workers' ability to cope. Lack of connectedness breeds loneliness, low self-esteem, isolation, low achievement, low motivation and low productivity (Gibbs, 2005). Sense of belonging and the feeling of connectedness indicate the presence of trust relationship and togetherness among the workers (Preece, 2000). The extent to which a job gives an employee opportunity to interact with other co-workers enhances the sense of community at work (Jenkins & Wesh 1983), but the organizational climate which will pave way for such interaction is determined by the leadership style (Buckner, 2000). Kreitner & Kinicki (2001) observed that to not have support from co-workers goes a long way in contributing to stress in organization, which could hinder sense of belonging. Likewise, members of dissimilar groups who experiences trauma cannot feel a sense of connectedness (Ottenberg, 2000). Young and Erickson (2002) noted that workers who experience isolation at work are prone to increased vulnerability to traumatic stress disorders.



To be successful as a leader, principals should identify the different aspects of his role as a leader. The first challenge of a leader is to reorient headship from management to leadership (Krause 2005). Not only do they have to assume the role of leadership, switching from implementation to initiation, focusing on outcomes and taking risks, but they also need to adopt leadership strategies and styles suitable for hierarchical organization management (Shaffer 2000).

The employees achieve lots of personal benefits from this approach including human resource benefits like housing, group insurance, disability income protection, retirement benefits, sick leave, social security, and profit sharing (Armstrong 2009).

Smith (2000) asserts that if the task is highly structured and the leader has good relationship with the employees, effectiveness will be high on the part of the employees. His findings further revealed that democratic leaders take great care to involve all members of the management.

Lewin et al (2006) concluded that democratic style of leadership is the most effective, but Smith and Peterson (2001) pointed that the effectiveness of group leaders is dependent on the criterion which was being used to assess leadership. Popoola (2002) defined employee's performance as the totality of employees' social and psychological well-being relative to job performance. It culminates in satisfactory interpersonal relations, financial rewards, fringe benefits, training and promotion, decision-making and free channels of communication among others. This predisposes employees to hard work and optimum productivity.

Basically, such achievements in local government are dependent on three identifiable leadership styles namely; democratic, transactional transformational leadership styles (Lunenberg & Ornstein, 2002). While the Transactional leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is

rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2004). It permits initiatives; originality and creativity in local government work operations and promotes hard work among the subordinates, however the above literature does reveal the impact of democratic management style on employee performance hence justifying the need for this study.

### **2.3.3 Effect of autocratic leadership style on employee performance.**

In autocratic management, the manager/leader retains most authority for them and makes decision with the mind that subordinates will implement. They are not bothered about attitudes of the subordinates toward a decision; they are rather concerned about getting the task done. They tell staff what to do and how to do it. They asserts themselves and serves as an example for the subordinates. This style is viewed as task-oriented (Dubrin, 2002). This style is similar to Likerts I and II leadership styles. With the authoritarian style, the focus of power is more with the manager, and all interactions within the group also move towards the manager. According to Mullins (2002), the manager solely exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, and control of rewards or punishments.

However, this style would be most appropriate in emergency situations, and would normally be considered justified by the group, that is, where the general climate of the group is supportive and mature. Autocratic leaders are classic “do as I say” types. Typically, these leaders are inexperienced with leadership thrust upon them in the form of a new position or assignment that involves people management. Autocratic leaders retain for themselves the decision- making rights. They can damage an organization irreparably as they force their ‘followers’ to execute strategies and services in a very narrow way, based upon a subjective idea of what success looks

like. There is no shared vision and little motivation beyond coercion. Autocratic leadership typically eliminates commitment, creativity and innovation. In fact, most followers of autocratic leaders can be described as biding their time, waiting for the inevitable failure this leadership produces and the removal of the leader that follows (Michael, 2010). Also known as authoritarian leadership, Milgron (2009) said autocratic leadership style clearly defines the division between leaders' and workers. Autocratic leaders make decision with little or no involvement from employees. These types of leaders are more confident, more sure about and comfortable with the decision making responsibility for the strategy plans and company operating.

Although research indicates that autocratic leaders display less creativity than more contemporary new styles. Adair (2009) contends that only one person has the full authority and power over the followers or workers. His decision would be viewed and taken as the golden rule and should never be questioned and cannot be interrupted by any one. They make plans of each milestone and their followers are bounded to work or follow the rules. In short, the autocratic leader has full control of those around him and believes to have the complete authority to treat them as he wants. This is useful when immediate and quick decision and performance is required. Dawson (2000), states that the autocratic leadership style has a tendency to show great results within a short period.

However, excessive use of authority will distort productivity in the long term. People either get bored and dissatisfied and leave or fall into a malaise of humdrum repetitive tasks without creativity and innovation and in short become demotivated. According to Heneman and Gresham (1999), under the autocratic leadership style, all decision-making powers are centralized and remains in the hand of leaders, as with dictators. These leaders do not welcome any suggestion

and initiative from sub-ordinates. It has not been successful as it provides strong motivation to these managers and not the employees. This style allows quick decision making since managers do not need to consult their employees. Literature reviewed however does not show to what extent autocratic management affects employee performance and comes short if there is a relationship between autocratic management style and employee performance thus need for this study.

## **2.4 Conclusion**

It is observed that from the available literature, all the studies conducted are related to the large sector, which revealed that leadership style, organizational commitment and work satisfaction are interrelated. Thus, leadership styles can affect the quality of work life. Since much work has not been carried out with respect to employees, there is a need for the study of the effect of Democratic, Lassies – faire and Autocratic leadership styles on the Quality of work life of employees working in the Bulambuli District local government

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This chapter presents the various methods that the researcher used for carrying out the study. It presents a detailed description of the methodology of the research and the study design. It further spells out the areas of the study, study population, sampling procedures, sample size, sampling techniques, data collection instruments, data analysis and interpretation, tools for data quality control and measurement, ethical considerations.

#### **3.1. Research Design**

The researcher used a case study research design. A case study is defined as ‘an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used’ (Yin 1994). Gall (1993) argues that this design allows the study of different subjects at one point in time. According to Yin (2003) a case study design should be considered when: the focus of the study is to answer “how” and “why” questions; you cannot manipulate the behavior of those involved in the study; you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or the boundaries are not clear between the phenomenon and context. Both qualitative and quantitative methods were used in order to reduce bias. Qualitative approach was helpful in interpreting people’s opinions, perceptions about leadership styles and employee performance using interviews and documentary reviews. The qualitative data also gave narrative and descriptive information that explained and gave deeper understanding and insight into a problem as suggested by Amin, (2005).

On the other hand quantitative approach was still used because of its flexibility form of multiple scale and indices focused on the same construct which allowed many responses from different respondents (Ahunja, 2005).

### **3.2 Area of the study**

The study was carried out in Bulambuli District Local Government. Bulambuli district is among the newly created district in Uganda located in eastern Uganda. It has a number of lower local governments. Its choice is attributed to the challenges it faces in enhancing effective leadership style in the district which is paramount to employee performance.

### **3.3. Study Population**

The research selected a study population of 178 people (Staff Register 2016) who are from the Management department (Including the Managers at lower Local Government Level), and all Heads of departments and sections at the District Headquarters; Finance and planning department, Environment department, engineering department, Education department, Health department, Production Department, Community Services Department and Support staff. The above groups of people were chosen because it was believed that they had the required information needed for the study and the nature of their work environment and experience makes them able to give the required information.

### **3.4 Sampling procedures**

#### **3.4.1 Sample Size**

From the target population of 178, a sample of 123 was selected, using the Slovene's formula for calculations of sample sizes.

$$n = \frac{N}{Ne^2 + 1} = \frac{178}{178(0.05)^2 + 1} = 123$$

Where:

n = number of samples

N = total population

e = margin of error

The total population (N) is 178 people and therefore the sample population was 123 respondents using Slovene's method of determining sample size from the population

**Table 1 Table 3.1 Population and Sample Size**

No	Category	Population	Sample Size	Sampling techniques
1	Management Department	10	10	Census Sampling
2	Finance and Planning department	7	5	Purposive Sampling
3	Education department	9	6	Purposive Sampling
4	Health department	14	9	Purposive Sampling
5	Other Technical staff	30	19	Stratified Sampling
6	Lower Local Government and Support staff	108	74	Stratified Sampling
<b>Total</b>		<b>178</b>	<b>123</b>	

**Source: Primary data, 2016**

### 3.4.2 Sampling techniques

The selection of respondents was done using census sampling, purposive sampling and stratified random sampling techniques.

### **3.4.2.1 Census Sampling**

Census sampling also a form of matrix sampling, Although cost considerations make this impossible for large populations, a census is attractive for small populations (e.g., 200 or less). A census eliminates sampling error and provides data on all the individuals in the population. (Glenn 1992). This technique focuses on units investigated that are based on the judgment of the researcher. Census sampling was used to select the management department respondents since they were few and have relevant knowledge and information that is needed for the study (Sherri, 2009).

### **3.4.2.1 Purposive sampling**

This method represents a group of sampling techniques that help researchers to select units from a population that they are interested in studying. In this study, purposive sampling was used to select the finance and planning, education and health department respondents. These were selected purposively because they had required information with respect to the objectives of the study (Mugenda and Mugenda, 2003). Kothari (2006) also stated that purposive sampling is used when one is sure that those particular people have the much-needed data that the study seeks to find.

### **3.4.2.1 Stratified sampling**

Stratified random sampling is where the researcher uses a quota of subsets to ensure that all groups are fairly represented. The respondents to be interviewed were determined by calculated probability. This method provides equal chances for all the groups to be selected and thus avoids bias (Mugenda 1999).



This method was used for selection of other technical staff, LLG and support staff because the researcher believed each of them has an equal opportunity of being picked independently of the others. This method is reliable, generalist and representative (Sarantakos 1998).

### **3.5 Data collection Methods and instruments**

#### **3.5.1 Questionnaire Survey**

The study depended on primary data collected from the staff at the District Headquarters and heads of Lower local Governments in Bulambuli district. The primary data was collected from field survey using self-administered questionnaires and interview guides. Primary data is direct descriptions of an occurrence by an individual who actually observes or witness something taking place (Amin 2005). The quantitative data was collected using the questionnaires while the qualitative data was collected using interview guide. The questionnaire method involved use of a set of pre-set questions in a clear order (Kothari 2004). The interview methods included a personal (face to face) interviews with some individuals believed to have necessary information relevant to the objectives of the study.

#### **3.5.2 Interview Guide**

The researcher reviewed the previous literature from articles and textbooks to enrich the research study and the use of collected secondary data. Documents from Bulambuli District, public and private libraries with literature relevant to the research topic were analyzed as secondary sources of data to supplement primary data from survey and interviews (Amin, 2005).

### **3.6 Data Collection Instruments**

The researcher used instruments of questionnaires and interview guide to collect data from the sampled employees in the district. Blaxter et al (2002) states that making a choice among the different data gathering methods involves considering their appropriateness and relative strengths and weaknesses. The researcher therefore used a combination of two instruments as described below.

#### **3.6.1 Self-Administered questionnaire**

According to Kothari (2010) the questionnaire is popular in case of big inquiries. Katamba&Nsubuga (2014) justified the questionnaire in that it has no bias, relatively cheap; no prior arrangements are needed and can give a wide geographical coverage. The questionnaire instrument has been selected for the respondents because it is free of bias of the interviewer since answers are in the respondent's own handwriting and large samples can be used and thus the results can be more valid and reliable.

In this method of data collection the researcher designed questions to obtain data related to the study. For the collection of primary field data, the closed ended questions were used and administered to the respondents. Closed ended questions minimize irrelevant data and give easy analysis. The researcher had the advantage of collecting data from a large population within a short period of time hence saving time in the research process.

#### **3.6.2 Interview guide**

Primary data was obtained through structured face-to-face oral questioning interviews and Katamba&Nsubuga (2014) justified it by arguing that it is a technique primarily used to gain an

understanding of the underlying reasons and motivations for people's attitudes, preferences or behavior. He contends that this is particularly suitable for intensive investigations. The interview method captured additional information and clarification on issues that could not be well addressed by the semi-structured questionnaires. Responses from the interviewees were recorded and then analyzed. The interview method is quite advantageous because it is flexible, adaptable and can be used on many respondents. Enon, (1995) further argues that information can be obtained in detail and well explained. Kothari (2010) similarly states that, the primary strength of interviewing is its capacity to range over multiple perspectives on a given topic and gather primary data on thoughts, opinions, attitudes and motivations that cannot be obtained otherwise.

The researcher used semi-structured interviews which are a set of questions on fairly specific topics to be covered and obtain the needed data for qualitative analysis. Although the researcher set out a range of guided questions, room was allowed for exchange of opinion on 'unforeseen' issues brought up by the respondents during the interview.

### **3.7 Quality control**

#### **3.7.1 Validity**

Validity was determined using expert judgment to determine the extent to which research instruments measured what they intended to measure (Onen&Oso, 2005). According to Bernard (2013) the instruments applied should be valid and free from bias. In this case, before the researcher administered the instruments, they were validated by examining their contents, attributes, free from bias, contamination and deficiency. It therefore aided the researcher to minimize bias as much as possible while undertaking the study. To assess this, the supervisor was contthereacted to evaluate the relevance of each item in the instruments to the objectives.

Validity was determined using Content Validity Index (C.V.I). C.V.I = Items rated relevant by judges divided by the total number of items in the questionnaire as shown hereinafter.

$$\text{CVI} = \frac{\text{No. of items rated relevant}}{\text{Total no. of items}}$$

Total no. of items

As recommended by Amin (2005), for the instrument to be valid, the C.V.I should be at least 0.7

$$\text{CVI} = \frac{\text{No. of items rated relevant}}{\text{Total no. of items}}$$

Total no. of items

$$\text{CVI} = \frac{47}{50} = 0.94$$

Since 0.94 was above 0.5 the instrument was deemed valid (Lawshe, 1975).

### **3.7.2 Reliability**

Reliability refers to measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda 1999). Pre-testing of the designed questionnaires and interviews with characteristic population of study was done to determine the reliability of the results. The researcher pretested the instruments with (12) twelve respondents at the hospital. The data was measured with the help of Statistical package for social Sciences (SPSS) using Cronbach alphas test and items with a minimum coefficient of 0.70 according to Oso and Onen (2009) were deemed acceptable. This is a test that requires only a single test administration to provide unique estimates of the reliability of a given test.

The reliability of a measurement instrument is the extent it yields consistent results when the characteristics being measured has not changed. (Leedy and Ormrod 2001).

**Table 2Table 3.2 Showing Reliability.**

		Cronbach's Alpha	N of Items
<b>1</b>	<b>Lassies-faire leadership</b>	.796	<b>10</b>
<b>2</b>	<b>Democratic leadership</b>	.814	<b>9</b>
<b>3</b>	<b>Autocratic leadership</b>	.817	<b>9</b>
<b>4</b>	<b>Employee Performance</b>	.812	<b>14</b>
	<b>Total Average Reliability</b>	<b>.809</b>	

**Source:** Primary Data

Table 3.2 above shows the Total Average Reliability of the questions on salary, allowance, promotion and employee performance that were pretested using Cronbach's Alpha Coefficient was **.809**. Therefore, according to Oso and Onen (2009) items with a minimum coefficient of 0.70 were deemed acceptable. Since the Cronbach's Alpha **0.809** was above 0.70, the research tools were deemed sufficient to be used for data collection.

### **3.8 Measurement of variables**

The coding system was used whereby qualitative responses were assigned to numerical values in order to operationally define the variables. The nominal and ordinal type of measurements was used. The nominal scale of measurement applies to cases which have some common set of characteristics for instance sex of the respondents, marital status, educational level of the respondents and employment status. In nominal measurement numbers are assigned for purposes of identification but not for comparisons of variables being measured while ordinal measurement not only categorizes the variables being measured but ranks them into some order. Therefore, the numbers in ordinal scale represented relative position or order among the variables using the Likert scale (Mugemda & Mugenda, Amin 2005).

### **3.9 Data Processing and Analysis**

The collected data was entered in a computer program known as a statistical package for social sciences (SPSS Version 20) for analysis. The data collected was processed by editing, coding. Both univariate, bivariate and multivariate statistical analysis was conducted. Univariate statistical analysis was used to analyse each variable independently and was involved mainly in descriptive statistics. Descriptive statistics was used to determine the distribution of respondents on personal information and on the questions under each of the variable. Bivariate statistical analysis was used where there was need to relate two variables that involved inferential statistics used to establish the effect of leadership styles on various constructs of performance of the employees in Bulambuli district local government. Multivariate analysis was used on the variables that are significant under bivariate analysis. The qualitative analysis was used to analyze categorical data. Qualitative data from interviews was reviewed thoroughly, sorted and classified into themes and categories to support the quantitative data.

### **3.10 Ethical Considerations**

The researcher respected anonymity of the respondents by ensuring confidentiality of the respondents and the data provided. This was done through assurance that the information they provided was for academic purposes and that their identity would not be disclosed to anyone. This was highlighted in the introductory part of the questionnaire or before the interview sessions. Lastly, objectivity was considered during proposal writing to avoid personal bias.

### **3.11 Limitations of the Study**

Organizations are critical about security and disbursement of information pertaining to their operations. The limitations were in terms of accessing information that was considered classified by Bulambuli district local government. However, the introduction letter from the university and an honest discussion on the significance of the study with the Chief Administrative Officer and other respondents created a conducive environment for data collection.

Since most of the interviewees are managers, they were expecting to take the study as an official evaluation of their competence. This problem was handled in the introduction of the purpose of the study as respondent names and personal details are made optional and confidentiality of information emphasised.

Most of the related literature on the study is scanty: Whereas there are several studies that have been conducted on performance appraisal, most of the studies relate to other countries. However, efforts were made to find more information from government reports and online journals.

### **3.12 Conclusion**

This chapter presented the various methods that the researcher used for carrying out the study. It presented a detailed description of the methodology of the research and the study design. It further spelt out the areas of the study, study population, sampling procedures, sample size, sampling techniques, data collection instruments, data analysis and interpretation, tools for data collection, quality control and measurement, ethical considerations and to a large extent probability sampling was applied therefore providing results which are more reliable, free of bias and assumed that even if a similar research was carried out, results would be consistent.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter presents data presentation, analysis and discussion of findings. Data generated was in line with the objectives of the study. Descriptive statistics such as frequencies, percentages and regression analysis were used to analyze data and the results are presented in Table form.

#### 4.1.1 Response rate

The study established the response rate to know if it was sufficient or insufficient to determine the reliability of the actual findings from the research. (Shaughnessy et al, 2006). The results are presented in the table 4.1 below:

**Table 4.1 Response rate of the respondents**

<b>Details</b>	<b>Response</b>	<b>Non response</b>	<b>Expected response</b>	<b>Return rate (%)</b>
Numbers	123	00	123	100

**Source:** Researcher 2016

The table 4.1 above shows that all the respondents the researcher sought to interview or fill questionnaires were accessed. The researcher waited on each respondents to fill and complete their questionnaires, this ensued that all respondents filled the questionnaires and returned them to the researcher and the interviews were successful conducted giving a 100% return rate. This gives an implication that the findings and recommendation are valid (Shaughnessy et al, 2006).



## 4.2 Bio data Information

This section discusses the background information of the respondents that were relevant to the study.

### 4.2.1 Gender of respondents

Data on gender was collected and analysis was done in frequencies and percentages, which are presented in tables as follows:-

**Table 4.2: Showing the gender distribution of the respondents**

Gender of respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Male	65	52.8	52.8	52.8
Female	58	47.2	47.2	100.0
Total	123	100.0	100.0	

**Source:** Primary data (2016)

The results in the table 4.2 above indicate that most of the respondents in the study were males 65(52.8%) while 58(47.2%) of the respondents were females. This is an indicator that most of the people in leadership Positions in Bulambuli district local government are males. This means that district employs more males than women. This may be due to the nature of the work or women do not apply for certain jobs when advertised. This implied that the study did not have a bias on gender since both males and females were included in the study.

### 4.2.2 Age

**5Table 4.3: Showing the age group distribution of the respondents**

Age group of respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Below 20 years	12	9.8	9.8	9.8
21 – 29 years	35	28.5	28.5	38.2
30 – 39 years	56	45.5	45.5	83.7
40 – 49 years	16	13.0	13.0	96.7
50 above	4	3.3	3.3	100.0
Total	123	100.0	100.0	

**Source:** Primary data (2016)

The results in the table above indicate that most of the respondents were in age group of 30-49 with 56(45.5%), 35(28.5%) of the respondents were in the age group of 21-29, 16(13.0%), were between 40-49 years, 12(9.8%) of the respondents are below 20 years and lastly 4 (3.3%) of the respondents had 50 years and above. This indicates that respondents who were age group of 30-49 constituted a big proportion of employees in Bulambuli district local government. The results indicated big percentage of young people in district since most of respondents were less than 40 years (83.8%). The recruitment of young people as shown in the results above enables district to increase productive since young people are full of energy to potentially exploit their skills and talents and make a living.

#### **4.2.3 Marital Status**

**Table 4.4: Showing the marital status of the respondents**

Marital status of respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Divorced	21	17.1	17.1	17.1
Married	69	56.1	56.1	73.2
Single	29	23.6	23.6	96.7
Widower/widow	4	3.3	3.3	100.0
Total	123	100.0	100.0	

**Source:** Primary data (2016)

The results in the table above show that most of respondents were married 69(56.1%), 29(23.6%) of the respondents in the study were single, 21(17.1%) of the respondents had divorced and 4(3.3%) of respondents were widowed. This means that most of the respondents had responsibilities of their families so Bulambuli local government have to provide effective leadership and motivational incentives like transport, housing and medical allowances to employees if the district is to obtain maximum output from them.

#### 4.2.4 Level of Education

**Table 4.5: Showing the educational level of respondents**

Educational level of respondents	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	24	19.5	19.5	19.5
Bachelor's degree	45	36.6	36.6	56.1
Diploma	40	32.5	32.5	88.6
Master's degree	7	5.7	5.7	94.3
A' level	5	4.1	4.1	98.4
O' level	2	1.6	1.6	100.0
Total	123	100.0	100.0	

**Source:** Primary data (2016)

The results in the table above, indicate that most of the respondents were bachelor holders (53.7%), 40(32.5%) of the respondents were diploma holders, 24(19.5%) of the respondents had

certificates, 7(5.7%) of the respondents had masters, 5(4.1%) of the respondents had ‘A’ level certificate and lastly 2 (1.6%) of respondents had ‘O’ level certificate. This means that Bulambuli district local government has well qualified people in different departments with the lowest level of education as ‘O’ certificate. The results indicated that local governments recruit qualified people as way of improving employee performance in Bulambuli district and for better management of resources sent to district, so with high number of qualified people district leaders expect better performance from employees.

#### 4.2.5 Number of years worked

**Table 4.6: Number of years of working with Bulambuli local government**

Number of years worked in district	Frequency	Percent	Valid Percent	Cumulative Percent
Over 5 years	69	56.0	56.0	56.0
1 – 3 years	32	26.0	26.0	82.0
less than one year	22	18.0	18.0	100.0
Total	123	100.0	100.0	

**Source:** Primary data (2016)

The results in the table above indicate that most of respondents had worked over 5 years at the district represented by 69 (56%) of all the respondents. 32 (26%) of the respondents had worked 1 – 3 years in the district, and 22 (18%) of the respondents had worked less than one year at the district. This means that most people are new in Bulambuli local government given that the district is only six years old having been carved out of Sironko district in 2010. This also means most of the employees had little experience in the management of affairs of the district.

### 4.3 Effect of lassies-faire leadership styles on employee performance in Bulambuli district local government

Objective one was to determine the effect of lassies-faire leadership styles on employee performance in Bulambuli District local Government. Data was collected presented and analyzed as shown in table 4.7 below;

**9Table 4.7: Showing responses on lassie-faire management on employee performance.**

Items on Lassie-faire Management	SD	D	N	A	SA	Mean	Std. Dev
Supervisors do not interfere with any working style in Bulambuli District	16 (13%)	23 (18.7%)	25 (20.3%)	45 (36.6%)	14 (11.4%)	3.15	1.233
I can do work as I think it is best for me to do	6 (4.9%)	15 (12.2%)	42 (34.1%)	46 (37.4%)	14 (11.4%)	3.38	1.004
The supervisor does not want to get involved in staff decisions	2 (1.6%)	11 (8.9%)	25 (20.3%)	32 (26%)	53 (43.1%)	4.00	1.071
My leader leaves me to make decisions on what to do	9 (7.3%)	19 (15.4%)	15 (12.2%)	66 (53.7%)	14 (11.4%)	3.46	1.111
The manager gives almost all authority to subordinates	10 (8.1%)	16 (13%)	45 (36.6%)	31 (25.2%)	21 (17.1%)	3.30	1.145
There no much control over staff in Bulambuli District Local Government	7 (5.7%)	19 (15.4%)	36 (29.3%)	44 (35.8%)	17 (13.8%)	3.37	1.081
Group members are expected to solve the problems on their own	9 (7.3%)	14 (11.4%)	30 (24.4%)	36 (29.3%)	34 (27.6%)	3.59	1.214
Power is handed over to subordinates Bulambuli District Local Government	7 (5.7%)	13 (10.6%)	40 (32.5%)	37 (30.1%)	26 (21.1%)	3.50	1.112
I receive little guidance from my supervisor	2 (1.6%)	19 (15.4%)	35 (28.5%)	40 (32.5%)	27 (22%)	3.58	1.048
Laissez faire Leadership style has improved performance in Bulambuli District	7 (5.7%)	19 (15.4%)	23 (18.7%)	42 (34.1%)	32 (26%)	3.59	1.193
<b>Average Mean</b>						<b>3.492</b>	

Source: Primary data (2016)

### *Legend*

<b>Mean Range</b>	<b>Response Mode</b>
4.51-5.00	Agree to Strongly Agree
3.11-4.50	Neutral to Agree
2.51-3.10	Disagree to Neutral
1.00-2.50	Strongly Disagree to Disagree

The results in the table 4.7 above, indicate that most of respondents agreed that their supervisors do not interfere with any working style in Bulambuli district local government. 48 percentage of the respondents answered the question in the affirmative. 11.4% strongly agreed and 36.6% agreed respectively while 31.7% (18.7% and 13%) of the respondents disagreed and strongly disagreed with the statement respectively. This means that leaders do not get involved in daily work of staff. Supervisors leave employees to make decisions and this empowers them and gives them confidence in doing their jobs and in making different decisions and this in turn motivates them to meet their set targets within the given time frame.

This was consistent with the findings obtained from the interviews which indicated that out of 12 respondents 8(66.7%) revealed that supervisors do not interfere with their working style in the district which corresponds with a study by Goodworth (2000), pointing out that Laissez –faire style is usually appropriate when leading a team of highly motivated and skilled people who had produced excellent results in the past. Once a leader has established that his team has confidence, capable and motivated it was often best to step back and let them get on with the task, since interfering could generate resentment and detract their effectiveness. By handing over ownership a leader could empower his group to achieve their goals.

The results in the table 4.7 above, indicate that most of respondents agreed that they can do work as they think it is best for them to do 46(37.4%), 42(34.1%) of the respondents were not sure on

the statement, 15(12.2%) of the respondents disagreed with statement, 14(11.4%) of the respondents strongly agreed with the statement and lastly 6(4.9%) of respondents strongly disagreed with the statement. According to results employees in the district are given liberty to do what they think is best to do provided it is in accordance with local government laws, so this provides opportunity for employees to innovate and invent new ideas, policies in which the district can best implement government projects and in general to improve service delivery in the district.

This was consistent with the findings from the interviews revealed that employees can work as they think it was best for district since there are set guidelines and regulations in which employees are supposed to operate 8(66.7%).

The results in the table above, indicate that most of respondents strongly agreed that their supervisors do not want to get involved in staff decisions 53(43.1%), 32(26.0%) of the respondents agreed with the statement, 25(20.3%) of the respondents were not sure on the statement, 11(8.9%) of the respondents disagreed with the statement and lastly 2(1.6%) of respondents strongly disagreed with the statement. This means that leaders step back in daily work of departments and wait for reports from the subordinates. Therefore supervisors leave employees to make decisions on daily basis thus empowering them and creating conducive environment where they feel that they have a stake in the management of the District. This was consistent with the findings obtained from the interviews which indicated that out of 12 respondents 8(66.7%) revealed that supervisors do not interfere in staff affairs in the district. This was consistent with the findings by Lewin(2004) in his studies pointed out that Laissez-faire style of leadership offered little or no guidance to group members and leaves decisions making, up to group members. He notes that this style is effective in situations where group members are

highly qualified in an area of expertise. He points out that this style leads to poorly defined roles and lack of motivation.

The results in the table 4.7 above, indicate that most of respondents agreed that their leaders leave them to make decisions on what to do 66 (53.7%), 19 (15.4%) of the respondents disagreed with the statement, 15 (12.2%) of the respondents were not sure on the statement, 14(11.4%) of the respondents strongly agreed with the statement and lastly 9(7.3%) of respondents strongly disagreed with the statement. This was in agreement with study by Nzuve (2001), reported that leaders who believe in Laissez faire style are the ones where the leader waives responsibility and allows subordinates to work as they choose with minimum interference. The employees are given the authority to make decisions or determine a course of action. Within the limits of authority given, the subordinates structure their own activities. They may consult the manager directly involved in making the decisions. The manager indicates what needs to be done and when it must be accomplished but let employees decide how to accomplish it as they wished.

The results in the table 4.7 above, indicate that most of respondents agreed that group members are expected to solve the problems on their own 36(29.3%), 34(27.6%) of the respondents strongly agreed with the statement, 30(24.4%) of the respondents were not sure on the statement, 14(11.4%) of the respondents disagreed with the statement and lastly 9(7.3%) of respondents strongly disagreed with the statement. This implied that leaders are less involved in decision making and group employees were playing big role in decision making and handling the challenges of their respective departments. This kind of freedom empowers employees and enables them to develop self-confidence which eventually leads to improved productivity. This is



consistent with the study by Okumbe (2000) which describes Laissez-faire leadership as a kind of leadership which encourages no rules in the organization. It has no code of regulations. The leader is simply a symbol since there is no hierarchy of authority and the primary role of the leader is to supply materials needed by the group. Okumbe (2000) also identifies the advantages of Laissez – faire leadership as: facilitating easy acceptance of decisions and employees providing their own motivation. However he points out that it is disadvantageous, since there is no control and chaos and conflict arise due to unguided freedom.

The results in the table 4.7 above, indicate that most of respondents agreed that lassie-faire leadership style has improved performance in Bulambuli district 42(34.1%), 32(26.0%) of the respondents strongly agreed with the statement, 23(18.7%) of the respondents were not sure on the statement, 19(15.4 %) of the respondents disagreed with the statement and lastly 7(5.7%) of respondents strongly disagreed with the statement. The lassie-faire leaders encourages team work in the district which is critical if the district is to meet her set goals and objectives both short run and long run. This was consistent with the findings from the interviews which indicated that departments with leaders who practice lassie-faire leadership style their subordinates performed well compared to other leaders with different leadership styles 8(66.7).

Generally, majority of the respondents were between neutral and agreement that lassie-faire leadership style helps employees at Bulambuli district meet expectations. Considering the mean values in Table 4.7, the average statistical mean for all the responses under lassie-faire leadership was 3.492 implying that responses tendered towards agree from neutral. This means that lassie-faire leadership style have an effect on employee performance at the district.

#### 4.4 The effect of democratic leadership styles on employee performance in Bulambuli District Local Government.

Before delving into answering research question two above, it is important to establish how respondents rated themselves on democratic leadership style relating to employee performance in Bulambuli District Local Government.

**10Table 4.8 showing responses on democratic leadership and employee performance.**

<b>Items on Democratic Management</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
My supervisor asks for the ideas of employees for up-coming plans and projects	19 (15.4%)	15 (12.2%)	18 (14.6%)	42 (34.1%)	29 (23.6%)	3.38	1.376
My supervisor allows me to determine the need for assignments	7 (5.7%)	13 (10.6%)	25 (20.3%)	45 (36.6%)	33 (26.8%)	3.68	1.147
Suggestions of the employees are always considered decision making	9 (7.3%)	8 (6.5%)	13 (25.2%)	36 (29.3%)	39 (31.7%)	3.72	1.191
My leaders create an environment where the employees take ownership of the projects	2 (1.6%)	20 (16.3%)	22 (17.9%)	43 (35%)	36 (29.3%)	3.74	1.100
My supervisor allows me to participate in the decision making process	9 (7.3%)	15 (12.2%)	30 (24.4%)	36 (29.3%)	33 (26.8%)	3.56	1.216
Employees always vote whenever a major decision has to be made	16 (13%)	25 (20.3%)	32 (26%)	31 (25.2%)	19 (15.4%)	3.10	1.264
My supervisor welcomes new ideas and implements them	2 (1.6%)	22 (17.9%)	25 (20.3%)	51 (41.5%)	23 (18.7%)	3.58	1.040
My supervisor is open to consultations in handling official issues	11 (8.9%)	14 (11.4%)	34 (27.6%)	37 (30.1%)	27 (22%)	3.45	1.209
My supervisor provides feedback on all relevant issues	10 (8.1%)	19 (15.4%)	28 (22.8%)	40 (32.5%)	26 (21.1%)	3.43	1.215
<b>Average Mean</b>						<b>3.515</b>	

**Source:** Primary data (2016)

*Legend*

<b>Mean Range</b>	<b>Response Mode</b>
4.51-5.00	Agree to Strongly Agree
3.11-4.50	Neutral to Agree
2.51-3.10	Disagree to Neutral
1.00-2.50	Strongly Disagree to Disagree

The results in the table 4.8 above, indicated that most of respondents agreed that their supervisor asks for the ideas of employees for up-coming plans and projects. 42 (34.1%), 29(23.6%) of the respondents strongly agreed with the statement, 19(15.4%) of the respondents strongly disagreed with the statement, 18(14.6 %) of the respondents were not sure on the statement and lastly 15(12.2%) of respondents disagreed with the statement. This implied that the leaders apply bottom to top planning whereby the leaders involves all stake holders in decision making and in planning and in modern planning most of the planners and policy makers concur with this method of inclusiveness. This is because it makes all stake holders part of the process which increases commitment from all members since they feel a sense of belonging to the district.

This is consistent with the findings from the interviews revealed that most of the heads of departments asks for the ideas of their subordinates for up-coming plans and projects 11(91.7%). This makes employees feel a sense of belonging to the district and this increases their commitment since they feel valued. Involving the staff in policy making, goal setting makes them part of the projects and this is critical for the success of projects whether in small or big organisations with Bulambuli district local government inclusive.

The results in the table 4.8 above, indicated that most of respondents strongly agreed that the suggestions of the employees are always considered in decision making. 39(31.7%), 36(29.3%)

of the respondents agreed with the statement, 13 (25.2%) of the respondents were not sure on the statement, 9(7.3 %) of the respondents strongly disagreed with the statement and lastly 8 (6.5%) of respondents disagreed with the statement. This means that staff suggestions were considered. This is good for the district since employees feel valued when their suggestions are adopted and implemented. This may increase their commitment, innovations and inventions that is required in modern organisations as to encounter dynamic situations and complex challenges facing the societies.

This is in agreement with the findings from interviews in which most of the respondents reported that suggestions made by their subordinates are always considered. This is important for employees since they feel valued and this motivates them to perform to their best.

The results in the table 4.8 above, indicate that most of respondents agreed that their leaders create an environment where the employees take ownership of the project. 43(35.0%), 36(29.3%) of the respondents strongly agreed with the statement, 22(17.9%) of the respondents were not sure on the statement, 20(16.3 %) of the respondents disagreed with the statement and lastly 2(1.6%) of respondents strongly disagreed with the statement. The findings revealed that leaders in the district create an environment where employees own the projects. This implies that the employees are involved in planning processes and in implementation of the projects and this makes them feel a sense of belonging to the district and in turn increases their commitment to the best execution of district projects to benefit the masses in the district.

This is in agreement with the study by. Tannenbanum and Schmidt, (2003) which reported that a leader who makes the working environment conducive by involving employees or team members

in what's going on, will also help in developing their skills. As participation takes time, this approach can lead to things happening more slowly but often the result is better.

The results in the table above, indicate that most of the respondents agreed that their supervisors allow them to participate in the decision process. 36(29.3%), 33(26.8%) of the respondents strongly agreed with the statement, 30(24.4%) of the respondents were not sure on the statement, 15(12.2 %) of the respondents disagreed with the statement and lastly 9(7.3%) of respondents strongly disagreed with the statement. This is in agreement with the study by Tannenbanum and Schmidt, (1998) who reported that democratic leadership as one where decision-making is decentralized and shared by subordinates Democratic leader will make the final decision, he/she invites other members of the team to contribute the decision making process. This not only increases job satisfaction by involving employees or team members in what's going on, but it also help to develop people's skills. Employees and team members feel in control of their own destiny, such as the promotion they deserve and so are motivated to work hard by more than just a financial reward. As participation takes time, this approach can lead to things happening more slowly but often the result is better. The approach can be most suitable where teamwork is essential and quality is more important than speed to market productivity

The results in the table 4.8 above, indicate that most of the respondents agreed that their supervisors welcome new ideas and implement them. 51(41.5%), 25(20.3%) of the respondents were not sure on the statement, 23(18.7%) of the respondent strongly agreed with the statement, 22 (17.9 %) of the respondents disagreed with the statement and lastly 2(1.6%) of respondents strongly disagreed with the statement.

This is consistent with the interviews findings that revealed that most of leaders welcome new ideas and implements them to achieve set targets 10(83.3%). This was also consistent with the findings by (Mgbodile, 2004) who stated that democratic leadership style is rather people oriented and counts on the participatory contribution of the subordinates. He further reported leaders under this style permit initiatives; originality and creativity in local government work operations and promote hard work among the subordinates.

The results in the table 4.8 above indicate that most of respondents agreed that their supervisors are open to consultation in handling official issues. 37 (30.1%), 34(27.6%) of the respondents were not sure on the statement, 27(22.0%) of the respondent strongly agreed with the statement, 14(11.4 %) of the respondents disagreed with the statement and lastly 11(8.9%) of respondents strongly disagreed with the statement. The results showed that the leaders open consultations with their subordinates register high performance since they always provide direction, guidance to their subordinates and in turn reduce mistakes made by the employees in the course of carrying out their duties in the district. This further provides opportunity to subordinates to learn more from such leaders.

This was consistent with the finding from the interviews that showed that there was free interaction between the leaders and their subordinates in the district. They further said this has helped them to promote good relationship between leaders and their subordinates in the district.

On the overall, majority of the respondents were between neutral and agreement that democratic leadership style helps employees at Bulambuli district meet expectations. Considering the mean values in table 4.8, the average statistical mean for all the responses under democratic leadership

was 3.515, an implication that responses to some extent agree that democratic leadership style affect employee performance at the district.

#### **4.5 Effect of autocratic leadership styles on employee performance in Bulambuli District**

Before delving into answering research question three above, it is important to establish how respondents rated themselves on democratic leadership style relating to employee performance in Bulambuli District Local Government.

**11Table 4.9 showing responses on autocratic leadership and employee performance.**

<b>Items on Autocratic Management</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
Supervisor makes all decisions without involving anybody in Bulambuli District Local Government	14 (11.4%)	16 (13%)	22 (17.9%)	38 (30.9%)	33 (26.8%)	3.49	1.320
My supervisor does not trust Me	8 (6.5%)	9 (7.3%)	34 (27.6%)	46 (37.4%)	26 (21.1%)	3.59	1.100
My supervisor/leader does not consult me in decision making	-	22 (17.9%)	29 (23.6%)	31 (25.2%)	41 (33.3%)	3.74	1.108
Supervisors reward us when we perform to their expectations	17 (9.8%)	17(13.8 %)	28 (22.8%)	36 (29.3%)	30 (24.4%)	3.45	1.269
Supervisors give punishment when we fail to perform to their expectations	8 (6.5%)	15 (12.2%)	35 (28.5%)	34 (27.6%)	31 (25.2%)	3.53	1.183
My supervisor threatens me with dismissal if I do not meet his/her targets	5 (4.1%)	17 (13.8%)	33 (26.8%)	51 (41.5%)	17 (13.8%)	3.47	1.027
My leader assume full responsibility and takes full credit for the work done	9 (7.3%)	14 (11.4%)	32 (26%)	41 (33.3%)	27 (22%)	3.51	1.169
My supervisor pays more attention to work at hand than development activities	13 (10.6%)	14 (11.4%)	31 (25.2%)	49 (39.8%)	16 (13%)	3.33	1.164
Autocratic leadership has enhanced employees' performance	7 (5.7%)	12 (9.8%)	38 (30.9%)	36 (29.3%)	30 (24.4%)	3.57	1.131
<b>Average Mean</b>						<b>3.52</b>	

**Source:** Primary data (2016)

*Legend*

**Mean Range**

4.51-5.00

**Response Mode**

Agree to Strongly Agree



3.11-4.50	Neutral to Agree
2.51-3.10	Disagree to Neutral
1.00-2.50	Strongly Disagree to Disagree

The results in the table 4.9 above, indicate that most of respondents agreed that their supervisors make all decisions without involving anybody in department. 38(30.9%), 33(26.8%) of the respondents strongly agreed with the statement, 22(17.9%) of the respondent were not sure on the statement, 16(13 %) of the respondents disagreed with the statement and lastly 14(11.4%) of respondents strongly disagreed with the statement. The results indicated that leaders who apply autocratic styles of leadership do not consult with subordinates on decision-making. This means that it is more likely to affect employee performance in the end since employees feel neglected or ignored in key decisions. These outcomes are consistent with the study by Adair (2009) who reported that with autocratic leadership only one person has the full authority and power over the followers or workers. Such leaders make plans of each milestone and their followers are bounded to work or follow the rules. In short, the autocratic leader has full control of those around him and believes to have the complete authority to treat them as he wants.

These findings are consistent with interview results where one respondent revealed that departments headed by leaders who practice autocratic leadership styles tend not to involve their subordinates in decisions making 8(66.7%) since they make quick decisions and they believe that they know more than anyone else.

The results in the table 4.9 above indicate that most of respondents agreed that their supervisors do not trust them. 46(37.4%), 34(27.6%) of the respondents were not sure on the statement, 26(21.1%) of the respondent strongly agreed with the statement, 9(7.3 %) of the respondents disagreed with the statement and lastly 8(6.5%) of respondents strongly disagreed with the

statement. The results indicate that autocratic leaders do not trust their subordinates and therefore they make important decisions and the subordinates are there just to implement them. According to different studies this kind of leadership can be effective in short run but in long run affect employee performance since they get fed up of threats, punishments mistrusts. This consistent with the study by Dawson (2000) stated that the autocratic style may show great results in a short time period. However, excessive use of authority will distort productivity in the long term. People either get bored and dissatisfied and leaves or fall into a malaise of hum-drum repetitive tasks without Creativity and innovation and in short become demotivated.

However, an interview with some employees revealed that they put trust in their subordinates.

The results in the table 4.9 above indicate that most of respondents agreed that their supervisors do not consult them in decision-making. 41(33.3%), 31(25.2%) of the respondents agreed with the statement, 29(23.6%) of the respondent were not sure on the statement and lastly 22(17.9 %) of the respondents disagreed with the statement. This indicates that there was no consensus on decisions made by the leaders. This is undoing for any organization since the employees are the implementers of the decisions taken so it important to involve them in decision making from the beginning if there to be a systematic flow of information and them to feel valued and trusted in key decision making in the organization.

These outcomes are consistent with the study by Heneman and Gresham (2000) who reported that under the autocratic leadership style, all decision-making powers are centralized and remain in the hands of leaders, as with dictators. These leaders do not welcome any suggestion from subordinates. The advantage is that this style allows quick decision-making.

The results in the table 4.9 above, indicate that most of respondents agreed that their supervisors reward them when to perform to their expectations. 36(29.3%), 30(24.4%) of the respondents strongly agreed with the statement, 28(22.8%) of the respondent were not sure of the statement, 17(13.8 %) of the respondents disagreed with the statement and lastly 12(9.8%) of respondents strongly disagreed with the statement. This is in agreement with the interview findings from one respondent who reported that autocratic leaders reward their subordinates when they meet their expectations and give punishment to those who fail. This was also in agreement with the study by Mullins (2002) who reported that autocratic leaders take control of rewards or punishments in order to achieve the desired outputs.

The results in the table 4.9 above, indicate that most of respondents agreed that their supervisors assume full responsibility and take full credit for the work done. 41(33.3%), 32(26%) of the respondents were not sure on the statement, 27(22%) of the respondent strongly agreed with the statement, 14(11.4 %) of the respondents disagreed with the statement and lastly 9(7.3%) of respondents strongly disagreed with the statement. The results indicate that supervisors assume full responsibility and credit. Such leaders make decisions alone and they just expect their subordinates to implement. This leadership style is believed to provide results in the short run but in long run employees may get demotivated. This is because they are not involved in decision making and not appreciated since leaders take full credit. This is consistent with study by Mullins (2002), who reported that a manager solely exercises decision-making and authority for determining policy, procedures for achieving goals, work tasks and relationships, and control of rewards or punishments and takes full credit if the outcome is positive and blames the staff if the results are negative. However, this style would be most appropriate in emergencies, and would

be considered justifiable by the group, that is, where the general climate of the group is supportive and mature. Autocratic leaders are classic “do as I say” types. Typically, these leaders are inexperienced with leadership thrust upon them in the form of a new position or assignment that involves people management.

The results in the table 4.9 above, indicate that most of the respondents were not sure that autocratic leadership has enhanced employees’ performance. 38(30.9%), 36(29.3%) of the respondents agreed with the statement, 30(24.4%) of the respondent strongly agreed with the statement, 12(9.8 %) of the respondents disagreed with the statement and lastly 7(5.7%) of respondents strongly disagreed with the statement. The results indicate that most of respondents were not certain whether autocratic leadership improves employee performance. This was in disagreement with the interview results that indicated that autocratic leadership does not improve employee performance.

The overall majority of the respondents were between neutral and agreement that autocratic leadership style helps employees at Bulambuli district to meet their expectations. Considering the mean values in table 4.9, the average statistical mean for all the responses under autocratic leadership was 3.52. This implies responses tendered towards agree from neutral. This means that autocratic leadership style affect employee performance at the district.

#### **4.6Employee performance**

Data was collected on the dependent variable: Employee Performance at Bulambuli district local government. Raw data was analysed using ‘SPSS’ and the results presented in frequency and percentage tables.

**12Table 4.10 showing responses on the dependent variable**

<b>Items on Employee Performance</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Dev</b>
My performance is in line with my job specification	4 (3.3%)	9 (7.3%)	40 (32.5%)	24 (19.5%)	46 (37.4%)	3.80	1.121
All employees contribute regularly quality work that measures to standard	4 (3.3%)	2 (1.6%)	19 (15.4%)	64 (52%)	34 (27.6%)	3.99	.892
I handle workplace equipment well	1 (0.8%)	11 (8.9%)	28 (22.8%)	34 (27.6%)	49 (39.8%)	3.97	1.032
The district provides full orders as demanded by clients		14 (11.4%)	37 (30.1%)	34 (27.6%)	38 (30.9%)	3.78	1.013
There is completion of all task by district employees	2 (1.6%)	11 (8.9%)	41 (33.3%)	41 (33.3%)	28 (22.8%)	3.67	.981
I complete all days task timely	11 (8.9%)	16 (13%)	31 (25.2%)	45 (36.6%)	20 (16.3%)	3.38	1.170
I always accomplish my targets in time	4 (3.3%)	33 (26.8%)	18 (14.6%)	45 (36.6%)	23 (18.7%)	3.41	1.165
I am willing to work for an extra hour	4 (3.3%)	12 (9.8%)	33 (26.8%)	37 (30.1%)	37 (30.1%)	3.74	1.093
I achieve all set personal targets and goals at the workplace		8 (6.5%)	28 (22.8%)	61 (49.6%)	26 (21.1%)	3.85	.827
Sometimes I am helped by colleagues to handle given tasks at the district	6 (4.9%)	8 (6.5%)	45 (36.6%)	33 (26.8%)	31 (25.2%)	3.61	1.084
You always make decision as a group	6 (4.9%)	21 (17.1%)	21 (17.1%)	48 (39%)	27 (22%)	3.56	1.153
The district employees work differently	3 (2.4%)	16 (13%)	47 (38.2%)	39 (31.7%)	18 (14.6%)	3.43	.976
I enjoy working with people	6 (4.9%)	17 (13.8%)	32 (26%)	46 (37.4%)	22 (17.9%)	3.50	1.089

who do work differently							
I am multitasking and I am able to adjust to different work situations	6 (4.9%)	14 (11.4%)	33 (26.8%)	38 (30.9%)	32 (26%)	3.62	1.135
<b>Average Mean</b>						<b>3.665</b>	

**Source:** Primary data (2016)

*Legend*

<b>Mean Range</b>	<b>Response Mode</b>
4.51-5.00	Agree to Strongly Agree
3.11-4.50	Neutral to Agree
2.51-3.10	Disagree to Neutral
1.00-2.50	Strongly disagree to Disagree

The results in the table 4.10 above indicate that most of respondents strongly agreed that their performance was in line with their job specification. 46(37.4%), 40(32.5%) of respondents agreed with the statement, 24(19.5%) of respondents were not sure on the statement, 9(7.3%) of respondents disagreed with the statement and lastly 4(3.3%) of respondents strongly disagreed with the statement. The findings indicate that employees complied with job specification. This could have been possible with effective leadership in the district. This is also possible through promotion and refresher training for employees to keep up date demands.

These outcomes are consistent with the finding from the interviews some employees who revealed that most of the employees are in line their job specifications.

The results in the table 4.10 above indicate that most of respondents agreed that all employees contribute regularly to the quality work that measure to standard. 64(52.0%), 34(27.6%) of respondents strongly agreed with the statement, 19(15.4%) of respondents were not sure on the statement, 2(1.6%) of respondents disagreed with the statement and lastly 4(3.3%) of respondents strongly disagreed with the statement. The results indicate that most of the employees were

adhering to set standards. Quality work ensures that the taxpayers' gets value for the money sent to the district by the central government but all this is achieved through effective leadership.

These results are consistent with study by Harris & Harris (2002) who explains that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Teamwork relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills. The literature consistently highlights that one of the essential elements of a team is its focus toward a common goal, quality of work done and a clear purpose.

The results in the table 4.10 above indicate that most of respondents strongly agreed that they handle workplace equipment well. 49(39.8%), 34(27.6%) of respondents agreed with the statement, 28(22.8%) of respondents were not sure on the statement, 11(8.9%) of respondents disagreed with the statement and lastly 1(0.8%) of respondents strongly disagreed with the statement. The results indicate that most of the employees agreed that they handle the district equipment well. This is important in that it reduces government expenditure on broken equipment. This happens when the employees feel a sense of belonging to the district.

These results are consistent with the findings from interviews that thought opinions of the key informants on this statement. However, 11(91.6%) of respondents anonymous reported that district servants handle the equipment well though there some few who misuse the district equipment but appropriate action has always been taken against such irresponsible employees in the district.

The results in the table 4.10 above, indicate that most of the respondents agreed that they complete all days task timely. 45(36.6%), 31(25.2%) of respondents were not sure on the statement, 20(16.3%) of respondents agreed with the statement, 16(13.0%) of respondents disagreed with the statement and lastly 11(8.9%) of respondents strongly disagreed with the statement. The findings indicate that employees complete all daily tasks on time, this could have been possible with effective leadership that involves and empowers employee in decision-making. This develops a sense of belonging to the district and eventually increases their commitment to the district and by employee, completing their daily tasks there is more likely improvement in productivity of district.

These outcomes were consistent with views of the respondents who were asked to give their thoughts on employees' completion of daily tasks assigned to them. On the other hand, 10(83.3%) of them reported that most of employees are able to complete their daily tasks given to them.

The results in the table above, indicate that respondents who agreed and strongly agreed tied up at 37(30.1%) that they are willing to work for an extra hour, 33(26.8%) of respondents were not sure on the statement, 12(9.8%) of respondents disagreed with the statement and lastly 4(3.3%) of respondents strongly disagreed with the statement. The findings indicated that out of 123 respondents 74(60.2%) of respondents reported that they are willing to work for an extra hour. This is good for the district like Bulambuli aiming at improving service delivery and increasing productivity. Therefore the district leadership have task to keep these employee motivated if the district is to get the best out of them.



The above outcome is consistent with the with interviews with some employees who reported that most of employees in the district are willing to work for extra hours. This is because the district leadership holds continuous consultative meetings with servants to know their challenges and provide solutions to them.

The results in the table above, indicate that most of respondents agreed that they achieve all set personal targets and goals at the workplace 61(49.6%), 28(22.8%) of respondents were not sure on the statement, 26(21.1%) of respondents strongly agreed with the statement while 8(6.5%) of respondents disagreed with the statement. The results indicate that most of employees are able to achieve all set personal targets and goals at the work place. It is believed that those who worked as a team as able to achieve the set goals in the district since the nature of the work at the district one cannot work in isolation of others.

These results were consistent with the findings from the respondents who reported that most of the employees achieve their set targets though there are some few who fail to achieve what was set by themselves but measures in place to ensure that staff have necessary skills to enable them perform duties well and within given time frames.

Table 4.10 above indicated that most of the employees are sometimes helped b colleagues to handle given tasks at the district. 45 (36.6%) of the respondents were neutral, 33 (26.8%) agreed with the statement, 31 (25.2%) strongly agreed with the statement accounting for accounting for 52% of the respondents who agreed with the statement. Only 11.4% (6.5% and 4.9%) strongly disagreed and disagreed respectively. This means that employees at Bulambuli district occasionally cover for their colleagues who are unable to work on given days.

Responses on employee performance were between neutral and agreement that leadership styles help employees at Bulambuli district meet expectations. Considering the mean values in table 4.9, the average statistical mean for all the responses under employee performance was 3.665 implying that responses tendered towards agree from neutral which implies a high effect between leadership styles and employee performance at the district.

#### 4.7 Correlation between Leadership Styles and Employee Performance at Bulambuli District Local Government.

The study examined the relationship between leadership styles and employee performance. Data was collected, analysed using Pearson correlation and the results are presented in table 4.10 below;

**Table 4.11 Showing Correlation between Leadership Styles and Employee Performance.**

		Lassies-Fair Leadership	Democratic Leadership	Autocratic Leadership	Employee Performance
Lassies-Fair Leadership	Pearson Correlation	1	.584**	.589**	.462**
	Sig. (2-tailed)		.000	.000	.000
	N	123	123	123	120
Democratic Leadership	Pearson Correlation	.584**	1	.555**	.374**
	Sig. (2-tailed)	.000		.000	.000
	N	123	123	123	120
Autocratic Leadership	Pearson Correlation	.589**	.555**	1	.342**
	Sig. (2-tailed)	.000	.000		.000
	N	123	123	123	120
Employee Performance	Pearson Correlation	.462**	.374**	.342**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	120	120	120	120

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

Findings from table 4.11 revealed that there is a moderate positive relationship between lassies-fair leadership and employee performance at  $(r) = .462$ , with a level of significance  $P = .000$  (2-

tailed) given by the Pearson correlation. This means that lassies-faire leadership is related to employee performance. This means that if democratic leadership style is improved, there will be an improve in employees performance. This implies that management of Bulambuli district should emphasis lassies-faire leadership if employee performance is to improve

The findings also indicated that there is a positive relationship between democratic leadership and employee performance at  $(r) = .374$ , with a level of significance  $P=.000$  (2-tailes) given by the Pearson correlation, meaning that democratic leadership is related to employee performance at the district. This means that if democratic leadership style is improved, employees' performance will also improve. Therefore, management of Bulambuli district should emphasis democratic leadership if employee performance is to improve.

The findings also indicated that there is a positive relationship between autocratic leadership and employee performance at  $(r) = .342$ , with a level of significance  $P=.000$  (2-tailes) given by the Pearson correlation, meaning that autocratic leadership is related to employee performance. This means that if autocratic leadership style is improved, employees' performance will also improve. Therefore, management of Bulambuli district should emphasis autocratic leadership style if employee performance is to improve

#### 4.8 Regression

**14Table 4.12 Showing Model Summary for Lassiez Fair Management**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.462 <sup>a</sup>	.213	.207	.51176

a. Predictors: (Constant), Lassiez Fair Management

Table 4.12 above shows the regression model for laissez fair management. The results shown indicate that  $R = .462$ ,  $R^2 = .213$  and the Adjusted  $R^2 = .207$ . This means that 20.7% ( $0.207 \times 100$ ) variations in employee performance are explained by laissez fair management style and the remaining 79.3% is explained by other factors.

**15Table 4.13 Showing Model Summary for Democratic Management Style**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.374 <sup>a</sup>	.140	.133	.53506

a. Predictors: (Constant), Democratic Management

Table 4.13 above shows the regression model for democratic management style. The results shown indicate that  $R = .374$ ,  $R^2 = .140$  and the Adjusted  $R^2 = .133$ . This means that 13.3% ( $0.133 \times 100$ ) variations in employee performance are explained by democratic management style and the remaining 86.7% is explained by other factors.

**Table 4.14 Showing Model Summary for Autocratic Management Style**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.342 <sup>a</sup>	.117	.109	.54234

a. Predictors: (Constant), Autocratic Management

Table 4.14 above shows the regression model for autocratic management style. The results shown indicate that  $R = .342$ ,  $R^2 = .117$  and the Adjusted  $R^2 = .109$ . This means that 10.9% ( $0.109 \times 100$ ) variations in employee performance are explained by autocratic management style and the remaining 89.1% is explained by other factors.

#### **4.9 Multiple Regression**

A multiple regression was computed to establish the level of effect of leadership styles on employee performance at the district. The results are presented in table 4.11 below

**16Table 4.15 Model Summary of Multiple Regression**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483 <sup>a</sup>	.233	.213	.50967

a. Predictors: (Constant), Autocratic Leadership, Democratic Leadership, Lassies-Fair Leadership

Results from the multiple regression shown in table 4.15 below indicate that  $R = .483$ ,  $R^2 = .233$  and the Adjusted  $R^2 = .213$ . This means that 21.3% ( $0.213 \times 100$ ) variations in employee performance are explained by leadership styles and the remaining 78.7% is explained by other factors. .

**17Table 4.16 Showing Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.095	.273		7.662	.000
Lassies-Fair Leadership	.310	.096	.353	3.230	.002
Democratic Leadership	.118	.080	.156	1.483	.141
Autocratic Leadership	.029	.094	.034	.311	.756

a. Dependent Variable: Employee Performance

The above table shows a multiple regression between leadership styles as the independent variables (lassies-faire, democratic, autocratic) and employee performance as the dependent variable. The results show a statistically significant positive standardized (Beta) coefficients of 0.353 on lassies-faire leadership style on employee performance. This shows that lassies-faire leadership styles accounts for 35.3% variation in employee performance meaning that a 100% change in leadership style, employee performance will improve by 35.3% at the district. The results also show a positive but statistically insignificant effect between democratic leadership and employee performance represented by the standardized coefficient of (Beta) =0.156. This

shows that democratic leadership accounts for 15.6% of the variations in employee performance at the district. The implication is that a 100% variation in the democratic leadership would result into a 15.6% change in employee performance at the district.

Furthermore the results show a positive and even more statistically insignificant relationship between autocratic leadership and employee performance at the district represented by (Beta) = 0.034, implying that autocratic leadership would result into a 3.4% variation in employee performance at the district should there be a 100% variation in leadership style

#### **4.9 Conclusion**

After knowing which leadership styles are predictive of their employee performance, district leaders can maximize their efforts of retaining high performing staff and raise the perception of a highly effective organization. Results of this study also explored that the impact of autocratic leadership was not much stronger as compare to Laissez-faire and democratic leadership on job performance. The employees' tendency to impress management may overstate the frequency values for variables and thereby strengthen the relationship between the independent and dependent variables.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents summary of the findings, conclusions and recommendations from the study in reference to leadership styles and employee performance; A case study of Bulambuli District Local Government. The conclusions are drawn in alignment with the objectives and recommendations thereof. Areas of further research that can supplement this study are also suggested.

#### **5.1 Summary of Findings**

Given the results as obtained, analyzed and interpreted, the researcher summarizes the following as per the objectives.

##### **5.1.1 The effect of Laissez-faire leadership style on employee performance in Bulambuli District**

As regards the first specific objective, laissez-faire leadership style significantly influences employee performance in Bulambuli District with significance level,  $\text{sig}=(0.002<0.05, r =0.353)$ .

This implied that there was a significant relationship between Laissez-faire leadership style and employee performance in Bulambuli District. The Laissez-faire leadership style influences employee performance in Bulambuli District by 35.3%, factors such as supervisor do not interfere with any working style, the supervisor do not want to get involved in staff decisions, the

leader gives almost all authority to subordinates, lassie-faire leadership style has improved performance in Bulambuli district local government all these influences employee performance in Bulambuli District. However there are other factors that affect employee performance otherthan lassie-faire leadership style alone since this type of leadership contributes the highest effect of 35.3% on employee performance.

### **5.1.2 The effect of democratic leadership style on employee performance in Bulambuli District**

As regards the second specific objective, democratic leadership style positively yet insignificantly influence employee performance in Bulambuli district with significance level,  $\text{sig}=(0.141>0.05, r =0.156)$ . This implied that there was a positive but insignificant relationship between democratic leadership style and employee performance in Bulambuli District. The democratic leadership style influences employee performance in Bulambuli District by 15.6% , factors such as my supervisor asks for the ideas of employees for up-coming plans and projects, suggestions of the employees are always considered before decision making, my leader creates an environment where the employee take ownership of the project, my supervisor is open to consultations in handling official issues, my supervisor allows me to participate in the decision making influence employee performance in district however there are other factors that affect employee performance other than democratic leadership style alone since this type of leadership contributes only 15.6% to employee performance.

### **5.1.3 The effect of autocratic leadership style on employee performance in Bulambuli District**

As regards the third specific objective, autocratic leadership style positively yet insignificantly influences employee performance in Bulambuli district with significance level,  $\text{sig}=(0.756>0.05, r =0.034)$ . This implied that there was a positive insignificant relationship between autocratic



leadership style and employee performance in Bulambuli District. The autocratic leadership style influences employee performance in Bulambuli district by only 3.4%, factors such as supervisor makes all decisions without involving anybody, supervisor rewards us when we perform well, supervisors give punishment when we fail to perform to their expectations, my supervisor threatens me with dismissal if I do not meet his/her targets and autocratic leadership has enhanced employees performance all these have influence on employee performance in the district however there are other factors that affect employee performance other than autocratic leadership alone since this type of leadership contributes only 3.4% to employee performance.

## **5.2 Conclusion**

Given the results as obtained, analyzed and interpreted, the researcher concludes that:

### **5.2.1 The effect of Laissez-faire leadership style on employee performance in Bulambuli District**

In conclusion, Laissez-faire leadership style leads to the highest improvement in employee performance but still it is not the sole factor that leads to good employee performance rather it is a combination of factors and the rest of the factors such as local politics, working environment, social set up of community and communication flow. All these factors may directly or indirectly contribute employee performance

### **5.2.2 The effect of democratic leadership style on employee performance in Bulambuli District.**

It may conclusively be stated that to less extent democratic leadership style leads to an improvement in employee performance but still it is not the sole factor that leads to good

employee performance rather it is a combination of factors and the rest of the factors such as motivation, local politics, working environment, social set up of community and communication flow. All these factors may directly or indirectly contribute employee performance

### **5.2.3 The effect of autocratic leadership style on employee performance in Bulambuli district**

It can conclusively be stated that autocratic leadership style has the lowest effect on employee performance in Bulambuli district local government. However, other factors too not evaluated by the study contribute to employee performance such as motivation, local politics, working environment, social set up of community and communication flow. All these factors may directly or indirectly contribute employee performance

In general it is hard to attain a high level of employee performance without effective leadership. Therefore according to the study Laissez-faire leadership style was the most effective in contributing to employee performance with 35.3% impact as compared to democratic 15.6% and autocratic at 3.4% respectively. This means that leaders who used laissez-faire leadership styles had a greater influence on employee performance compared to democratic and autocratic leadership styles.

## **5.3 Recommendation**

The recommendations are geared towards stakeholders to address the gaps identified in respect of the leadership style used by managers of the organization.

### **5.3.1 Effect of laissez faire leadership on employee performance**

Management at Bulambuli district local government should identify individual with high capacity of self-awareness, self-management, social skill and network management to take up

sensitive responsibilities in the different departments. These individuals should be well distributed according to the need within the organization's departments as they will lead in innovation to advance performance in the organizations.

### **5.3.2 Effect of democratic leadership on employee performance**

In the current dynamic and competitive global economy, management at Bulambuli district local government need to make complete analysis of the leadership and management needs of the the district so as to determine the best mix of leadership style that should be practiced so as to improve performance of employees and the organization as a whole. Preferably, democratic style of leadership should dominate the mix but with proper control, leaving room for the practice of the other styles especially where and when they can be appropriately practiced.

### **5.3.3 Effect of Autocratic leadership on employee performance**

Bulambuli district local government needs to regulate autocratic style of leadership so that it doesn't take the lead among the mix of leadership styles as it robs the organization the opportunity to make complete use of the skills and abilities of its employees for improvement in the different departments.

## **5.4 Areas of further study**

- The influence of principle leadership style on school teacher's job satisfaction.
- The influence of the leadership style on the employee turnover in health sector organization

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**APPENDENCES: Appendix I**

**Reliability of the questionnaire**

**Case Processing Summary**

		N	%
Cases	Valid	123	100.0
	Excluded <sup>a</sup>	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.796	10

**Case Processing Summary**

		N	%
Cases	Valid	123	100.0
	Excluded <sup>a</sup>	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.814	9

**Case Processing Summary**

		N	%
Cases	Valid	123	100.0
	Excluded <sup>a</sup>	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.817	9

**Case Processing Summary**

		N	%
Cases	Valid	123	100.0
	Excluded <sup>a</sup>	0	.0
	Total	123	100.0

a. Listwise deletion based on all variables in the procedure.

### **Validity of the data collection instruments**

#### **Table: 2 Experts rating of validity**

CVI = No. of items rated relevant

Total no. of items

$$\text{CVI} = \frac{47}{50} = 0.94$$

Since 0.94 was above 0.5 the instrument was deemed valid (Lawshe, 1975).

## **APPENDIX II: Questionnaire for Employees.**

Dear Respondents

The researcher is a student of Master Degree in Business Administration at Uganda Martyrs University. He is undertaking a research to generate data and information on Leadership styles and Employee Performance in Local Governments, a case study of Bulambuli Local Government. You have been selected to participate in this study because the contribution you make to your Organization is central to the kind of information required. The information you provide is solely for academic purposes and will be treated with utmost confidentiality.

Kindly spare some of your valuable time to answer these questions by giving your views where necessary or ticking one of the alternatives given. Indeed your names may not be required.

Thank you for your time and cooperation.

Yours faithfully

Lukwago Anthony

**Student**

## SECTION A

### 1.2 Background information of the respondent

*Please use the above scale to tick (√) the answer that best suits your opinion on the following statements.*

#### 1.1 Gender of respondents

1. Male	
2. Female	

#### 1.2 Age category of the respondents.

1.	15-20	
2.	21- 30	
3.	31- 39	
4.	41-49	
5.	50 above	

#### 1.3 Marital status of respondents

1. Single	
2. Married	
3. Widower/ Widow	
4. Divorced	

#### 1.4 Educational Level of respondents

1. Masters degree	
2. Bachelors degree	
3. Diploma	
4. Certificate	
5. A' level	
6. O' level	
7. Others specify	

#### 5. For how many years have you worked with Bulambuli Local Government?

1. Less than one year	<input type="checkbox"/>
2. 1-5 years	<input type="checkbox"/>
3. 6-10 years	<input type="checkbox"/>
4. Over 10 year	<input type="checkbox"/>

**SECTION B: LEADSHIP STYLES AND EMPLOYEES’ PERFORMANCE**

For each of the statements in the table below indicate your level of agreement, neutrality or disagreement by ticking (√) using the following 5 points scale. Levels: 1= strongly disagree, 2= disagree, 3= Not sure, 4= agree and 5= strongly agree

**1. Laissez-faire management style**

No	Statement	1	2	3	4	5
1	Supervisors do not to interfere with any working style in Bulambuli District Local Government					
2	I can do work as I think it is best for me to do					
3	The supervisor does not want to get involved in staff decisions					
4	My leader leaves me to make decisions on what to do					
5	The manager gives almost all authority to subordinates					
6	There no much control over staff in Bulambuli District Local Government					
7	Group members are expected to solve the problems on their own					
8	Power is handed over to subordinates Bulambuli District Local Government					
9	I receive little guidance from my supervisor					
10	Laissez faire Leadership style has improved performance in Bulambuli District Local Government					

Do you have any other comment (s) you would like to advance on how Laissez faire Leadership style is carried out in Bulambuli District Local Government? Please specify:

.....  
 .....  
 .....

**2. Democratic management style**

No	Statement	1	2	3	4	5
1	Mysupervisor asks for the ideas of employees for up-coming plans and projects					
2	My supervisor allows me to determine the needs the assignments					
3	Suggestions of the employees are always considered decision making					
4	My leader create an environment where the employees take ownership of the project					
5	My supervisor allows you to participate in the decision making process.					
6	Employees always vote whenever a major decision has to be made					

7	My supervisor welcomes new ideas and implements them					
8	My supervisor is open to consultations in handling official issues					
9	My supervisor provides feedback on all relevant issues					

Do you have any other comment (s) you would like to advance on how Democratic management style is carried out in Bulambuli District Local Government? Please specify:

.....  
.....  
.....

**3. Autocratic management style**

No	Statement	1	2	3	4	5
1	Supervisor makes all decisions without involving anybody Bulambuli District Local Government					
2	My supervisor does not trust you					
3	My supervisor/leader does not consult mein decision making					
4	Supervisors reward us when we perform to their expectations					
5	Supervisors give punishment when we fail to perform to their expectations					
6	My supervisor threatens me with dismissal if you do not meet his/her targets					
7	My leader assume full responsibility and take full credit for the work done					
8	My supervisor pays more attention to work at hand than development activities					
9	Autocratic leadership has enhanced employees' performance					

Do you have any other comment (s) you would like to advance on how Autocratic management style is carried out in Bulambuli District Local Government? Please specify:

.....  
.....  
.....

**SECTION C: Employee performance in Bulambuli district local government**

		1	2	3	4	5
	<b>Quality of work</b>					
1	My performance is in line with my job specification					
2	All employees contribute regularly the quality work that measures to standards of the district					
3	I handle workplace equipments well					
	<b>Quantity of work</b>					
4	The district provides full orders as demanded by clients					
5	There is completion of all task by district employees					
6	I complete all days task timely					
	<b>Commitment</b>					
7	I always accomplish your targets in time					
8	I am willing to work for an extra hour					
9	I achieve all set personal targets and goals at the workplace					
	<b>Team work</b>					
10	Sometimes I am helped by colleagues to handle given tasks of the district					
11	You always make decision as a group					
	<b>Creativity</b>					
12	The district employees work differently					
13	I enjoy working with people who do work differently					
14	I am multitasking and I am able to adjust to different work situations					

Do you have any other comment (s) you would like to advance on how Employee performance is management in Bulambuli District Local Government? Please specify:

.....  
 .....  
 .....



**APPENDIX III**

**Interview Schedule for the Heads of Departments and Head of Section**

Position in the Local Government .....

Department /section .....

1. Do you instill pride, faith and respect to employees?

1 Yes

2 No

1b. If yes to qn1 above, explain how

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2. You delegate employees to perform certain duties to gain experience?

1 Yes

2 No

2b. If yes how has it helped them to improve performance

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3. Do you treat every employee of your department equally and respectful way?

---

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4. Do you listen and entertain new ideas from you employees?

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---

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5. Do you trust your employees?

1 Yes

2 No

5b. If yes to qn5 above, explain why?

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**6. What is type of leadership style do you apply in your department and why that type of leadership?**

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7. Do you involve your employees in decision making and if so why?

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8. Do you reward you employees if they perform in accordance with the contract?

- 1. Yes
- 2. No

8b. If yes to qn8 above, explain why?

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9. Do you take employees mistakes, failures and delays seriously?

- 1 Yes
- 2 No

9b. If yes to qn9 above, what do you do those who fail and keep making mistakes?

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10. Does your employees accomplish set targets in time?

---

---

---

11. What do you employee think of your leadership style?

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12. The employees always vote whenever a major decision has to be made

---

**APPENDIX IV: Frequency Table**

**Supervisors do not to interfere with any working style in Bulambuli District**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	16	13.0	13.0	13.0
	Disagree	23	18.7	18.7	31.7
	Not sure	25	20.3	20.3	52.0
	Agree	45	36.6	36.6	88.6
	Strongly agree	14	11.4	11.4	100.0
	Total	123	100.0	100.0	

**I can do work as I think it is best for me to do**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	6	4.9	4.9	4.9
	Disagree	15	12.2	12.2	17.1
	Not sure	42	34.1	34.1	51.2
	Agree	46	37.4	37.4	88.6
	Strongly agree	14	11.4	11.4	100.0
	Total	123	100.0	100.0	

**The supervisor does not want to get involved in staff decisions**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	2	1.6	1.6	1.6
	Disagree	11	8.9	8.9	10.6
	Not sure	25	20.3	20.3	30.9
	Agree	32	26.0	26.0	56.9
	Strongly agree	53	43.1	43.1	100.0
	Total	123	100.0	100.0	

**My leader leaves me to make decisions on what to do**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	9	7.3	7.3	7.3
	Disagree	19	15.4	15.4	22.8
	Not sure	15	12.2	12.2	35.0
	Agree	66	53.7	53.7	88.6
	Strongly agree	14	11.4	11.4	100.0

Total	123	100.0	100.0
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**The manager gives almost all authority to subordinates**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	10	8.1	8.1	8.1
Disagree	16	13.0	13.0	21.1
Not sure	45	36.6	36.6	57.7
Agree	31	25.2	25.2	82.9
Strongly agree	21	17.1	17.1	100.0
Total	123	100.0	100.0	

**There no much control over staff in Bulambuli District Local Government**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	7	5.7	5.7	5.7
Disagree	19	15.4	15.4	21.1
Not sure	36	29.3	29.3	50.4
Agree	44	35.8	35.8	86.2
Strongly agree	17	13.8	13.8	100.0
Total	123	100.0	100.0	

**Group members are expected to solve the problems on their own**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	9	7.3	7.3	7.3
Disagree	14	11.4	11.4	18.7
Not sure	30	24.4	24.4	43.1
Agree	36	29.3	29.3	72.4
Strongly agree	34	27.6	27.6	100.0
Total	123	100.0	100.0	

**Power is handed over to subordinates Bulambuli District Local Government**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	7	5.7	5.7	5.7
Disagree	13	10.6	10.6	16.3
Not sure	40	32.5	32.5	48.8
Agree	37	30.1	30.1	78.9

Strongly agree	26	21.1	21.1	100.0
Total	123	100.0	100.0	

**I receive little guidance from my supervisor**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	2	1.6	1.6	1.6
Disagree	19	15.4	15.4	17.1
Not sure	35	28.5	28.5	45.5
Agree	40	32.5	32.5	78.0
Strongly agree	27	22.0	22.0	100.0
Total	123	100.0	100.0	

**Laissez faire Leadership style has improved performance in Bulambuli Distr**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	7	5.7	5.7	5.7
Disagree	19	15.4	15.4	21.1
Not sure	23	18.7	18.7	39.8
Agree	42	34.1	34.1	74.0
Strongly agree	32	26.0	26.0	100.0
Total	123	100.0	100.0	

**My supervisor asks for the ideas of employees for up-coming plans and project**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	19	15.4	15.4	15.4
Disagree	15	12.2	12.2	27.6
Not sure	18	14.6	14.6	42.3
Agree	42	34.1	34.1	76.4
Strongly agree	29	23.6	23.6	100.0
Total	123	100.0	100.0	

**My supervisor allows me to determine the needs the assignments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	7	5.7	5.7	5.7
Disagree	13	10.6	10.6	16.3

Not sure	25	20.3	20.3	36.6
Agree	45	36.6	36.6	73.2
Strongly agree	33	26.8	26.8	100.0
Total	123	100.0	100.0	

**Suggestions of the employees are always considered decision making**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	9	7.3	7.3	7.3
Disagree	8	6.5	6.5	13.8
Not sure	31	25.2	25.2	39.0
Agree	36	29.3	29.3	68.3
Strongly agree	39	31.7	31.7	100.0
Total	123	100.0	100.0	

**My leader create an environment where the employees take ownership of the**

**p**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	2	1.6	1.6	1.6
Disagree	20	16.3	16.3	17.9
Not sure	22	17.9	17.9	35.8
Agree	43	35.0	35.0	70.7
Strongly agree	36	29.3	29.3	100.0
Total	123	100.0	100.0	

**My supervisor allows me to participate in the decision making process**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	9	7.3	7.3	7.3
Disagree	15	12.2	12.2	19.5
Not sure	30	24.4	24.4	43.9
Agree	36	29.3	29.3	73.2
Strongly agree	33	26.8	26.8	100.0
Total	123	100.0	100.0	

**Employees always vote whenever a major decision has to be made**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	16	13.0	13.0	13.0

Disagree	25	20.3	20.3	33.3
Not sure	32	26.0	26.0	59.3
Agree	31	25.2	25.2	84.6
Strongly agree	19	15.4	15.4	100.0
Total	123	100.0	100.0	

**My supervisor welcomes new ideas and implements them**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	2	1.6	1.6	1.6
Disagree	22	17.9	17.9	19.5
Not sure	25	20.3	20.3	39.8
Agree	51	41.5	41.5	81.3
Strongly agree	23	18.7	18.7	100.0
Total	123	100.0	100.0	

**My supervisor is open to consultations in handling official issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	11	8.9	8.9	8.9
Disagree	14	11.4	11.4	20.3
Not sure	34	27.6	27.6	48.0
Agree	37	30.1	30.1	78.0
Strongly agree	27	22.0	22.0	100.0
Total	123	100.0	100.0	

**My supervisor provides feedback on all relevant issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	10	8.1	8.1	8.1
Disagree	19	15.4	15.4	23.6
Not sure	28	22.8	22.8	46.3
Agree	40	32.5	32.5	78.9
Strongly agree	26	21.1	21.1	100.0
Total	123	100.0	100.0	

**Supervisor makes all decisions without involving anybody in Bulambuli District Local Government**

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Strong disagree	14	11.4	11.4	11.4
	Disagree	16	13.0	13.0	24.4
	Not sure	22	17.9	17.9	42.3
	Agree	38	30.9	30.9	73.2
	Strongly agree	33	26.8	26.8	100.0
	Total	123	100.0	100.0	

**My supervisor does not trust Me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	8	6.5	6.5	6.5
	Disagree	9	7.3	7.3	13.8
	Not sure	34	27.6	27.6	41.5
	Agree	46	37.4	37.4	78.9
	Strongly agree	26	21.1	21.1	100.0
	Total	123	100.0	100.0	

**My supervisor/leader does not consult me in decision making**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	22	17.9	17.9	17.9
	Not sure	29	23.6	23.6	41.5
	Agree	31	25.2	25.2	66.7
	Strongly agree	41	33.3	33.3	100.0
	Total	123	100.0	100.0	

**Supervisors reward us when we perform to their expectations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	12	9.8	9.8	9.8
	Disagree	17	13.8	13.8	23.6
	Not sure	28	22.8	22.8	46.3
	Agree	36	29.3	29.3	75.6
	Strongly agree	30	24.4	24.4	100.0
	Total	123	100.0	100.0	

**Supervisors give punishment when we fail to perform to their expectations**

		Frequency	Percent	Valid Percent	Cumulative Percent



Valid	Strong disagree	8	6.5	6.5	6.5
	Disagree	15	12.2	12.2	18.7
	Not sure	35	28.5	28.5	47.2
	Agree	34	27.6	27.6	74.8
	Strongly agree	31	25.2	25.2	100.0
	Total	123	100.0	100.0	

**My supervisor threatens me with dismissal if I do not meet his/her targets**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	5	4.1	4.1	4.1
	Disagree	17	13.8	13.8	17.9
	Not sure	33	26.8	26.8	44.7
	Agree	51	41.5	41.5	86.2
	Strongly agree	17	13.8	13.8	100.0
	Total	123	100.0	100.0	

**My leader assume full responsibility and takes full credit for the work done**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	9	7.3	7.3	7.3
	Disagree	14	11.4	11.4	18.7
	Not sure	32	26.0	26.0	44.7
	Agree	41	33.3	33.3	78.0
	Strongly agree	27	22.0	22.0	100.0
	Total	123	100.0	100.0	

**My supervisor pays more attention to work at hand than development activities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	13	10.6	10.6	10.6
	Disagree	14	11.4	11.4	22.0
	Not sure	31	25.2	25.2	47.2
	Agree	49	39.8	39.8	87.0
	Strongly agree	16	13.0	13.0	100.0
	Total	123	100.0	100.0	

**Autocratic leadership has enhanced employees' performance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	7	5.7	5.7	5.7
Disagree	12	9.8	9.8	15.4
Not sure	38	30.9	30.9	46.3
Agree	36	29.3	29.3	75.6
Strongly agree	30	24.4	24.4	100.0
Total	123	100.0	100.0	

**My performance is in line with my job specification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	4	3.3	3.3	3.3
Disagree	9	7.3	7.3	10.6
Not sure	40	32.5	32.5	43.1
Agree	24	19.5	19.5	62.6
Strongly agree	46	37.4	37.4	100.0
Total	123	100.0	100.0	

**All employees contribute regularly quality work that measures to standard**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	4	3.3	3.3	3.3
Disagree	2	1.6	1.6	4.9
Not sure	19	15.4	15.4	20.3
Agree	64	52.0	52.0	72.4
Strongly agree	34	27.6	27.6	100.0
Total	123	100.0	100.0	

**I handle workplace equipment well**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	1	.8	.8	.8
Disagree	11	8.9	8.9	9.8
Not sure	28	22.8	22.8	32.5
Agree	34	27.6	27.6	60.2
Strongly agree	49	39.8	39.8	100.0
Total	123	100.0	100.0	

**The district provides full orders as demanded by clients**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	14	11.4	11.4	11.4
	Not sure	37	30.1	30.1	41.5
	Agree	34	27.6	27.6	69.1
	Strongly agree	38	30.9	30.9	100.0
	Total	123	100.0	100.0	

**There is completion of all task by district employees**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	2	1.6	1.6	1.6
	Disagree	11	8.9	8.9	10.6
	Not sure	41	33.3	33.3	43.9
	Agree	41	33.3	33.3	77.2
	Strongly agree	28	22.8	22.8	100.0
	Total	123	100.0	100.0	

**I complete all days task timely**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	11	8.9	8.9	8.9
	Disagree	16	13.0	13.0	22.0
	Not sure	31	25.2	25.2	47.2
	Agree	45	36.6	36.6	83.7
	Strongly agree	20	16.3	16.3	100.0
	Total	123	100.0	100.0	

**I always accomplish my targets in time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strong disagree	4	3.3	3.3	3.3
	Disagree	33	26.8	26.8	30.1
	Not sure	18	14.6	14.6	44.7
	Agree	45	36.6	36.6	81.3
	Strongly agree	23	18.7	18.7	100.0

Total	123	100.0	100.0
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**I am willing to work for an extra hour**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	4	3.3	3.3	3.3
Disagree	12	9.8	9.8	13.0
Not sure	33	26.8	26.8	39.8
Agree	37	30.1	30.1	69.9
Strongly agree	37	30.1	30.1	100.0
Total	123	100.0	100.0	

**I achieve all set personal targets and goals at the workplace**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	8	6.5	6.5	6.5
Not sure	28	22.8	22.8	29.3
Agree	61	49.6	49.6	78.9
Strongly agree	26	21.1	21.1	100.0
Total	123	100.0	100.0	

**Sometimes I am helped by colleagues to handle given tasks at the district**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	6	4.9	4.9	4.9
Disagree	8	6.5	6.5	11.4
Not sure	45	36.6	36.6	48.0
Agree	33	26.8	26.8	74.8
Strongly agree	31	25.2	25.2	100.0
Total	123	100.0	100.0	

**You always make decision as a group**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	6	4.9	4.9	4.9
Disagree	21	17.1	17.1	22.0
Not sure	21	17.1	17.1	39.0
Agree	48	39.0	39.0	78.0
Strongly agree	27	22.0	22.0	100.0
Total	123	100.0	100.0	

**The district employees work differently**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	3	2.4	2.4	2.4
Disagree	16	13.0	13.0	15.4
Not sure	47	38.2	38.2	53.7
Agree	39	31.7	31.7	85.4
Strongly agree	18	14.6	14.6	100.0
Total	123	100.0	100.0	

**I enjoy working with people who do work differently**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	6	4.9	4.9	4.9
Disagree	17	13.8	13.8	18.7
Not sure	32	26.0	26.0	44.7
Agree	46	37.4	37.4	82.1
Strongly agree	22	17.9	17.9	100.0
Total	123	100.0	100.0	

**I am multitasking and I am able to adjust to different work situations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strong disagree	6	4.9	4.9	4.9
Disagree	14	11.4	11.4	16.3
Not sure	33	26.8	26.8	43.1
Agree	38	30.9	30.9	74.0
Strongly agree	32	26.0	26.0	100.0
Total	123	100.0	100.0	

**Correlations**

	Lassie Fair Leadership	Democratic Leadership	Autocratic Leadership	Employee Performance
Lassie Fair Leadership Pearson Correlation	1	.584**	.589**	.462**
Sig. (2-tailed)		.000	.000	.000
N	123	123	123	120
Democratic Leadership Pearson Correlation	.584**	1	.555**	.374**
Sig. (2-tailed)	.000		.000	.000
N	123	123	123	120

Autocratic Leadership	Pearson Correlation	.589**	.555**	1	.342**
	Sig. (2-tailed)	.000	.000		.000
	N	123	123	123	120
Employee Performance	Pearson Correlation	.462**	.374**	.342**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	120	120	120	120

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

## Regression

### Variables Entered/Removed<sup>a</sup>

Model	Variables Entered	Variables Removed	Method
1	Autocratic Management, Democratic Management, Laissez Fair Management <sup>b</sup>		Enter

a. Dependent Variable: Employee Performance

b. All requested variables entered.

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483 <sup>a</sup>	.233	.213	.50967

a. Predictors: (Constant), Autocratic Management, Democratic Management, Laissez Fair Management

### ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.159	3	3.053	11.753	.000 <sup>b</sup>
	Residual	30.132	116	.260		
	Total	39.291	119			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Autocratic Management, Democratic Management, Laissez Fair Management

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.095	.273		7.662	.000

Laissez Fair Management	.310	.096	.353	3.230	.002
Democratic Management	.118	.080	.156	1.483	.141
Autocratic Management	.029	.094	.034	.311	.756

a. Dependent Variable: Employee Performance

### Descriptive Statistics

	N	Mean	Std. Deviation
For how many years have you worked with Bulambuli Local Government	123	2.07	.765
Supervisors do not to interfere with any working style in Bulambuli District	123	3.15	1.233
I can do work as I think it is best for me to do	123	3.38	1.004
The supervisor does not want to get involved in staff decisions	123	4.00	1.071
My leader leaves me to make decisions on what to do	123	3.46	1.111
The manager gives almost all authority to subordinates	123	3.30	1.145
There no much control over staff in Bulambuli District Local Government	123	3.37	1.081
Group members are expected to solve the problems on their own	123	3.59	1.214
Power is handed over to subordinates Bulambuli District Local Government	123	3.50	1.112
I receive little guidance from my supervisor	123	3.58	1.048
Laissez faire Leadership style has improved performance in Bulambuli Distr	123	3.59	1.193
My supervisor asks for the ideas of employees for up-coming plans and proje	123	3.38	1.376
My supervisor allows me to determine the needs the assignments	123	3.68	1.147
Suggestions of the employees are always considered decision making	123	3.72	1.191
My leader create an environment where the employees take ownership of the p	123	3.74	1.100
My supervisor allows you to participate in the decision making process	123	3.56	1.216
Employees always vote whenever a major decision has to be made	123	3.10	1.264
My supervisor welcomes new ideas and implements them	123	3.58	1.040
My supervisor is open to consultations in handling official issues	123	3.45	1.209
My supervisor provides feedback on all relevant issues	123	3.43	1.215
Supervisor makes all decisions without involving anybody in Bulambuli District Local Government	123	3.49	1.320
My supervisor does not trust Me	123	3.59	1.100
My supervisor/leader does not consult me in decision making	123	3.74	1.108
Supervisors reward us when we perform to their expectations	123	3.45	1.269
Supervisors give punishment when we fail to perform to their expectations	123	3.53	1.183
My supervisor threatens me with dismissal if you do not meet his/her targets	123	3.47	1.027
My leader assume full responsibility and take full credit for the work done	123	3.51	1.169

My supervisor pays more attention to work at hand than development activities	123	3.33	1.164
Autocratic leadership has enhanced employees' performance	123	3.57	1.131
My performance is in line with my job specification	123	3.80	1.121
All employees contribute regularly the quality work that measures to standards	123	3.99	.892
I handle workplace equipments well	123	3.97	1.032
The district provides full orders as demanded by clients	123	3.78	1.013
There is completion of all task by district employees	123	3.67	.981
I complete all days task timely	123	3.38	1.170
I always accomplish your targets in time	123	3.41	1.165
I am willing to work for an extra hour	123	3.74	1.093
I achieve all set personal targets and goals at the workplace	123	3.85	.827
Sometimes I am helped by colleagues to handle given tasks of the district	123	3.61	1.084
You always make decision as a group	123	3.56	1.153
The district employees work differently	123	3.43	.976
I enjoy working with people who do work differently	123	3.50	1.089
I am multitasking and I am able to adjust to different work situations	123	3.62	1.135
Valid N (listwise)	123		