TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE EMPOWERMENT IN UGANDAN PRIVATE UNIVERSITIES. A CASE STUDY OF KAMPALA UNIVERSITY.

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RESEARCH DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN
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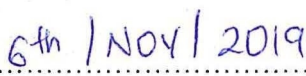THE AWARD OF MASTERS IN BUSINESS

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DECLARATION

I, JOYCE MAANGI, hereby declare to the board of Kyambogo University, different universities, other institutes, colleges and interested readers of this book that the information contained in this manual is my initiative and has not been forwarded and awarded a degree, diploma and certificate in any university. Where ideas of other scholars have been incorporated, acknowledgement has been made through citations and in references.

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Date:..... 6th / NOV / 2019 ....

APPROVAL

This is to certify that this research report entitled "Transformational leadership and Employee empowerment in Ugandan Private Universities," A case of Kampala University was done by JOYCE MAANGI 16/U/13326/GMBA/PE under supervision for the submission to the Graduate School of Kyambogo University.

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DEDICATION

I dedicate this work to my beloved family, especially my father, Mr. Mukama and my mother Mrs. Mukama for their unfailing financial and moral support. They have always greatly encouraged me to pursue my dreams. Not forgetting my sisters Judith Katooko and Juliet Koote for their enormous support and encouragement.

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LIST OF ABBREVIATIONS

CVI: Content Validity Index

MLQ: Multifactor Leadership Questionnaire

SPSS: Statistical Package for Social Sciences

DEFINITION OF TERMS

Transformational leadership: This is a leadership style that generates valued and positive change in followers with the end goal of developing followers into leaders.

Employee empowerment: This is the giving to employees a certain degree of autonomy and responsibility for decision-making concerning their particular organizational duties and tasks.

Idealized influence: This is defined as having transformational leaders who act in ways that result in their being role models for their followers or subordinates.

Inspirational motivation: This denotes the leader's capability to inspire confidence, motivation and a sense of purpose in his or her subordinates.

Intellectual stimulation: This refers to having a leader who encourages innovation and creativity, serious thinking and problem-solving.

Individualized consideration: This denotes the degree to which the leader attends to every follower's needs, acts as a mentor or trainer to the followers and listens to their concerns.

Meaningfulness: Refers to valuing the work to be done.

Competence: A person's belief in his or her capability to perform job activities with skill.

Impact: This refers to having actual influence over what is going on at the work place.

Self-determination: Having real power for choice, control and influence over work processes.

Intrinsic task motivation: Refers to performing an action or behavior because you enjoy the activity itself and is driven by internal rewards.

Psychological empowerment: This denotes intrinsic task motivation reflecting a sense of self control relative to an individual's work and an active involvement with his or her work roles.

ABSTRACT

The study was carried out to establish the relationship between transformational leadership and employee empowerment in Ugandan private universities, using Kampala University as the case study. The specific objectives included determining the relationship between the dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration) and employee empowerment. The researcher used the correlational research design to establish the relationship between transformational leadership and employee empowerment. Simple random sampling and purposive sampling were used to get a sample from the population of employees at Kampala University. Questionnaires and document reviews were used as the data collection instruments. Bivariate analysis (correlation) and descriptive statistics were used to analyze data.

Results and findings showed a significant positive linear relationship between idealized influence and employee empowerment. They also indicated that inspirational motivation had a significant positive relationship with employee empowerment. Results also portrayed a significant weak positive relationship between intellectual stimulation and employee empowerment. Furthermore, individualized consideration an insignificant weak positive relationship with employee empowerment at Kampala University. The researcher concluded that idealized influence contributed to the empowerment of workers as it was positively connected to self-confidence, pragmatism and nurturance. The researcher also concluded that inspirational motivation resulted in intrinsic motivation which in turn led to psychological empowerment. It was also concluded that intellectual stimulation involving creativity should be encouraged among staff. The study also concluded that employees must be given personal attention to foster empowerment.

The researcher recommended that leaders at Kampala University should enhance idealized influence as they act as role models for their subordinates. It was also recommended that leaders and managers should aim to inspire subordinates. Furthermore, the researcher recommended that intellectual stimulation should be enhanced at Kampala University by empowering subordinates to think, thereby, encouraging creativity and innovation. Lastly, researcher recommended that leaders should cultivate more individualized consideration and the human resource office should be more sensitive to employees' personal challenges.

CHAPTER ONE

1.0 INTRODUCTION

The focus of the study was to assess the relationship between transformational leadership and employee empowerment at Kampala University. This chapter presented the background to the study, the statement of the problem, the objectives and significance of the study.

1.1 Background to the study

This section presented the historical, theoretical, conceptual and contextual background of the study.

1.1.1 Historical background

The account of the first definition on empowerment can be traced back to 1788 when empowerment was perceived as power designation in organization roles which ought to be given to somebody (Wilkinson, 2005). Empowerment is a multidimensional conception and has diverse significances for different persons. Spreitzer, Janasz, & Quinn (1999). Generally, empowerment is as old as mankind and has developed over a while. Herzeberg (1968) affirmed that the key duty of any organization, whether an industrial organization or a religious one is to fulfill people's needs for enjoying a purposeful existence; his knowledge led to the concept of empowerment (Littrell, 2007). The idea of empowerment has been the topic of much debate, and can be traced back to the study into employee involvement and participation carried out more than sixty years ago (Maynard, Gilson, & Mathew, 2012).

In the 1990s, writers claimed that the change in the way organizations treated their workforces was the empowerment period. Research studies on the concept of empowerment have remained primarily through the relational approach or the motivational approach. The relational methodology which is grounded on management practices, emphasizes the delegation of power

and decision making ability. The motivational approach emphasizes psychological aiding as the foremost reason for a person's feelings of empowerment. (Meyerson & Dewettinck, 2012). There is no settlement on what empowerment is, and as a result, people talk about altered concepts.

Two major constructs of empowerment are well-known: structural empowerment and psychological empowerment (Menon, 2001); (Spreitzer , 2008). Structural empowerment is macro in alignment and is based on the underpinning laid by the Oldham's job characteristics model of (Conger & Kanungo, 1988). Using this viewpoint, empowerment is taken as an act, specifically the giving away of power to person (Menon, 2001). On the other hand, Psychological empowerment is micro in alignment and has developed out of the work of Bandura on self-efficacy (Maynard, Gilson, & Mathew, 2012); (Spreitzer , 2008). In this paradigm empowerment is viewed as a psychological condition, which exhibits itself as cognitions that can be measured (Menon, 2001).

The advancement of these two paradigms has to a great extent been influenced by which discipline the scholars originate from. Generally, the sociological convention has concentrated most on structural empowerment, while the psychological convention has concentrated most on psychological empowerment. (Menon, 2001). As a result, they also contrast with respect to the purpose of study. If the attention is on empowerment as an act (structural), it is the owner or others undertaking the empowering. On the other hand, if the attention is on the cognitive state (psychological) the emphasis is on the person being empowered (Menon, 2001). As an outcome of these diverse meanings and analyses of empowerment, scholars should explicitly explain how they describe empowerment (Menon, 2001). Each of these paradigms of empowerment base on the assumption that workers value empowerment and empowering them will result in greater job

satisfaction, commitment, motivation and increased efficiency (Petter, Byrnes, Choi, Fegan, & Miller, 2002). Empowerment is the conviction that an employee has the capability to make decisions and take action. Empowerment drives both employee behaviors and attitudes for both individuals and teams. Empowered workers are more satisfied and committed at work, and as a result, are less likely to be stressed think about exiting the organization (Kirubi, 2013).

The primary notion of transformational leadership was delivered by Burns in his researches about political leaders. According to Burns, transformational leadership is a process in which leaders and followers encourage themselves to greater heights of morality and motivation. Transformational leaders assist their followers to view old problems via a new perspective. They motivate their followers to try higher than usual levels. Transformational leaders inspire their supporters to think more than their personal aims and interests and to concentrate on greater team, organizational, national and global objectives. Transformational leaders have characteristics that are most likely to empower employees and foster their performance.

Transformational leadership refers to the leader who moves his or her followers past close self-interests through idealized influence (charisma), inspiration, intellectual simulation, and individualized consideration (Mulla & Krishnan, 2009). The transforming leader is one who though motivated by the pursuit for personal appreciation, eventually advances group purpose by being in harmony with the aspirations of his or her followers. (Burns, 1978).

Transformational teams are high performers and are more likely to have higher levels of creativity. (Bass, 1999). According to (Suresh & Rajini, 2013), transformational Leadership is a process of engaging with others to build a link that will increase motivation and morality in both the leaders

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and the followers. Transformational leadership designates the ways in which a leader seeks to meet higher order needs of his or her followers. (Banks, McCauley, Gardner, & Guler, 2016).

A transformational leader pays attention to the needs and aims of followers and tries to help followers achieve their fullest potential. Transformational leaders express new visions to motivate the organization, they show extraordinary passion and self-confidence in their beliefs, and they give meaning to ethics and values while setting responsible principles in the organization. Transformational leaders are often charismatic and able to have unique impact on their followers, convincing them to share the leader's vision and to do more beyond their specified responsibilities. (Suresh & Rajini, 2013). Mulla & Krishnan (2009) studied the relationships between transformational leadership, followers' self-concept empowerment using a sample of 113 workers of a network marketing company in southern India that employs only women. Results showed that transformational leadership is positively related to both personal and social identity of followers. All four aspects of followers' psychological empowerment are positively related to transformational leadership.

Aketch, Basheka, & Bagire (2017) Carried out a study on the effect of transformational leadership dimensions on performance of hotel sector in Uganda. Results showed a showed a significant association between between idealized influence and performance. They concluded that leaders should strive for charismatic influence. Brown (2008) studied how the transformational leadership dimensions affect front staff performance in the hospitality sector and found a significant positive relationship. Malik & Farooqi (2013) Found a significant positive correlation between psychological empowerment and transformational leadership in their study of employees of Gunjanwara Electric Company in Gujrat, India.

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1.1.2 Theoretical background

In this study, the research was grounded on the Psychological empowerment theory by Thomas & Velthouse (1990) and (Spreitzer, 1995). Thomas & Velthouse (1990) presented a cognitive model of empowerment where they defined empowerment as increased intrinsic task motivation, and acknowledged four cognitions or task assessments as the foundation for workers empowerment: sense of impact, competence, meaningfulness, and choice. Bandura (1986) Defined empowerment as increased feelings of self-efficacy. However Conger & Kanungo 1988) conceptualized empowerment in terms of cognitive variables called task assessments.

Intrinsic task motivation comprises of the positively appreciated experiences that workers directly develop from a task. In the cognitive model of Thomas and Velthouse, intrinsic task motivation contains the basic circumstances of an individual, in relation directly to the task, that yield motivation and satisfaction. The fundamental principal of this model contains recognizing these cognitions which are known as task assessments. Task assessments are assumed to be the main source of intrinsic task motivation and satisfaction, and occur within the individual and relate to the task itself, rather than to the perspective of the task or rewards. Finally, they are assessments along dimensions that are generic enough to be applicable to any task.

The task assessments of the cognitions of psychological empowerment; impact, competence, meaning and choice are further explained. Impact: This assessment refers to the point at which behavior is seen as creating a difference in regard to undertaking the purpose of the task. Impact produces the anticipated effects in a person's task environment (Thomas & Velthouse, 1990). In the (Hackman & Oldham, 1975) model of job redesign, impact is similar to knowledge of outcomes. Competence. This assessment denotes the degree to which a person can perform task

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actions expertly when he or she tries. This variable has been studied by (Bandura, 1986) using the terms self-efficacy or personal mastery. Meaningfulness. This assessment talks about the value or purpose of the task goal, judged relative to a person's ideals and standards. Furthermore, it encompasses the individual's intrinsic caring about a given task. Choice. The final assessment concerns causal responsibility for a person's actions Hackman and Oldham's (1980) model, likewise, included an experienced sense of responsibility that stems from autonomy.

Spreitzer (1995) further refined these four key cognitions of psychological empowerment into meaning, competence, self determination and impact. Meaning emphasizes that the tasks relating to one's job should be meaningful. Competence concerns employees feeling competent in performing their tasks. Self-determination refers to the ability of an individual to control their own destiny. Impact emphasizes workers' belief that they have a real impact on organizational outcomes (Spreitzer,1995). In this study, the researcher is going to focus on the psychological empowerment dimensions. Research has displayed how transformational and charismatic leaders can empower their followers by utilizing idealism and building faith in their capability to accomplish meaningful goals and objectives (Aketch, Basheka, & Bagire, 2017), (Bass, 1999) (Hanson, 2014). Transformational leadership (Bass, 1999) is recommended to improve work-oriented values and shapes the self-efficiencies of workers, and is most likely to promote employee empowerment. Organizational leaders must to motivate people, attract their imaginations, and advance employees to fresh levels of individual empowerment for the success of the entire organization (Mostefalder & Al-Sulaiti, 2015).

Structural empowerment is macro in direction and is grounded on the foundation laid by Hackman and Oldham's job characteristics model (Conger & Kanungo, 1988). In this viewpoint, empowerment is considered as an act of giving power and authority to someone (Menon, 2001). Employee empowerment is the delegation of power and responsibility from upper echelons in the organizational chain of command to lower level staff and sharing of resources (Conger & Kanungo, 1988), (Arneson & Ekberg, 2006). Karakoc & Yilmaz (2009) Explains employee empowerment as a unique and most operational means of permitting workers at every single level to exploit their innovative thinking and capabilities to advance the excellence of their efforts and In the study of (Ugboro & Ubeng, 2002), they discovered a significant relationship between employee empowerment and customer satisfaction or employee job satisfaction.

Employee empowerment results in to advanced job gratification and promotes speedy provision of service to customers (Fulford & Enz, 1995). Demgrcg & Erbaġ (2010) Propose that empowerment is conveyed by the mixture of four constituents: power, information, knowledge and rewards. These informal associations allow workers to get the collaboration they want to realize their objectives. The amount of access to these configurations impacts the level to which they ably organize what is prerequisite to get things completed in their work, which in turn impacts their job approaches and manners (Laschinger, Gilbert, Smith, & Leslie, 2010).

The social-structural view on employee empowerment centers on how organizational, institutional, social, economic, political, and cultural forces can remove the circumstances that raise powerlessness in the work environment (Liden, Wyne, & Sparrowe, 2000). Kanter (1977) asserts that high levels of structural empowerment for employees comes from the access to opportunity, access to information, access to resources and access to support . She further added formal and

informal power as the sources of structural empowerment. Access to opportunity refers to the prospect for growth and movement within the organization and the opportunity to increase knowledge and skills. (Kanter, 1977), (Laschinger, Gilbert, Smith, & Leslie, 2010). Access to resources refers to one's capacity to obtain the monetary means, materials, time, and supplies necessary to do the work (Kanter, 1977,1993). Access to information refers to possessing the formal and informal knowledge that is necessary to be effective in the workplace (Kanter, 1993). Access to support involves receiving feedback and guidance from subordinates, peers, and superiors (Kanter, 1993).

In addition to these four organizational foundations of structural power, (Kanter, 1993)also considers that access to the organizational empowerment structures can be improved by the formal and informal power that an employee possesses in the organization. Formal power is the power a worker is given in accordance to his position in the company and the authority connected with that position. Informal power stems from the ability of an employee to use his or her distinctive features, experience, and information, as well as interpersonal skills, to gain the respect, approval of others.

Psychological empowerment has been explained as an individual's experience of intrinsic motivation based on cognitions about him or herself in regard to his or her work role (Spreitzer , 1995). Many research studies show that psychological empowerment results in increased job satisfaction, commitment and work outcomes (Al-Asoufi, 2017), (Bowen & Lawler, 1992) and (Gist, 1987). Thomas & Velthouse (1990), and (Spreitzer, 1995) give a lot of consideration to the psychological empowerment. Psychological empowerment is a collection of motivational

mindfulness instituted by work environment, and reveals the vigorous alignment of employees to their work roles (Spreitzer, 1995).

Psychological empowerment refers to the stretched motivation of fundamental task built on the center of four perceptions: meaning, competence, self-determination and impact that reveal the orientation of a person to his job tasks (Thomas & Velthouse, 1990). Meaning refers to the inner concern of a person in the task that requires to be appreciated, important and ultimate with personal standards (Thomas & Velthouse, 1990). Competence, commonly known as self-efficacy, is the personal belief or assurance about his or her expertise of performing definite tasks (Spreitzer , 1995); (Salajegheh & Pirmoradi, 2013). Self-determination is the thoughtful and intentional participation of workers in the job procedure, and apparent autonomy in making their job-related assessments (Spreitzer, 1995). This study focused on the psychological empowerment by (Thomas & Velthouse, 1990) and (Spreitzer, 1995) where it was operationalized under the dimensions of meaning, competence, self-determination and impact.

Burns (1978), Bass (1985) presented transformational leadership and defined it as a meaningful and artistic exchange between leaders and their followers to encourage a vision driven change in followers. The transformational leadership style encompasses four sub-dimensions that include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence refers to the ability of the leader to model followers' behavior, identification with the leader, and the internalization of the leader's vision and values (Bass, 1999). Inspirational motivation implies inspiring behaviors, which offer followers' tasks meaning. Intellectual stimulation consists of behaviors that stimulate followers by looking at old problems in new ways, pushing them to develop creative and innovative ideas, and by rephrasing problems

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(Suresh & Rajini, 2013). Individualized consideration includes leader behavior that comprises of providing a supportive climate and new learning opportunities (Bass, 1999).

The empowerment of followers is viewed as one of the most significant features of transformational leadership (Kristiansen, 2013). Huang, Kuo, Li-HuiYang, Hsiao, & Yang (2018) in their study concluded that transformational leadership behaviors reduced job stress among nurses in Taiwan. Attari (2013) discovered that transformational leadership has a positive influence on nurses' psychological empowerment and its dimensions including meaning, competence, self-determination and impact.

Anyango (2015) in her study of the effect of leadership styles on performance at Bank of Africa Kenya found out that transformational leadership style had the most positive impact on employees' performance. Aketch, Basheka, & Bagire (2017) found that transformational leadership style positively impacts performance when they studied the hotel sector in Uganda. The independent variable, transformational leadership will be operationlaized into the dimensions of idealized influence, intellectual stimulation, inspirational motivation and individualized consideration.

1.1.4 Contextual background

In Uganda's case, private universities developed in 1988 and were speeded up by factors such as an increase in population that was not coordinated by state opening of new universities or the ability of Makerere University to absorb more students. Secondly, there was the prerequisite by the World Bank and the International Monetary Fund for Sub-Saharan African countries to adopt certain policies known as structural adjustments (Ochwa-Echel, 2016). Private universities have risen to the forefront of higher education in Uganda and as a result changed the system from being

homogenously public to a public-private fusion in which the latter are more than the former and register a substantial percentage of students, particularly those who cannot enroll at public universities. In addition, even though private universities have become a vital factor in the Ugandan higher education system over the past two decades, discussions still goes on concerning their roles and recommendations for advancement (Mugabi, 2009).

Organizations with power set at the top habitually reveal the absence of structural empowerment, which calls for decentralization initiatives if employees are to be empowered (Kristiansen, 2013). The university administration in Uganda is steered by structures which provide the legal and managerial framework in which managerial decisions are formulated. These structures determine the level and restrictions of authority of different actors in the running of the institution. (Asiimwe & Steyn, 2013). From 2004, a number of Ugandan universities have encountered challenges like inability to pay academic staff on time, underfunding of research, great turnover of senior staff, rundown physical structures, strikes by lecturers and students, poor international rankings and inadequate teaching materials among others (Kasozi, 2003). This necessitates the adoption of transformational leadership which leads to empowerment of employees and hence improved performance of the university.

Leadership styles and human relationships arise as important fundamental bases in both staff and student unrest in universities. Cases of student discontent have been often initiated by employees either through commission or omission. (Uganda Vice Chancellors' Forum, 2015). According to (Mushemeza, 2016), most private universities in Uganda encounter many difficulties, noticeable among which are: funding, shortage of stable academic staff and poor infrastructure. These

universities need to confront these challenges if they are to contribute to the higher education segment in Uganda, and further their learners' success.

Given the above historical, conceptual, theoretical and contextual perspectives, there was need to carry out a study on the relationship between transformational leadership and employee empowerment in private universities.

1.2 Statement of the problem

Employees take their work to be important when they are given special attention and encouraged to participate resulting in exceptional performance (Tumuhimbise 2017). In Uganda, public and private universities have encountered significant performance setbacks (Kagaari & George, 2013) and employees are displeased with the administrative structures which hinder innovation, creativity and autonomy (Zziwa, 2014). Managers of public and private universities have on many occasions tried to address the challenge of employee empowerment so as to make their enterprises vibrant and profitable but without much success (Uganda Vice Chancellors' Forum, 2016). If this situation persists, the productivity, quality of staff and graduates from private universities will decline. It was for this reason that the researcher carried out the study to establish whether there existed a relationship between transformational leadership and employee empowerment using Kampala University as the case study.

1.3 Purpose of the study

The purpose of the study was to establish the relationship between transformational leadership and employee empowerment at Kampala University with the dimensions of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration and psychological empowerment.

1.4 Specific objectives

i. To establish the relationship between idealized influence and employee empowerment at Kampala University.

ii. To determine the relationship between inspirational motivation and employee empowerment at Kampala University.

iii. To ascertain the relationship between intellectual stimulation and employee empowerment at Kampala University.

iv. To determine the relationship between individualized consideration and employee empowerment at Kampala University.

1.5 Research questions

i. What is the relationship between idealized influence and employee empowerment at Kampala University?

What is the relationship between inspirational motivation and employee empowerment at Kampala University?

ii. What is the relationship between intellectual stimulation and employee empowerment at Kampala University?

iii. What is the relationship between individualized consideration and employee empowerment at Kampala University?

1.6 Significance of the study

This study of the transformational leadership and employee empowerment would contribute to the body of knowledge (literature) on leadership styles in management. It would also help general managers and human resource managers in achieving empowerment for their employees which

would lead to improved performance. This study would especially be beneficial to private and public Universities, plus the National Council of Higher Education. This study would also add on to scholarly literature about transformational leadership and empowerment.

1.7 Scope of the study

The study of the relationship between transformational leadership and employee empowerment was done at Kampala University, Ggaba. The study focused on Kampala University which is a private University in Kampala. The population and sample for the study were selected from the academic and administrative staff of the university. The research was underpinned by theories of psychological empowerment. The duration of the study was six months.

1.8 Conceptual framework

The conceptual framework showed the relationship between transformational leadership and employee empowerment at Kampala University. Transformational leadership was operationalized under its four dimensions of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. (Bass, 1999). Employee empowerment was operationalized in terms of psychological empowerment measurements of meaningfulness, competence, self-determination and impact. (Thomas & Velthouse, 1990), (Spreitzer , 1995). The conceptual framework was illustrated below.

Independent variable   **Dependent variable**

Transformational leadership
• Idealized influence
• Inspirational motivation
• Intellectual stimulation
• Individualized consideration

Employee empowerment (Psychological empowerment)
• Meaningfulness
• Competence
• Self determination
• Impact

Extraneous variables
• Rewards
• Information sharing
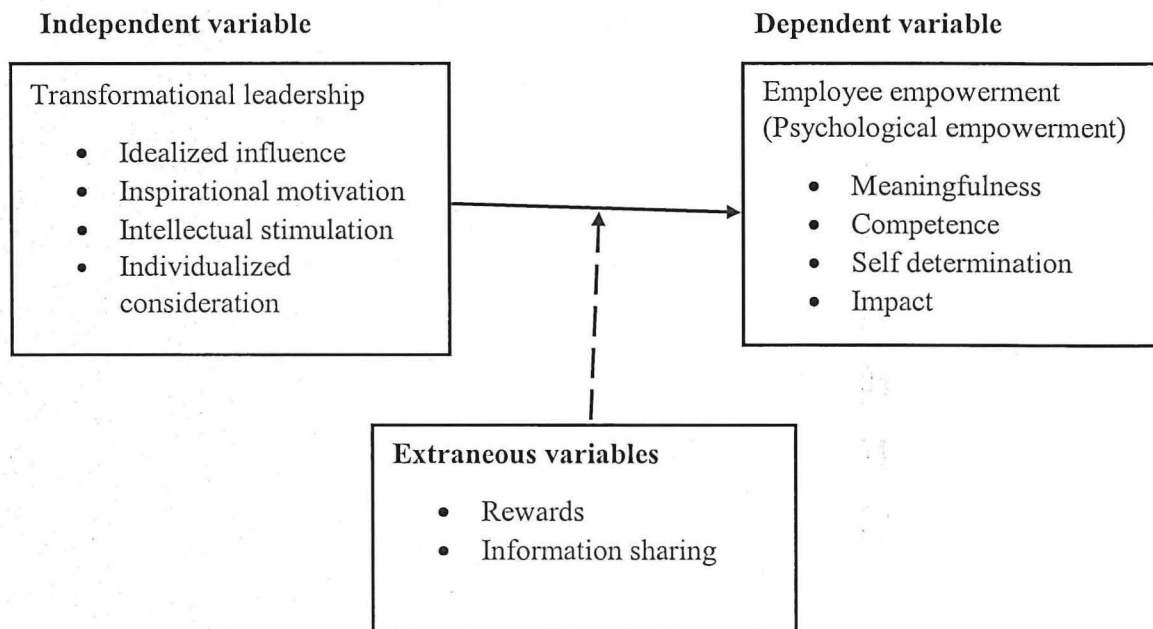
Figure 1: Conceptual framework
Source: Adapted from Bass (1990)), Thomas & Velthouse (1990) and (Spreitzer, 1995) with modifications by the researcher.

Transformational leadership, if applied at Kampala University affected employee empowerment. The dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) enabled employees to be psychologically empowered. They would have meaningfulness, competence, self-determination and impact in the work they perform. However, rewards and information sharing were extraneous variables which also affected employee empowerment. A performance based reward system resulted in empowering employees. To ensure that workers are fully empowered, information sharing about the performance, policies and processes of the university should be done. This would result into psychological empowerment of employees at Kampala University.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

The chapter presented a review of the literature related to the study. Previous studies were vital as they guided the researcher on other studies done on the same topic or variables. Literature review is a written summary of journal articles, books, and other documents that refer to the previous and present day state of information and knowledge on the topic of your research study (Creswell, 2014). The chapter was based on the thematic approach which called for review of objective by objective.

2.1 Conceptual review

This section presented literature review on the concepts of employee empowerment and transformational leadership.

2.1.1 Employee empowerment

Organizations can stand to be extra effective in the modern economical market through successful service superiority (Gupta & Zeithaml, 2006). Conversely, workers are unable to act appropriately and make the clients pleased if there is absence of sufficient knowledge and perfect role clarification to provide greater service (Melhem, 2004). Employee empowerment is all about trust, motivation, decision-making, and reducing the inside borders concerning management (Meyerson & Dewettinck, 2012). Mohammed & Ahmed (1998) Says that empowerment is a state of mind. A worker with an empowered state of mind experiences feelings of; control over the work to be done; mindfulness of the setting in which the job is carried out; accountability for individual work results;

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shared responsibility for division and organizational performance, and; equity in the rewards grounded on individual and collective performance.

Previously, organizational scholars focused their effort on empowering management practices which include delegation of decision making from higher levels to lower ones and growing access to information and resources for individuals at the lower levels (Bowen & Lawler, 1992). Thomas & Velthouse (1990) put forward a multidimensional theory of empowerment. They specified that empowerment is a multidimensional idea and later defined it as augmented duty motivation and expressed it in a set of four conditions: Meaningfulness, competence, self-determination and impact (Spreitzer, 1995).

Meaningfulness means that employees evaluate the value of a task in relation to their own expectations and ideals. As a result, workers are willing to put the required effort in a task (Spreitzer, Janasz, & Quinn, 1999). If employees identify a task to be vital to them, they are committed to the task and eager to put effort into it (Thomas & Velthouse, 1990). Meaning is the importance of a work goal relative to an individual's own ideals or standards (Thomas & Velthouse, 1990). Meaning encompasses a fitting between the necessities of a task role and principles, ethics, and behaviors (Brief & Nord, 1994); (Hackman & Oldham, 1975).

Competence or self-efficacy is a person's trust in his or her ability to accomplish undertakings with skill (Gist, 1987). Competence describes an employee being able to perform tasks skillfully and competently (Thomas & Velthouse, 1990). Competence is analogous with self-efficacy that was used by (Conger & Kanungo, 1988).

Self determination is similar to choice that was used by Thomas and Velthouse in 1990. It explains the extent to which an individual is responsible and the cause for his or her actions. Impact focuses

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on the degree of influence their actions can make towards performing the task and reaching the goal (Thomas & Velthouse, 1990).

Empowered employees feel they have an impact in the organization (Spreitzer , 1995).Empowered employees form a sense of self-determination that they are able to decide on how to complete the task by themselves (Spreitzer, 1995). If employees are empowered, they have self-confidence in task performance and they know that they are able to complete the task at hand (Spreitzer & Doneson, 2005). These four scopes join together to create the whole paradigm of psychological empowerment. The absence of any particular element will decrease the overall level of felt empowerment.

According to Spreitzer & Doneson (2005), employee empowerment supports employees to be practical, partake in decision-making and control their own work. This eventually leads to positive individual consequences, such as greater work satisfaction and better performances (Spreitzer G. , 2008). Al-Asoufi (2017) found a positive relationship among the employee empowerment dimensions (i.e. talent management, leadership style, employee training and rewards) on success of organizational change. He was investigating the impact of employee empowerment on organizational change. Results indicated that employee empowerment is necessary for effective organizational change. Empowerment is therefore perceived to not be a lasting personality trait generalizable across situations but somewhat a set of cognitions molded by the working environment (Thomas & Velthouse, 1990).

According to Spreitzer & Doneson (2005), modern-day management researchers and practitioners have used three dissimilar views to study and comprehend the concept of empowerment. They include; the social-structural perspective, the psychological perspective and the critical

perspective. In the social structural, empowerment accentuates the prominence of altering organizational procedures, practices and structures different from top down control systems towards extraordinary involvement practices (Bowen & Lawler, 1992). The notion of employee participation has been given a lot of attention by researchers for many years. It has assumed many different forms, developing through worker involvement and participative decision-making concepts into the modern empowerment concept. The concept of empowerment comprises the employees being given a greater level of flexibility and extra free will to make decisions linked to work. This clearly diverges with traditional managing practices that have highlighted; control, hierarchy and rigidity (King, Price, & R.J.Dainty, 2004).

Jarrar & Zairi (2002) suggested numerous methods which they believed to be suitable for empowering employees. These methods included; employees involvement in decision making procedures, giving employees the responsibility and right to break the rules to allow exceptional service and full customer satisfaction, and lastly letting employees choose when to start and complete work. Empowerment of employees in an organization can be done in four major areas. The first area is in involvement of objective formulation. Workforces can partake in forming a goal for a job, planning work or even the rate at which the work should occur. Secondly, staffs can participate in making decisions among alternate options of action available to them such as working times and arrangement of tools. Third, employees can be involved in solving problems, which includes describing the matters and selecting the alternative courses of action. Finally, participation may comprise creating organizational changes, such as setting organizational guidelines that might involve employing, layoffs, profit sharing (Nick Nykodym, Nielsen, & Welling, 1994).

2.2 Transformational Leadership

Leadership style is the technique in which a leader supports and inspires subordinates in decision making and guides them in chasing organizational aims. Leadership refers to the ability to monitor and motivate a team of people to a shared purpose (Mugizi, Bakkabulindi, & Bisaso, 2015). Burns (1978) first presented the notion of transforming leadership in his descriptive study on political leaders, however this word is currently used in organizational psychology. According to Burns, transforming leadership refers to a practice in which "leaders and followers help each other to advance to a higher level of morale and motivation".

Transformational Leadership is the process of working with others to build an association that grows motivation and decency in both the leaders and the subordinates. The leader is focused to the wants and motives of subordinates and dedicates efforts to aid followers touch their full potential. . Transformational leaders motivate juniors to perform extraordinarily well by developing, intellectually stimulating, (Suresh & Rajini, 2013) and inspiring subordinates to surpass their individual interests for a greater joint purpose, mission, or vision (Bass, 1985). Bass (1985) clearly defined transformational leadership as the capability to motivate subordinates to perform further than what he/she would typically anticipate. Conger & Kanungo (1988) Proposed that transformational leadership has grown into a normative theory in the leadership arena. The transformational leader became the charmer of this domain. Persons in leadership situations practice transformational leadership in many surroundings, they put abundant prominence on subordinates and they empower them.

Charisma or idealized influence encompasses attainment of respect for, trust, and confidence in others and communicating a solid sense of mission to them. Inspirational Motivation means conveying an idea with eloquence and confidence, growing optimism among staff, team work and

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enthusiasm. Intellectual Stimulation refers to dynamically boosting others to look at old approaches in fresh ways, nurturing innovation, and underscoring the use of intellect. Individualized Consideration means giving individual consideration to all people, making each individual feel valued, and delegating responsibilities as a means of developing subordinates (Hanson, 2014).

Transformational managers continually communicate fresh ideas to inspire the organization, they display great desire and sureness in their opinions, and they provide prominence to beliefs and morals while setting answerable principles in the organization. They are regularly charming and are capable of having incomparable inspiration on their supporters, convincing them to partake the leader's dream and to take actions outside their indicated tasks. Transformational leaders demonstrate noble organizational capabilities, they are capable of aligning the personal ambitions and incentives to that of organization's vision (Suresh & Rajini, 2013). The transformational leadership style is the one that can result in the highest possible empowerment of employees due to their high involvement.

Talent management, leadership style, employee training and rewards are the aspects that have a role to play in the achievement of empowerment, as it comprises the staffs and their interests, the supervisors and their styles of leadership, and accomplishing a partnership between them to realize the preferred outcomes (Al-Asoufi, 2017). Transformational leadership is all about four aspects inspiration, intellect, charisma, and individualized consideration" (Konorti & Eng, 2008). Hanson (2014) Proposed that such inspiration is demonstrated through communication. People's intellect is authenticated through communication, people's goals and vision are recognized through communication, people's values are extracted from communication, which communication is the

medium for charisma, and eventually, that communication is the basis for transformational leadership to thrive. "To become a transformational leader, an individual needs to cultivate and have abilities that go further than simple management and administrative competences such as directing, planning, and delegating" (Konorti & Eng, 2008).

2.3 General review

Burns (1978) Put forward that transformational leadership evolved around four traits; charisma, inspiration, intellectual stimulation, and individualized consideration. In addition to these character traits, many studies endeavored to understand the traits and value system of a transformational leader. Mulla & Krishnan (2009) believed that transformational leadership was positively connected to self-confidence, pragmatism and nurturance. In addition, Mulla & Krishnan (2009) stated that transformational leaders were high on purpose, personal efficacy, interpersonal controls and collective self-confidence.

Tracey & Hinkin (1994) Observed the connection between Transformational leadership actions and leader gratification and efficacy by appraising 141 hospitality personnel and corporate workers where they got a 75% response rate and over-all managers where they achieved 84% response. Measurement of Transformational leadership behaviors was done using the MLQ (multifactor leadership questionnaire). The writers found out that transformational leadership behaviors predict manager satisfaction and efficiency. They also discovered that these behaviors bear a positive influence on task clarity, role clarity and perceptions of open communication.

Piccolo & Colquitt (2006) carried out studies on 217 full-time employees (15% response) while measuring transformational leadership using the Multifactor Leadership Questionnaire. The

authors found transformational leadership behaviors to have a significant positive correlation with task performance. They also established that intrinsic motivation and objective commitment, significantly intervene in the relationship between transformational leadership and task performance. . Using a case study of a telecommunication company, (Meyerson & Dewettinck, 2012) , found a positive relationship between employee empowerment and performance. They studied empowerment under three dimensions; delegating authority, participating management and rewards based on performance. (Nzuve & Bakari, 2012) Concluded that employee empowerment had a big positive influence on the employee performance of the City Council of Nairobi.

Piccolo & Judge (2004) conducted a meta-analysis of 87 studies measuring three types of leadership; transformational, transactional, and laissez-faire leadership. The researchers incorporated writings that enclosed comparable measures between the three different leadership types. Transformational leadership had a positive correlation with subordinate job satisfaction, follower-leader satisfaction, subordinate motivation, leader job performance, collective performance and leader effectiveness.

Transformational leadership is the most suitable style for fostering psychological empowerment in an organization. Transformational leaders focus on followers and are able to empower their subordinates (Konorti & Eng, 2008). It results in higher commitment, trust, motivation and performance which results in employee empowerment (Bass, 1999). There exists a significant positive relationship between transformational leadership and employee empowermennt (Mohammadnia, Khorami, & Teymourzadeh, 2013).

2.4 Review of objectives

This section presents literature review on the individual four objectives of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

2.4.1 Idealized influence and employee empowerment

Idealized influence is achieved when a leader is trustworthy and respected by his/her subordinates. Employees who identify with charismatic leadership desire to associate with this kind of the leader. If leadership is charismatic, the manager is one of vision and assurance. Such a leader models extraordinary values for imitation (Luft, 2012). Transformational leaders are charming and never self-centered. Idealized influence is demonstrated when followers admire, respect and trust their leaders and desire to be like them. Subordinates have thorough faith in charismatic leaders, feel pleased to be related with them, and have faith in their capacity to overcome any obstacle.

According to (Suresh & Rajini, 2013), idealized influence defines managers who are standard role models for confidants. Managers with idealized influence achieve the trust and respect of by comrades to make good decisions for the organization. Such leaders have great values of ethical and moral behavior. Idealized influence results in the presence of leaders who are admired and supported by their followers. These leaders are seen as role models and yardsticks of how to behave. This can be a source of motivation and empowerment to workers to strive hard and be like their managers (bosses). The aspect of idealized influence among leaders can enable an organisation to increase worker efficiency, hence organizational efficiency.

2.4.2 Inspirational motivation and employee empowerment

Inspirational motivation provides subordinates with challenges and a sense of meaning for working on group goals and objectives (Luft, 2012). Inspirational motivation is when a manager behaves in a way that causes people around to be motivated to work better, typically as a result of the leader

instilling a sense of meaning in the work for the subordinate. Inspirational leadership contains the awakening and intensifying of motivation among followers. In many ways, inspirational motivation leads to employee empowerment. Inspirational motivation terms leaders who boost employees to pledge to the vision of the organization. Managers with inspirational motivation encourage team spirit to reach goals of increased revenue and market growth for the organization.

These are leaders who transfer extraordinary anticipations to workers, inspiring followers done through motivation to commitment and participation in the collective vision of the organization. An inspirational leader encourages employees to work better by giving them challenging tasks and rewarding after their accomplishment. Inspirational motivation results in intrinsic motivation which in turn leads to psychological empowerment when a worker finds meaning and competence in his or her work. Inspirational motivation is among the abilities of transformational leadership that presents the leader as a symbol who boosts the followers to appropriate behaviors inspirationally (Jandaghi, Matin, & Farjami, 2009).

2.4.3 Intellectual stimulation and employee empowerment

Intellectual stimulation aids leaders to create creative solutions to problems by empowering subordinates to think without threat or concern of criticism. Intellectual stimulation awakens in followers the consciousness of problems and how they may be resolved, and stirs the imagination and generates thoughts and intuitions (Bass, 1985). Intellectual stimulation fosters employee empowerment in that workers are tasked to think beyond, they are free to think and give their opinions without fear. This freedom results in psychological empowerment as the minds are stimulated to think me and come up with better and newer solution.

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Intellectual stimulation greatly impacts job performance because workers are indirectly provoked to perform better. This greatly benefits the organization as a whole. Intellectual stimulation describes superiors who inspire innovation and creativity through stimulating the usual principles or opinions of a collection of people. Leaders with intellectual stimulation uphold acute thinking and problem resolving to create a better organization.

2.4.4 Individualized consideration and employee empowerment

Individualized consideration is revealed when a leader gives devotion and attention to each worker and is concerned with his/her personal needs. Individualized consideration includes giving personal attention to subordinates who seem ignored, treating each one personally, and assisting each one get what he or she wants (Bass,1999). Individualized considerations means people are handle personally. Their difficulties and challenges are solved individually. A leader with individualized consideration goes out of his or her way to ensure that all workers, including those who feel rejected and catered for. This is a great source of empowerment for workers because they feel that their leader cares about them personally. Individualized consideration explains managers who act as trainers and mentors to the companions. Leaders with individual consideration boost comrades to grasp goals that benefit both the comrades and the organization. (Suresh & Rajini, 2013).

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter focused on the approaches that were used to carry out the study. It looked at the research design that was applied, the study population and the research instruments for data collection. It further pointed out the sample size, sample selection, methods of data collection, reliability and validity of the tools and data analysis.

3.1 Research Design

This study used the correlational research design to study the relationship between the two notions with two general categories of relational statements: an association between two concepts – where there exists some influence of one on the other; and secondly, a causal relationship – where one causes changes to take place in the other (Walliman, 2011). The correlation between two ideas can be either none (no correlation); positive (where an increase in one results in the increase or decrease in the other); or negative (where the increase in one results in the decrease in the other or vice versa). The degree of association was often measurable (Walliman, 2011).

A correlational research design sought to establish if transformational leadership and employee empowerment are related and in what way. The study of the relationship between transformational leadership and employee empowerment was a case study and it applied quantitative approach of research. In the quantitative approach, the researcher used descriptive statistics, correlations and regression analysis to study the relationship among variables as per the objectives. By enlightening a relationship among variables, the investigator is involved in determining if one or more variables might influence another variable (Creswell, 2014).

3.2 Study population

The study population comprised of the academic staff and administrators of Kampala University in Ggaba, Kampala. The university employed 262 academic and administrative staff. It was from this population that a sample was selected for the study. This was to enable the researcher to understand in detail the relationship between transformational leadership and employee empowerment situation at the private university.

Table 1. Categories of respondents

Category	Population	Sample
Top management	10	3
Deans	10	6
Administrators	82	52
Senior lecturers	30	20
lecturers	115	62
Teaching assistants	15	12
Total	262	155

Source: Kampala University Human Resource Manual 2018

3.3 Sample size

The sample of individuals was selected from the population using probability and non-probability designs, namely; a) purposive sampling and, b) simple random sampling. The sample size was determined using Krejcie & Morgan (1970) table for systematically determining sample size from a given population. According to the table (see Appendix 2), since Kampala University, main campus has about 262 workers, the sample size for this study was 155 employees. Questionnaires were administered to individuals in this sample.

3.4 Sampling technique

These were the strategies applied by the researcher during the sampling process. The sample of individuals were selected from the population using probability and non-probability designs. In probability sampling, respondents were selected using random selection. Using non-probability sampling, not all individuals in the population had equal chance of being selected. Simple random sampling and purposive sampling were used respectively to select respondents for the study. Simple random sampling refers to selecting a sample from a population where each individual has an equal chance of being selected. Purposive sampling is a form of non-probability sampling where a sample is selected basing on the characteristics of the population and the objectives of the study.

3.5 Data collection methods

According to Kothari (2004), data collection instruments are devices used to collect data. Questionnaires and document reviews were used for collecting information from respondents at Kampala University. The purpose of using the two methods was to aid in examining the relationship between transformational leadership and employee empowerment.

3.5.1 Questionnaires

This involved a set of prepared (structured) questions which were to be answered by the respondents who were the teaching and administrative staff of Kampala University. The questionnaires were used collect information about transformational leadership and employee empowerment at Kampala University. Structured questionnaires contained a list of possible choices from which respondents selected answers that best suited their situation (Mugenda & Mugenda, 2003). In order to get honest answers, questionnaires had an element of confidentiality

which enabled respondents to provide information without fear of being abused since it never revealed their real identity. In addition, respondents were not required to reveal their names, tribe, religion or department. Questions were prepared according to the objectives of the study and the responses arranged on a Likert scale of 1 – 5; where, 1 meant 'strongly agree', 2 meant 'agree', 3 meant 'not sure', 4 meant 'disagree' and 5 meant 'strongly disagree' with the statement. Questionnaires were administered to respondents and collected by the researcher.

3.5.2 Document review

Document analysis entailed reviewing the contents of textbooks, journals and newspapers among others (Mugenda, 2003). The university's published documents were reviewed by the researcher to help in assessing the relationship between transformational leadership and employee empowerment at Kampala University

3.6 Data collection instruments

The researcher used questionnaires to collect data at Kampala University. An instrument is a tool for evaluating, observing, or recording quantitative data. It encompasses particular questions and response prospects that the researcher creates or develops in advance of the study (Creswell, 2014). The term questionnaire is used to discuss documents that contain a sequence of open and closed questions to which the respondents are invited to offer answers. Research questionnaires could be distributed to the prospective respondents by post, e-mail, as an online questionnaire, or face-to-face by hand (Creswell, 2014).

The questionnaire used by the researcher was structured with statements on the dimensions of transformational leadership and employee empowerment. The responses were based on a five point Likert Scale which was ranging from strongly agree, agree, not sure, disagree and strongly

disagree. Respondents were required to select and tick the most appropriate answer. The timeliness and easy administration of questionnaires favored their use in this study. The questionnaire was pre-tested. During the pre-testing phase, the questionnaire was revised with the purpose of improving the quality, validity and reliability of information collected for the research. The questionnaire included statements on the various dimensions of the variables of transformational leadership and employee empowerment at Kampala University.

3.7 Data collection procedures

The questionnaires were developed and grounded on the research study objectives in chapter one. Cooper (2001) stated that the importance of using a pilot test is that it allows one to detect the weaknesses in the research design and instruments. Therefore, the researcher distributed the questionnaires and pre-tested them to make corrections and improve their accuracy. The researcher personally delivered the questionnaires to respondents to increase the response rate. Document resources about the transformational leadership and employee empowerment were also reviewed.

3.8 Validity and reliability

Whatsoever process for collecting data was chosen, it had to be examined continually and critically to measure the degree to which it was expected to be valid and reliable (Mwisaka, 2016).

3.8.1 Validity

Validity denoted a test or instrument measuring exactly what it proposed to measure. Face validity was used in this research by the subjective judgment of the researcher. Content validity was accomplished by sharing the data collection instrument with educated members of the academia and practitioners who checked the validity of the content presented. The following formula was used to test the validity index.

CVI= No. of items regarded relevant by judges/Total number of items judged

CVI = Content Validity Index

Table 2. Content Validity Index

Raters	Total questions rated	Relevant questions	Fraction
Rater 1	46	39	0.85
Rater 2	42	38	0.90
Rater 3	47	40	0.85
Average	45	39	0.87

The CVI Index was 87% (0.87) which was greater than the acceptable value of 50 percent. This permitted the researcher to take the instrument as valid and proceed with the study.

3.8.2 Reliability

For this study, reliability was ensured by pre-testing the questionnaires among respondents, other than the ones they are intended for. This helped in identifying weaknesses in the instruments and to further improve them before they could be administered. This was done to ensure validity and reliability of the data collection instruments Reliability was measured using the Cronbach's alpha. For the instrument to be reliable, the Cronbach's alpha has to be above 0.7.

Table 3. Reliability statistics

Cronbach's Alpha	Number of items
.733	39

Table 3 showed that the overall Cronbach's Alpha of 0.733 indicated a high level of internal consistency from the scale using the indicators of the transformational leadership dimensions. Reliability implied that scores from a research instrument were stable and consistent. Scores should be approximately similar when researchers use the instrument several times at altered times (Creswell, 2014). The Cronbach's alpha tested to establish if multiple-question Likert Scale surveys are reliable. This implied that the questionnaire used was reliable because it was higher than 0.7.

3.9 Data analysis

Descriptive statistics and correlation and regression analysis were used to measure the relationship between transformational leadership and employee empowerment. The results were be presented in descriptive formats such as narratives, tables, frequencies, percentages and graphs. Analysis of quantitative data was done through two major categories of data analysis that included descriptive analysis and inferential analysis. Descriptive analysis provides a description of the distribution of data and facilitates the researcher to implicitly describe the distribution of scores or measurements using a few statistics as suggested by (Mugenda & Mugenda, 2003). Frequency distribution tables, means, standard deviations, minimums and maximums were used to describe the respondents' opinion. Inferential statistics bivariate analysis (correlation) was used to make inferences about the findings based on a sample of data that was collected.

3.10 Limitations

The study considered only the teaching and administrative staff of Kampala University, Ggaba campus. Other staff like the support staff were not included. This may have caused the sample to be unrepresentative of the whole population. Including the support staff would have increased the sample size and reduced this limitation. The study focused on private universities excluding public

universities and in the case of Kampala University, the ownership and management was fused as the founder Professor Badru Kateregga is also the Vice Chancellor.

3.11 Ethical considerations

The researcher took all ethical issues very seriously and ensured that no data was collected at the cost of human dignity. All data and information acquired was treated with confidentiality and anonymity. All the important features of ethics such as privacy, informed consent, confidentiality, anonymity and the researcher's responsibility were be adhered to.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

4.0 INTRODUCTION

The study assessed the relationship between transformational leadership and employee empowerment taking Kampala University as a case study. This chapter presented, analyzed and interpreted the findings of the study. This was done according to the specific objectives. The first section presented the response rates, the second section presented the background information of the respondents and the third section presents descriptive and inferential statistical results along the four study objectives.

4.0 Response rate

This subsection presented the response rate achieved. The sample for the study consisted of 155 individuals. Response rate is the number of people who answered the questionnaire divided by the number of people in the sample and is usually expressed in the form of a percentage. Out of 155 questionnaires, 149 questionnaires were returned, therefore (N=149). This implied that the response rate was 96.13 percent. The response rate was high because the questionnaire used was very clear and needed less time to answer. The researcher also established rapport with the staff at Kampala University which enabled them to answer promptly. The researcher also administered and collected the questionnaires on the same day to reduce misplacement.

4.2 Results on background characteristics of respondents

In this section, the background characteristics of respondents which were considered included; gender, age, education level, length of time spent working at Kampala University, position held and type of employment.

Table 4. Gender of respondents

Gender	Frequency	Percentage
Male	82	55
Female	67	45
Total	149	100

The results in Table 4 showed that out of 149 respondents, the males were 55.5% while the females were 44.5 % of the teaching and administrative staff of Kampala University. This implied that the males are more than females by 10 percent.

Table 5. Age of respondents

Age group	Frequency	Percentage
Up-to 24 years	5	3.4
25-35 years	60	40.3
36-45 years	62	41.6
Above 45 years	22	14.8
Total	149	100

Table 5 showed that most of the respondents fell in the age group of (36-45 years) which accounted for 41.6%.This was followed by individuals within the age group of (25-35) years who were 40.3%. The oldest group (above 45 years) accounted for 14.8% while the youngest group (up to 24 years) took up 3.4%. This implied that most of the staff were above the age of 25 years. This was attributed to years of education and experience.

Table 6. Education level of respondents

Education	Frequency	Percentage
Certificate	1	0.7
Diploma	13	8.7
Degree	57	38.3
Masters' degree	65	43.6
PhD	13	8.7
Total	149	100

According to the results in table 6, 43.6% of respondents possessed a Master's degree. These were closely followed by degree holders (38.3%). PhD and diploma holders had the same percentage of 8.4%. There was only one certificate holder among the respondents accounting for 0.6%. These results showed that most workers at the university were masters' and degree holders which implied that the information they provided was reliable.

Table 7. Length of time spent at Kampala University

Duration	Frequency	Percentage
Less than a year	26	17.4
1-4 years	59	39.6
4-8 years	48	32.2
8 years and above	16	10.7
Total	149	100

Table 7 portrayed that the largest number of respondents had worked at Kampala University for (1-4 years) accounting for 39.6%, followed by those who had worked there for (4-8 years) at 32.2%. Those who had worked there for less than a year accounted for 17.4 % while those who had worked there for 8 years and above were 10.7%. It was observed that 82.5 respondents had

worked at Kampala University for one or more years, implying that the information they provided reliable information and were familiar with their work environment,

Table 8. Position held by respondents

Position	Frequency	Percentage
Administration	62	41.6
Senior lecturer	13	8.7
Lecturer	52	34.9
Teaching assistant	22	14.8
Total	149	100

Table 8 showed that the biggest number of respondents were administrators (41.6%) while the second were the lecturers accounting for 34.9%. Teaching assistants accounted for 14.8% where as Senior lecturers were 14%. This implied that most of the respondents possessed basic managerial knowledge which enabled them to understand the concepts of transformational leadership and employee empowerment.

Table 9. Type of employment of respondents

Employment type	Frequency	Percentage
Permanent	6	4.0
Temporary	20	13.4
Contract	123	82.4
Total	149	100

Table 9 showed that the biggest number of respondents were working on contract with a percentage of 82.6%. Temporary workers accounted for 13.4% while only 4% respondents were employed permanently. Many workers being on contract implied that performance management was done at Kampala University.

4.3 Descriptive results

According to Creswell (2014), descriptive statistics present information that enables a researcher to define responses to every question in a databank as well as to determine the general trends and the distribution of the data. They included the minimum, maximum, mean and standard deviation. The researcher used the 5 point Likert scale and interpreted the means as follows:

Scale = (5-1)/5 = 0.8. Therefore, 1-1.80 reflected "very low", 1.81-2.60 reflected "low", 2.61-3.40 reflected "moderate", 3.41-4.20 reflected "high" and 4.21-5 reflected "very high".

Table 10. Descriptive statistics: Idealized Influence (transformational leadership)

Statement	Minimum	Maximum	Mean	Standard deviation
My leader makes others feel good around him or her	1	5	2.71	1.129
I have complete devotion to my supervisor	1	5	2.67	1.222
I am delighted to be connected to my manager	1	5	2.62	1.165
My supervisor is willing to help me become better	1	5	2.77	1.087

Idealized influence was demonstrated when followers had respect and trust for their leaders and desired to be like them. Such leaders inclined towards putting his or her followers' needs before theirs. Idealized influence had the following statements; my leader makes others feel good around him or her; I have complete devotion to my supervisor; I am delighted to be connected to my manager and my supervisor is always willing to help me become better as shown above. Table 10 showed that the minimum and maximum values for all statements were the same. The highest mean was registered in supervisors willing to help subordinates perform better (2.77). The lowest mean was noted in being delighted to be connected to their managers (2.62). Generally, the means of all the statements were above average (2.5) which implied that there existed idealized influence

among leaders at Kampala University. The statement with the highest standard deviation was having complete devotion to your supervisor (1.222), which implied that the responses were more spread out than on the other statements.

Table 11. Descriptive statistics: Inspirational Motivation (transformational leadership)

Statement	Minimum	Maximum	Mean	Standard deviation
Our leaders communicate a clear vision about the future	1	5	2.84	1.059
Leaders present an appealing vision about the future	1	5	2.68	1.152
Manager supports me to find a sense of meaning	1	5	2.72	1.115
Manager challenges me with high standards for the future	1	5	2.67	1.142

Inspirational motivation resulted when a leader behaved in a way that caused persons around him or her to be encouraged to work better, caused by the leader imparting a sense of meaning in the work for the followers. The indicators of inspirational motivation included four statements; our leaders communicate a clear vision for the future; our leaders present an appealing vision about the future; my manager supports me to find a sense of meaning and purpose in my work and my manager challenges me with high standards for the future.

Table 11 showed the descriptive statistics for inspirational motivation. The minimum and maximum values for all statements were the same. The highest mean (2.84) was observed in the statement about leaders communicating a clear vision for the future. Such a mean showed that leaders at Kampala University communicated a clear vision about the future to their employees.

The lowest mean was noted under managers challenging subordinates with high standards for the future (2.67). The means of all statements were above average which implied that there was inspirational motivation among leaders at Kampala University. Leaders presenting an appealing vision about the future possessed the highest standard deviation, which implied it had the most spread out responses.

Table 12. Descriptive statistics: Intellectual Stimulation (transformational leadership)

Statement	Minimum	Maximum	Mean	Standard deviation
The manager assists others to consider old problems in new ways	1	5	2.70	1.131
My supervisor gets others to rethink old ideas	1	5	2.82	1.085
Leaders present different ways of looking at puzzling concepts	1	5	2.76	1.107
Supervisor encourages me when I am facing challenges	1	5	2.62	1.056
My supervisor allows me to participate in decision making	1	5	2.77	1.085

Intellectual stimulation was seen when a leader asked questions in an attempt to increase productivity, creativity and innovation. The indicators of intellectual stimulation included: the manager assists others to consider old problems in new ways; my supervisor gets others to rethink ideas they had never looked into before; our leaders presents different ways of looking at puzzling concepts; my supervisor encourages me when I am facing challenges and my leader allows me to participate in decision making. Table 12 shows that all statements had the same minimum and maximum values. The highest mean was noted in supervisors getting others to rethink ideas (2.84). The lowest mean was observed under the statement of my supervisor encouraged me when I was

facing challenges (2.62). However, since all means were above the average of 2.5, this indicated that intellectual stimulation was practiced at Kampala University. The statement with the highest standard deviation was my supervisor got me to think about old problems in new ways (1.131). This implied that it had the most spread out responses.

Table 13. Descriptive statistics: Individualized Consideration (transformational leadership)

Statement	Minimum	Maximum	Mean	Standard deviation
Our leaders help us to develop ourselves	1	5	2.76	1.143
Supervisor gives exceptional attention to those who seem rejected	1	5	2.66	1.037
My manager lets others know how she or he feels	1	5	2.62	1.076
My supervisor provides specific individualized feedback	1	5	2.70	1.095

Individualized consideration was displayed after a leader gave consideration to individual employees and was concerned about his or her personal needs. The indicators of individualized consideration included; our leaders help us to develop ourselves; my supervisor gives exceptional attention to those who seem rejected; my supervisor lets others know how he or she thinks and my supervisor provides specific, individualized feedback. Table 13 showed that all four statements about individualized consideration had the same minimum and maximum. The highest mean was noted under the statement about leaders helping subordinates to develop themselves (2.76). The lowest mean was noted under my manager lets others know how he or she thinks (2.62). The means of all statements were above the average which implied that individualized consideration existed at Kampala University. Leaders helping subordinates to develop themselves had the highest standard deviation (1.141) with the most spread out responses.

Table 14. Descriptive Statistics: Meaningfulness (Employee empowerment)

Statement	Minimum	Maximum	Mean	Standard deviation
The work I do is very important to me	1	5	2.72	1.163
My job activities are personally meaningful to me	1	5	2.74	1.135
The work I do is meaningful to me	1	5	2.67	1.112

Meaningfulness happened when an employee had the feeling that their work was individually important to them (Meningen, 2017). Meaningfulness had the following statements as indicators. The work I do is very important to me; my job activities are personally meaningful to me and the work I do is meaningful to me. Table 14 shows that all the three statements had the same minimum and maximum value. The highest mean was achieved under the statement of my job activities are personally meaningful to me (2.74). The lowest mean value was observed under the statement of the work I do is meaningful to me (2.67). Since all means were above average, this implied that most of the workers at Kampala University found meaning in their work. The highest standard deviation (1.163), was noted under the statement of the work I do is meaningful to me.

Table 15. Descriptive Statistics: Competence (Employee empowerment)

Statement	Minimum	Maximum	Mean	Standard deviation
I am confident about my ability to do my job	1	5	2.73	1.149
I am self-assured about my capabilities to perform my work activities	1	5	2.65	1.078
I have mastered the skills necessary for my job	1	5	2.72	1.122

Competence denoted the feeling and confidence that an employee had the capacity to perform his or her tasks very well (Meningen, 2017). Competence had the following indicators. I am cconfident about my ability to do my job; I am self assured about my capabilities to perform my work activities and I have mastered the skills necessary for my job. Table 15 shows that all the three statement had the same minimum and maximum values. The highest mean value was observed under the indicator of confidence about abilities to do their jobs. The lowest mean was under the second statement of I am self-assured about my capabilities to perform my job activities. However, all means were above average which implied that respondents were competent in their jobs. The statement with the most spread out responses was I am confident about my ability to do my job with the highest standard deviation of 1.149.

Table 16. Descriptive Statistics: Self-determination (Employee empowerment)

Statement	Minimum	Maximum	Mean	Standard deviation
I have significant autonomy in determining how I do my work	1	5	2.72	1.096
I can decide on how to go about doing my work	1	5	2.76	1.119
I have opportunity for independence and freedom in how do my work	1	5	2.92	0.990

Self-determination referred to the employee of having free choice to perform his or her tasks in order to achieve the expected results (Meningen, 2017). The indicators of self-determination were: I have significant autonomy in determining how I do my work; I can decide on my own how to go about doing my work; and I have considerable opportunity for independence and freedom in how I do my job. Table 16 shows that all statements had the same minimum and maximum value. The statement about independence and autonomy in work had the highest mean of (2.92). The lowest mean was observed under the statement of I have significant autonomy in determining how to do my work (2.72). All statement having a mean above average meant that workers at Kampala University had self-determination. The highest standard deviation was achieved under the statement of I can decide how to do my work. This implied that it had the most spread out responses.

Table 17. Descriptive Statistics: Impact (Employee empowerment)

Statement	Minimum	Maximum	Mean	Standard deviation
My impact on what happens in the university is large	1	5	2.62	1.106
I have a great deal of control over what happens in the organisation	1	5	2.49	1.011
I have significant influence over what happens in my organisation	1	5	2.67	0.093

Impact referred to the extent of influence that an employee had on organizational outcomes (Spreitzer, 1995). The indicators of impact included: my impact on what happens on the organization is large; I have a great deal of control over what happens in my organization and I have significant influence over what happens in my organization. Table 17 shows that all the three indicators had the same minimum and maximum values. The highest mean was noted under the statement of I have significant influence over what happens in my organization (2.67). The lowest mean was under the statement of my impact on what happens in the university is large (2.49). Having a mean below average implied that most of the respondents did not have a great deal of control over what happened in the university. The highest standard deviation was under the statement of my impact on what happens in the organisation is large. This implied that this statement had the most spread out responses.

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4.4 Results on substantive objectives

The objectives of the study were: To establish the relationship between idealized; to determine the relationship between inspirational motivation and employee empowerment; to establish the relationship between intellectual stimulation and employee empowerment, to determine the relationship between individualized consideration and employee empowerment at Kampala University. Bivariate Analysis (Correlation) was done to establish relationships among variables. A correlation is a statistical test to decide the trend or pattern of two or more variables to vary consistently. Researchers apply the correlation statistical test to define and measure the extent of association (or relationship) between two or more variables. Multivariate analysis (Regression analysis) was also done to predict the relationship between transformational leadership and employee empowerment at Kampala University.

Table 18. Correlations between transformational leadership dimensions and employee empowerment

Dimensions	Correlation coefficient	Significance
Idealized influence	0.214	0.002
Inspirational motivation	0.244	0.003
Intellectual stimulation	0.169	0.039
Individualized consideration	0.146	0.054

Table 18 shows that all these variables were significantly related to each other as indicated by the significant p values. All relationships are positive ranging from 0.146 to 0.244. The correlation between idealized influence and employee empowerment is 0.214. The correlation between

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intellectual stimulation and employee empowerment is 0.169 at 0.05 level of significance. The correlation between individualized consideration and employee empowerment is 0.149 at 0.05 level of significance. All the dimensions had a weak positive linear relationship with employee empowerment. However, the relationship between individualized consideration and transformational leadership was insignificant as the p value was greater than 0.05.

Table 19. Correlation between transformational leadership and employee empowerment

Variable	Correlation efficient	Significance
Transformational leadership	0.300	0.000

Table 19 showed that the product of the Pearson correlation of transformational leadership and employee empowerment is (r=0.3) and is significant at 0.01 level of confidence. The simple correlation coefficient measured the strength and direction of linear relationships of continuous variables. This implied that transformational leadership significantly positively affects employee empowerment at Kampala University.

Table 20. Model Summary

Model	R	R Square	Adjusted R Square
1	0.300	0.090	0.084

The model summary table reported the R, the simple correlation was 0.300, which indicated a moderate positive relationship. R square was the overall measure of association. As seen from the R Square of 0.090, it indicated how much of the total variation in employee empowerment could be explained by the transformational leadership. This implied that 9 percent of the variation in

employee empowerment was explained by transformational leadership. The rest 91 percent was explained by other factors. R Square is important as it gives the coefficient of determination. The adjusted R square estimated the population R Square for the model and thus gave a more realistic indication of its predictive power.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS

5.0 INTRODUCTION

In this chapter, discussion of findings, summary, conclusions, recommendations and suggestions for further research from the study were presented. The purpose of the study was to assess the relationship between transformational leadership and employee empowerment at Kampala University. Chapter four was concerned with presenting, analyzing and interpreting data got from the staff of Kampala University.

5.1 Discussion

In this section, the researcher discussed the results from the study presented objective by objective as seen below.

5.1.1 Idealized influence and employee empowerment at Kampala University

The researcher discussed the first objective which was to establish the relationship between idealized influence and employee empowerment at Kampala University. The research question which arose from this objective was; what was the relationship between idealized influence and employee empowerment at Kampala University? The study found out that idealized influence had a significant weak positive linear relationship with employee empowerment at Kampala University.

The study findings were in agreement with (Anyango, 2015) who stated that transformational leaders were high on purpose, personal efficacy, interpersonal controls and collective self-confidence. They also further believed that transformational leadership was positively connected

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to self-confidence, pragmatism and nurturance. The study findings were also in line with (Aketch, Basheka, & Bagire, 2017) who said that leaders who possess idealized influence showed extraordinary values for imitation. At Kampala University, more than half of the respondents agreed that they were delighted to be connected to their managers and had complete devotion in them. This implied that they were worthy role models to their subordinates.

5.1.2 Inspirational motivation and employee empowerment

The researcher discussed the second objective which was to determine the relationship between inspirational motivation and employee empowerment at Kampala University. The research question that resulted from this objective was; how does inspirational motivation relate to employee empowerment at Kampala University? The study established a significant positive relationship with a correlation efficient between inspirational motivation and employee empowerment at Kampala University.

Inspirational motivation is among the abilities of transformational leadership that presents the leader as a symbol who boosts the followers to appropriate behaviors inspirationally (Banks, McCauley, Gardner, & Guler, 2016). An inspirational leader encourages employees to work better by giving them challenging tasks and rewarding after their accomplishment. These findings were in agreement with (Huang, Kuo, Li-HuiYang, Hsiao, & Yang, 2018) who indicated that inspirational motivation results in intrinsic motivation which in turn leads to psychological empowerment when a worker finds meaning and competence in his or her work. 69.1 percent of respondents strongly agreed that their managers supported them to find a sense of meaning and purpose in their work and this fostered meaningfulness.

5.1.3 Intellectual stimulation and employee empowerment

The researcher discussed the third objective which was to determine the relationship between intellectual stimulation and employee empowerment at Kampala University. The research question that resulted from this objective was; how does inspirational motivation relate to employee empowerment at Kampala University? The study established a significant positive relationship between intellectual stimulation and employee empowerment at Kampala University.

Intellectual stimulation aids leaders to create creative solutions to problems by empowering subordinates to think without threat or concern of criticism. These study findings were in line with the suggestions of (Meningen, 2017) who suggested employees' involvement in decision making procedures, giving employees responsibility which they believed to be suitable for empowering employees. Most of respondents strongly agreed or agreed that their supervisors allowed them to participate in decision making. Empowerment is the belief that employees have the capability to make decisions and take action. These findings were also in line with (Tumuhimbise, 2017) who asserted that employee empowerment supported employees to be practical, partake in decision-making and control their own work.

5.1.4 Individualized consideration and employee empowerment

The researcher discussed the second objective which was to determine the relationship between inspirational motivation and employee empowerment at Kampala University. The research question that resulted from this objective was; how does inspirational motivation relate to employee empowerment at Kampala University? The study established an insignificant positive linear relationship between inspirational motivation and employee empowerment at Kampala University.

Individualized consideration is revealed when a leader gives devotion and attention to each worker and is concerned with his/her personal needs. The study findings were in line with those of (Hanson, 2014) who suggested that individualized consideration includes giving personal attention to subordinates who seem ignored, treating each one personally, and assisting each one get what he or she wants (Al-Asoufi, 2017). Individualized considerations means people are handle personally. Their difficulties and challenges are solved individually.

A leader with individualized consideration goes out of his or her way to ensure that all workers, including those who feel rejected and catered for. This is a great source of empowerment for workers because they feel that their leader cares about them personally. The study findings were also in agreement with (Anyango, 2015), who stated that employee empowerment is all about trust, motivation, decision-making, and reducing the inside borders concerning management and staffs as them against us. This is because more than half of the respondents said they were allowed to participate in decision making. Participative decision making empowers employees and ensures that they achieve self-determination.

5.1.5 Transformational leadership and employee empowerment

The study established that the relationship between transformational leadership and employee empowerment was significant and positive using the Pearson correlation. The study findings were in line with the findings of (Chinomona, Popoola, & Imuezerua, 2016) who found out that transformational leadership behaviors predict manager satisfaction and efficiency. They also discovered that these behaviors bore a positive influence on task clarity, role clarity and perceptions of open communication. Therefore transformational leadership plays a great role in psychologically empowering employees at Kampala University.

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The study findings are in line with those of Al-Asoufi (2017) who found a positive relationship among the employee empowerment dimensions (i.e. talent management, leadership style, employee training and rewards) on success of organizational change. He was investigating employee empowerment and organizational change. This study was investigating the relationship between transformational leadership dimensions and employee empowerment at Kampala University. It was discovered that the dimensions had a positive relationship with employee empowerment and the dimension with the strongest relationship was inspirational motivation.

All four aspects of followers' psychological empowerment were positively related to transformational leadership. This study also established that the four aspects of transformational leadership also led to the psychological empowerment of Kampala University workers. Transformational leadership is the most suitable style for fostering psychological empowerment in an organization. The study finding are in line with (Hanson, 2014) who asserted that transformational leaders focus on followers and are able to empower their subordinates.

5.2 Summary

The researcher came up with the following summary of major findings. The summary of the findings are presented according to the objectives of the study.

5.2.1 Idealized influence employee empowerment

It was found out that subordinates have thorough faith in charismatic leaders, feel pleased to be related with them, and have faith in their capacity to overcome any obstacle. Idealized influence results in the presence of leaders who are admired and supported by their followers. These leaders were seen as role models and yardsticks of how to behave and this empowered employees to perform better.

5.2.2 Inspirational motivation and employee empowerment

The study found out that inspirational motivation results in intrinsic motivation which in turn leads to psychological empowerment when a worker finds meaning and competence in his or her work. Inspirational motivation had the strongest relationship with employee empowerment with a correlation coefficient of 0.244.

5.2.3 Intellectual stimulation and employee empowerment

From the study findings, the correlation between intellectual stimulation and employee empowerment was significant and positive. Intellectual stimulation greatly impacts job performance because workers are indirectly provoked to perform better. Intellectual stimulation fosters employee empowerment in that workers are tasked to think beyond, they are free to think and give their opinions without fear.

5.2.4 Individualized consideration and employee empowerment

Individualized consideration was revealed when a leader gave devotion and attention to each worker and was concerned with his or her personal needs. Individualized consideration included giving personal attention to subordinates who seem ignored, treating each one personally, and assisting each one get what he or she wants (Bass,1999).

5.2.5 Transformational leadership and employee empowerment

The study found a significant positive relationship between transformational leadership and employee empowerment. This was in agreement with Piccolo & Colquitt (2006) who carried out studies on 217 full-time employees and found transformational leadership behaviors to have a significant positive correlation with task performance. These study findings were also in line with Piccolo & Judge (2004) who conducted a meta-analysis of 87 studies measuring three types of leadership; transformational,

transactional, and laissez-faire leadership. The researchers found out that transformational leadership had a positive correlation with subordinate job satisfaction, follower-leader satisfaction, subordinate motivation, leader job performance, collective performance and leader effectiveness.

5.3 Conclusions

The researcher came up with the following conclusions based on the study findings. They are arranged objective by objective.

5.3.1 Idealized influence employee empowerment

Idealized influence had a significant positive relationship with employee empowerment.

Transformational leadership was positively connected to self-confidence, pragmatism and nurturance

Leaders were seen as role models and yardsticks of how to behave.

5.3.2 Inspirational motivation and employee empowerment

Inspirational motivation had a significant positive relationship with employee empowerment at Kampala University.

Inspirational motivation results in intrinsic motivation which in turn leads to psychological empowerment.

Managers and leaders should support subordinates or followers to find a sense of meaning and purpose in their work and this fostered meaningfulness.

5.3.3 Intellectual stimulation and employee empowerment

Intellectual stimulation aids leaders to create creative solutions to problems by empowering subordinates to think.

Employees' involvement in decision making procedures, giving employees responsibility which they believed to be suitable for empowering employees.

5.3.4 Individualized consideration and employee empowerment

There was a positive relationship between inspirational motivation and employee empowerment at Kampala University.

Individualized consideration included giving personal attention to subordinates who seem ignored, treating each one personally, and assisting each one get what he or she wants

5.4 Recommendations

The researcher came up with the following recommendations based on the research findings presented objective by objective.

5.4.1 Idealized influence and employee empowerment

The researcher recommends that leaders at Kampala University should adopt idealized influence as it greatly contributed to employee empowerment.

Leaders/supervisors should exhibit exemplary behavior and attitudes as these influence the behavior of followers/subordinates who look at them as role models.

5.4.2 Inspirational motivation and employee empowerment

Leaders and managers should aim to inspire subordinates as inspirational motivation had the strongest relationship with employee empowerment at Kampala University.

Managers and leaders should support subordinates or followers to find a sense of meaning and purpose in their work and his fostered meaningfulness hence empowerment.

5.4.3 Intellectual stimulation and employee empowerment

Intellectual stimulation should be done by empowering subordinates to think, thereby encouraging creativity and innovation.

Employees' involvement in decision making gives employees responsibility which is suitable for empowering employees.

Delegation of roles should be encouraged to empower employees.

5.4.4 Individualized consideration and employee empowerment

Individualized consideration included giving personal attention to subordinates who seem ignored, treating each one personally, and assisting each one get what he or she wants.

Employees should be given personal attention to enable them overcome their challenges and empower them.

Employees should be empowered through training and development to help them realize their full potential.

The human resource office should also be more sensitive to employees' personal challenges.

5.5 Suggestions for further research

There is need for researchers to look at transformational leadership and employee empowerment in public universities as this study focused on private universities.

The researcher also concentrated on psychological empowerment so there is need to study employee empowerment in private universities basing on structural empowerment.

A key further area for research is to study the relationship between an individual transformational leadership dimension (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) and employee empowerment.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

QUESTIONNAIRE TO RESPONDENTS

DEAR RESPONDENT, I am Joyce Maangi from Kyambogo University pursuing Masters in Business Administration. I am doing research on the relationship between transformational leadership and employee empowerment at Kampala University. I am kindly requesting you to help me and fill in this questionnaire by ticking the most appropriate answer. I want to inform you that the information you will provide is highly confidential and will be used for academic purposes only. Thank you for your time and cooperation.

Instructions: Please tick against your most appropriate answer and fill in the spaces provided in each section.

SECTION 1: BACKGROUND INFORMATION

1. GENDER   i) FEMALE   ☐

               ii) MALE   ☐

2. AGE   i) Up to 24 years   ☐

          ii) 25 to 35 years   ☐

          iii) 36 to 45 years   ☐

          iv) Above 45 years   ☐

3. EDUCATION i) Certificate   ☐

               ii) Diploma   ☐

               iii) Degree   ☐

               iv) Masters   ☐

               v) PhD   ☐

4. How long have you worked at Kampala University?

    i)   Less than one year   ☐

    ii)   1 to 4 years   ☐

    iii) 4 to 8 years   ☐

    iv)   8 years and above   ☐

5. In what position have are you serving at Kampala University?

    i)   Administration   ☐

    ii)   senior lecturer   ☐

    iii) Lecturer   ☐

    iv)   Teaching assistant ☐

6. What is your employment type?

    i)   Permanent   ☐

    ii)   Temporary   ☐

    iii) Contract   ☐

SECTION 2: TRANSFORMATIONAL LEADERSHIP (IDEALIZED INFLUENCE)

KEY

STRONGLY AGREE 1

AGREE   2

NOT SURE   3

DISAGREE   4

STRONGLY DISAGREE 5

	Idealized influence	1	2	3	4	5
1	My leader makes others to feel good around him or her.					
2	I have complete devotion to my supervisor.					
3	I am delighted to be connected with my manager.					
4	My supervisor is always willing to help me become better.					

SECTION 3: TRANSFORMATIONAL LEADERSHIP (INSPIRATIONAL MOTIVATION)

	Inspirational motivation	1	2	3	4	5
1	Our leaders communicate a clear vision for the organization.					
2	Our leaders present an appealing vision about the future.					
3	My manager supports me to find a sense of meaning and purpose in my work.					
4	My manager challenges me with high standards for the future.					

SECTION 4: TRANSFORMATIONAL LEADERSHIP (INTELLECTUAL STIMULATION)

Intellectual stimulation		1	2	3	4	5
1	The manager assists others to consider old problems in new ways.					
2	My supervisor gets others to rethink ideas they had never looked into before.					
3	Our leader presents different new ways of looking at puzzling concepts.					
4	My supervisor encourages me when I am facing challenges.					
5	My leader allows me to participate in decision making.					

SECTION 5: TRANSFORMATIONAL LEADERSHIP (INDIVIDUALIZED CONSIDERATION)

Individualized consideration		1	2	3	4	5
1	Our leaders help us to develop ourselves.					
2	My supervisor gives exceptional attention to those who seem rejected.					
3	My manager lets others know how he or she thinks.					
4	My supervisor provides specific, individualized feedback.					

SECTION 6: EMPLOYEE EMPOWERMENT

Measuring employee empowerment using the scale of Spreitzer (1995)

	Meaningfulness	1	2	3	4	5
1	The work I do is very important to me.					
2	My job activities are personally meaningful to me.					
3	The work I do is meaningful to me.					
	Competence					
4	I am confident about my ability to do my job.					
5	I am self-assured about my capabilities to perform my work activities.					
6	I have mastered the skills necessary for my job.					
	Self determination					
7	I have significant autonomy in determining how I do my job.					
8	I can decide on my own how to go about doing my work.					
9	I have considerable opportunity for independence and freedom in how I do my job.					
	Impact					
10	My impact on what happens in my organization is large.					
11	I have a great deal of control over what happens in my organization.					
12	I have significant influence over what happens in my organization.					

THANK YOU FOR YOUR TIME AND COOPERATION.

APPENDIX 2: Table for Determining Sample Size from a Given Population

N	S	N	S
10	10	110	86
15	14	120	92
20	19	130	97
25	24	140	103
30	28	150	108
35	32	160	113
40	36	170	118
45	40	180	123
50	44	190	127
55	48	200	132
60	52	210	136
65	56	220	140
70	59	230	144
75	63	240	148
80	66	250	152
85	70	260	155
90	73	270	159
95	76	280	162
100	80	290	165

N is population size

S is sample size

Source: Krejcie & Morgan (1970)

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Office of the Dean, Graduate School

19th March 2019

To Whom It May Concern

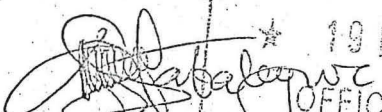**RE: LETTER OF INTRODUCTION**

Dear Sir/Madam,

This is to introduce **Ms Joyce Maangi** Registration Number **16/U/13326/GMBA/PE** who is a student of Kyambogo University pursuing a Masters Degree.

She intends to carry out research on **"Transformational Leadership and Employee Empowerment in Ugandan Private Universities: A case study of Kampala University"** as partial fulfillment of the requirements for the award of the Masters in Business Administration.

We therefore kindly request you to grant her permission to carry out this study in your institution.

Any assistance accorded to her will be highly appreciated.

Yours sincerely,

Assoc. Prof. Muhamud N. Wambede
DEAN, GRADUATE SCHOOL

KYAMBOGO UNIVERSITY
19 MAR 2019
OFFICE OF THE
GRADUATE SCHOOL