

**LEADERSHIP STYLES AND EMPLOYEES' JOB
SATISFACTION:
A CASE STUDY OF MUKONO YMCA COLLEGE**

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**A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY
GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR AN AWARD OF A MASTERS
DEGREE OF BUSINESS ADMINISTRATION OF
KYAMBOGO UNIVERSITY**

DECEMBER 2018

DECLARATION

I Wabwire Joshua Regn No: 16/U/13340/GMBA/PE hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

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APPROVAL

This is to certify that the dissertation on “leadership styles and employees’ job satisfaction in higher institutions of learning in Uganda” has been done under our supervision and submitted for examination with our approval.

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DEDICATION

I dedicate this piece of work to my sweet fiancé Nansamba Ritah and son, Wabwire Charles Reign.

ACKNOWLEDGEMENTS

I am thankful to the almighty God who gave me the wisdom and strength to carry out all the required tasks of the study.

My appreciation and gratitude go to my distinguished and amiable supervisors Dr Jacob L. Oyugi and Dr. Regis Zombeire, for their personal commitment and effort to speedily comment on my drafts; and other lecturers from the School of Management and Entrepreneurship.

My gratitude is also extended to all my colleagues at Mukono YMCA College, for their professional advice and support. Special thanks are extended to my course-mates for their support, academic ideas and encouragement which contributed greatly to the completion of this work.

Special thanks also go to my family members and friends. I wish to thank my brothers, Nangulu Ivan, Wamalwa Isaac, Nanima Emmanuel, and Sister Natambala Sharon. I cannot forget my precious aunt, Wanume Susan, who has nurtured and made my academic career a success.

May the almighty God bless them all and protect them in all their endeavors

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ABSTRACT

The study examined the relationship between leadership styles and employees' job satisfaction. The study was conducted at Mukono YMCA College, behind Colline hotel, and a few meters off Bugerere road in Mukono municipality. The objectives of the study were: to determine the relationship between transformational leadership style and employees job satisfaction, to establish the relationship between transactional leadership style and employees job satisfaction relationship and to examine the relationship between democratic leadership style and employees job satisfaction. The researcher used a case study design which involved both qualitative and quantitative research approaches. A sample of 66 respondents was selected using purposive and simple random sampling techniques for easily locating the respondents. The study used both primary and secondary data in its analysis. Data analysis involved frequencies, percentages and relational statistics such as correlations and the coefficient of determination.

The study findings revealed that there is a significant positive relationship between transformational leadership style and employees' job satisfaction. The findings also revealed a significant positive relationship between transactional leadership style and employees' job satisfaction. It was also revealed that there is a strong positive relationship between democratic leadership style and employees' job satisfaction.

It was concluded that there is an inconsistent system that offers actual rewards in place to appreciate adherents' behavior, the management does not focus attention on dealing with irregularities, mistakes, exceptions, and deviations from standards, employees are not invited during decision making, there is no delegation of work to lower staff

The study recommends that Mukono YMCA College should adopt a democratic leadership style if it is to attain a higher level of employees' job satisfaction at the college since a democratic leadership style influences employees' job satisfaction. Also the researcher also recommends Mukono YMCA College to adopt a transformational leadership style since it also has a positive relationship with employees' job satisfaction at the college basing on the regression results because an increase in the adoption of a transformational leadership styles improves employees' job satisfaction

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study addressed how leadership style relates to employees' job satisfaction in Mukono YMCA College. This chapter presented the background to the study, historical, theoretical, conceptual and contextual perspectives. It also highlighted the statement of the problem, purpose of the study, research objectives, research questions, scope of the study, the significance of the study, justification of the study and the conceptual framework.

1.1.0 Background to the study

This comprised of the historical, theoretical, conceptual and contextual aspects as explained under.

1.1.1 Historical background

For decades now, leadership has undergone a revolution in how it is defined. For instance, leadership has gone from a classical autocratic approach where the focus is on treating human resources as machines, to a creative and participative approach (Cole, 2014). Ideas about leadership have changed considerably in recent years. People today are better-educated and more articulate. They can no longer be commanded in the same way as before. Leaders create a culture where their subordinates strive for goal attainment for the success of their organizations Donkin, (2004). They make the most of their potential, influence and inspire followers by asserting their authority, enforcing the rules, participating, manipulating the situation and by organizing team efforts Bass & Riggio (2012). Leadership and employee job satisfaction are the cornerstones of organizational effectiveness Bass and Avolio (2004). leadership and management capability is an issue that no organization wishing to improve

employees' job satisfaction can ignore. The concept of job satisfaction has been a major organizational issue since the industrial revolution and organizations have been challenged to gain strategic advantages and increase productivity in order to stay competitive in their industry and to stay operational Holland (1989). Job satisfaction has evolved in the recent past due to the fact that employees are now more educated and exposed unlike before when employees were treated as machines and their feelings were disregarded Spector, (2011), and therefore demand to be handled with great care and respect. Employers are tasked with the role of making sure that they create a working climate that can boost employees' love for the work as this can even make them perform past their call of duty. Job satisfaction has been linked to productivity, employee retention, quality of work, and strategic advantage for organizations (Riketta, 2008). Conversely, job dissatisfaction has been shown to be detrimental to companies. If companies do not improve job satisfaction within their organization, they run the risk of reduced productivity, decreased revenue, and failure Holland (1989).

1.1.2 Theoretical background

This study was underpinned by the Herzberg's motivation hygiene theory (Herzberg et al., 1959). Herzberg's motivation hygiene theory is concerned with the factors that influence job satisfaction. The theory has been used extensively to study job satisfaction and leadership style (Bassett-Jones & Lloyd, 2005; DeShields, Kara, & Kaynak, 2005; LaBelle, 2005; Skemp-Arlt & Toupence, 2007; Smerek & Peterson, 2007). Herzberg et al. (1959) described the factors that influence job satisfaction as internal factors and external factors. In the motivation hygiene theory, external factors are called dissatisfiers (Herzberg et al., 1959). Herzberg et al. advanced that external factors do not contribute to job satisfaction; rather, their absence contributes to job dissatisfaction. Hygiene factors include items such as working conditions and pay. Internal factors are known as satisfiers in the motivation hygiene theory and include items such as job

security, advancement (Herzberg et al., 1959). According to the theory, leadership styles greatly influence job satisfaction. For instance, transformational leadership according to Bass and Riggio (2006) motivates its followers to perform beyond expectations by influencing them to pursue higher and convincing followers to replace their self-interests with organizational interests. This style is highly likely to influence the manifestation of satisfiers like advancement. Transactional leadership style is the style where focus is more on the exchanges between the leaders and their subordinates for positive results (Northouse, 2013), the style according to the theory is likely to highly influence the presence of dissatisfiers like salary and job security. Lastly democratic leadership style according to Ronald (2011) is a style of leadership that identifies each employee's value and esteem through effective listening and understanding. According to the theory, this leadership style influences the presence of dissatisfiers like working conditions. Therefore, this study will test the theory that transformational, transactional and democratic leadership style have a significant and positive relationship to job satisfaction.

1.1.3 Conceptual background

Job satisfaction is defined by Locke (1976) as “a pleasurable or positive emotional state resulting from one's job or job experiences”. Armstrong (2003) defined job satisfaction as the feelings and attitudes of employees toward their job. Job satisfaction refers to a person's feeling of satisfaction on the job, which acts as a motivation to work Bass and Avolio (2004). Employees' job satisfaction will be operationalized in terms of pay, advancement, job security and working conditions. According to Smith (2008), pay includes all compensation made to employees for either physical or mental work. This according to Mukono YMCA college pay will be looked at in terms of wages and salaries, allowances both weekend and meeting plus advances. According to Walumbwa, (2005), advancement refers to promotion or elevation to a higher rank or position. Job security means the anticipation of a non-stressful event in such a

way that the nature and continued existence of one's job are not perceived Walumbwa, (2005). Working conditions refers to the working environment and all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities (Griffin, 2004).

According to Bass and Avolio (2004) transformational leadership impacts both the smaller scale (individual) and full scale level (for instance, make change) of a foundation by changing employees from their "regular selves" to "better selves", by speaking to their higher request. inborn requirements, bypassing vision of fleeting objectives, and getting to be inspired by hierarchical objectives instead of self-interests. Also, transformational leadership style is a style that focuses on the development of value system of employees, their motivational level and moralities with the development of their skills (Ismail, Halim, Munna, Abdullah, Shminan, Muda, 2009).

Transactional leadership style is defined as the exchange of rewards and targets between employees and management (Howell & Avolio, 2003). Transactional leaders fulfill employee needs of rewards when targets are met (Bass, 2000; Howell & Avolio, 2003). These leaders encourage the supporters to be acquainted with employment, commitments and perceived goals and also accomplish evaluated level of execution (Lo, Ramayah, and Min, 2009).

Democratic leadership is defined as the process of joint decision-making or at least shared influence in decision-making by a leader and his or her subordinates Hoogh & Koopman, (2005). However according to Ronald (2011), democratic leadership style is a style of leadership that identifies each employee's' value and esteem through effective listening and understanding. Democratic leaders' actions are based on trust, integrity, equality, honesty, open-mind set and

the mutual respect among team members to establish a strong bond relationship. Each and everyone in the team sits and makes decision to change things that have emotional impact towards employees, department or company, and shared in a timely fashion and the decisions implemented by the leaders accordingly without altering any.

1.1.4 Contextual background

The issue of employees' job satisfaction has been a big challenge at Mukono YMCA College despite the numerous efforts by management to put in place policies that are aimed at improving it like breakfast, lunch, pay (allowances, salaries and wages) and good working conditions (*'Human resource manual,'* YMCA 02 2017). Mukono YMCA College is one of the private higher institutions of learning in Uganda and was founded in 1989. Mukono YMCA College has been chosen because it has been hit by various challenges in the recent past emanating from especially leadership related causes by management. These have consequently made most staff members to be irregular in terms of attendance plus late coming and early departure of staff continues to be a common practice at the college (Bwanika 2018). This made the researcher to query, "Could it be due to the fact that the leaders and other stakeholders are not applying proper leadership styles to effectively put an end to this kind of behavior at the college or because of other factors?" This gives significance to the concept of leadership styles in improving employees' job satisfaction.

1.2 Problem statement

Effective leadership is critical to the achievement of performance targets/goals and objectives in any institution (IGG Report, 2015: 09). However, in order for this to happen, the employees are supposed be satisfied with their job as this is critical to retaining and attracting a well-qualified staff that can hit targets easily (Northouse, 2007). Employees' job satisfaction at Mukono YMCA College has, however, reportedly declined over the past years despite having leaders.

The (*Staff Evaluation Report* YMCA 04, 2018) revealed that over 70% of the staff failed to meet their performance targets as observed in late starting of quarter/terms, staff late comings and irregular class attendances and delayed releasing of students' examination results. This has affected the productivity and revenue of the college. Whereas most literature consider leadership styles a critical component of employees' job satisfaction (Mosadegh & Yarmohammadian, 2006), the management has not fully utilized this area in its effort to address the challenge of job satisfaction at the institution.

It is on this basis that this study sought to determine the relationship between leadership styles and employees' job satisfaction using a case study of Mukono YMCA College.

1.3 Purpose of the study

The purpose of the study was to determine the relationship between leadership style and employees' job satisfaction of higher institutions of learning a case study of Mukono YMCA College focusing on transformational leadership, transactional leadership and democratic leadership.

1.4 Research objectives

- i. To determine the relationship between transformational leadership style and employees' job satisfaction at Mukono YMCA College.
- ii. To establish the relationship between transactional leadership style and employees' job satisfaction at Mukono YMCA College.
- iii. To examine the relationship between democratic leadership style and employees' job satisfaction at Mukono YMCA College.

1.5 Research questions

- i. What is the relationship between transformational leadership style and employees' job satisfaction at Mukono YMCA College.?
- ii. What is the relationship between transactional leadership styles and employees' job satisfaction at Mukono YMCA College.?
- iii. What is the relationship between democratic leadership styles and employees' job satisfaction at Mukono YMCA College.?

1.6 Scope of the study

1.6.1 Content scope

This study focused on determining the relationship between leadership styles and employees' job satisfaction in higher institutions of learning. The dimensions of leadership styles that were studied in this study included transformational, transactional and democratic leadership styles as the independent variable whereas Employees' job satisfaction was treated as the dependent variable and organizational culture, the moderating variable.

1.6.2 Geographical scope

The study was limited to private institutions with Mukono YMCA College in particular, located in Mukono municipality in Uganda, a few meters from Jinja Road, Uganda. It was chosen because it was one of the higher institutions in Uganda that had grappled with maintaining a reasonable employee job satisfaction over the past decades.

1.6.3 Time Scope

The study period was limited to operations of Mukono YMCA College during the 2013-2018 period. This was because employees' job dissatisfaction was highest in that period.

1.7 Significance of the study

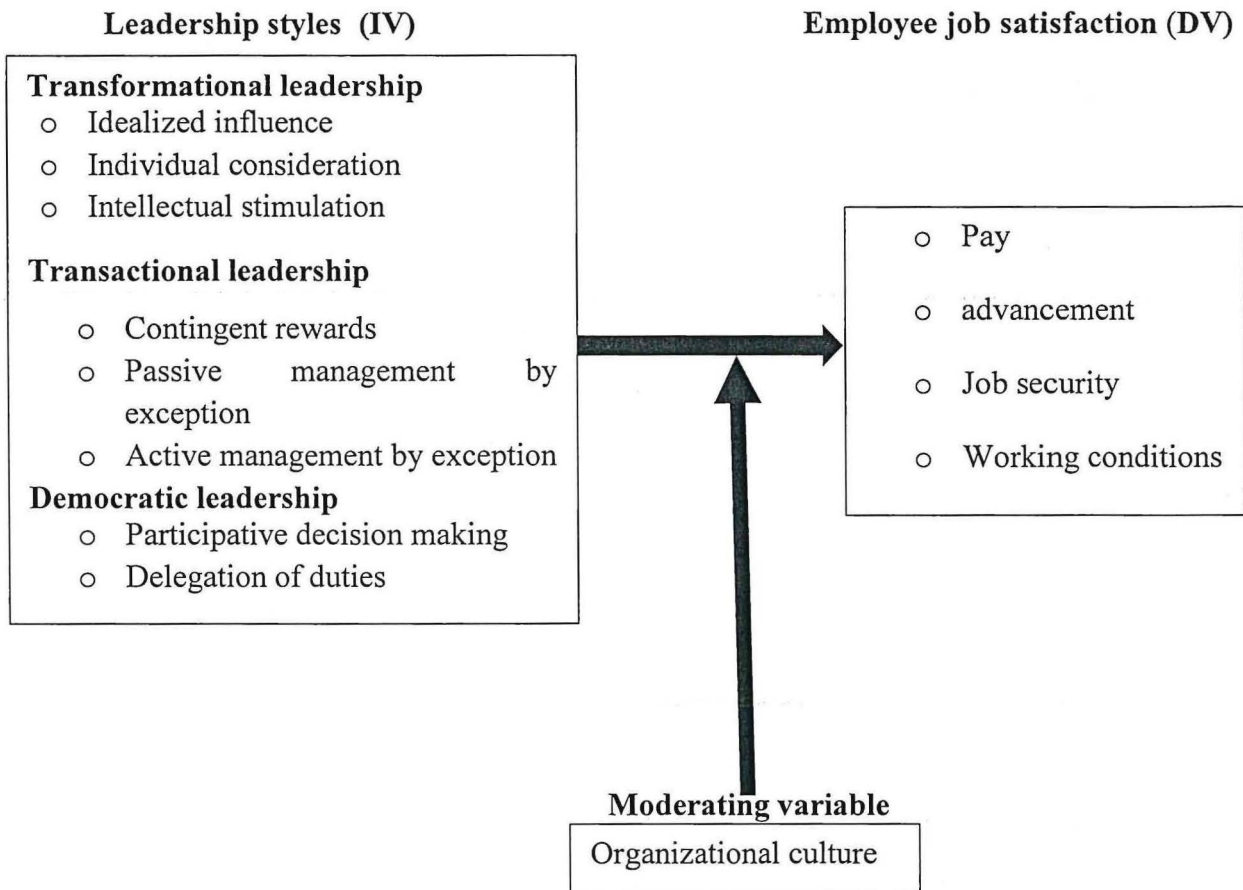
- i. The study might provide more knowledge to the management of Mukono YMCA College about which leadership styles suit which category of employees and which ones to adopt for the best performance results of the whole institution at large.
- ii. This study would benefit private institutions with the insight of identifying and developing better leadership styles that maximize employees' job satisfaction in addition to adding a body of knowledge for further research.
- iii. Further, the institute might benefit from this research's outcome in planning future management development schemes and assuring great employees' job satisfaction by promoting the best leadership style.

1.8 Justification of the study

The study was proposed because of the critical role leadership styles play towards improving the job satisfaction of employees' in private institutions of higher learning. Despite this role, most institutions do not emphasize its contribution. The appropriateness of the leadership styles adopted by a leader influences the level of employee, motivation and commitment which eventually determines the level of employees' satisfaction at the institute. It guides and links all other departments within the institute and even to the outside world. Its contribution notwithstanding, some universities/institutes operate with ineffective leaders who apply inappropriate leadership styles where as others operate without a complete human resource department as well as others which underfund the function. Now that Mukono YMCA College is planning to gain a university start and start offering bachelors programs this study is really timely because such undertakings require an organization with a strong leadership with great leadership styles.

1.9 Conceptual framework

The problem that was addressed in this study was employees' job dissatisfaction. Several studies have been carried out to inform us about how best to understand employees' job satisfaction and how it can be influenced by the leadership style of the management in an organization (James and Hannah, 2013). The leadership styles that were focused on are; transformational, transactional and democratic styles because they are important in stimulating employee job satisfaction. The moderating variable is are variable, the presence of which, affects the relationship the independent variable and the dependent variable. That is; the other variables which, in addition to leadership styles, affect the level of employees' job satisfaction in private institutions. The styles a leader adopts determine, to a larger extent, the level of employees' job satisfaction in private institutions. The researcher is fully aware that not only leadership styles determine the level of employees' job satisfaction in Mukono YMCA College. Other factors like the level of supervision and organizational culture, are also believed to affect level of employees' job satisfaction in Mukono YMCA College as illustrated below; -



Source: Adapted from Northouse (2017) and Herzberg (1959) and modified by the researcher

Figure 1: conceptual framework

The framework above links leadership styles to job satisfaction. Employees' job satisfaction was measured in terms of pay, advancement, job security, and working conditions could be influenced by all or one of the leadership styles at a time or all the time. The leadership styles that were looked at particularly are; transformational, transactional, and democratic. Transformational style was looked at in terms of idealized influence, individual consideration and intellectual stimulation. Transactional leadership style was looked at in terms of contingent rewards, passive management by exception and active management by exception. Lastly, democratic leadership style was looked at in terms of participative decision making and delegation of duties.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

As indicated in chapter one, this research attempted to fill a void in the discussion of how managers' leadership styles influence employees' satisfaction to stimulate their creative performance in private institutions of learning, particularly in Mukono YMCA College. This section provided a cursory review of the literature related to the study. In order to ensure sufficient depth and profundity, the literature review explored definitional issues of the concepts of leadership and job satisfaction, the theoretical review on the concept of leadership styles and employee job satisfaction, the conceptual overview of the variables, the thematic review of the past findings on the relationship between leadership styles and employee' job satisfaction, the empirical analysis globally, Africa and locally (Uganda), and lastly the research gaps

2.1 Theoretical overview

Several theories have been advanced to address the relationship between leadership styles and employees' job satisfaction such as Herzberg's motivation hygiene theory (Herzberg et al., 1959) and Maslow's (1943) hierarchy of needs. Both theories have been used extensively to study job satisfaction and its relationship to other variables such as intent to quit, job stress, performance, and leadership style (Bassett-Jones & Lloyd, 2005). However, this particular study was underpinned by the Herzberg's motivation hygiene theory (Herzberg et al., 1959). Herzberg's motivation hygiene theory is concerned with the factors that influence job satisfaction. The theory has been used extensively to study job satisfaction and leadership style (Bassett-Jones & Lloyd, 2005; DeShields, Kara, & Kaynak, 2005; LaBelle, 2005; Skemp-Arlt & Toupenca, 2007; Smerek & Peterson, 2007).

Herzberg et al. (1959) described the factors that influence job satisfaction as internal factors and external factors. In the motivation hygiene theory, internal factors are called dissatisfiers (Herzberg et al., 1959). Herzberg et al. advanced that external factors do not contribute to job satisfaction; rather, their absence contributes to job dissatisfaction. Hygiene factors include items such as working conditions, pay and. Internal factors are known as satisfiers in the motivation hygiene theory and include items such as job security, advancement (Herzberg et al., 1959). According to the theory, leadership styles greatly influence job satisfaction.

According to the theory leadership styles greatly influence job satisfaction. For instance, transformational leadership according to Bass and Riggio (2006) is style where leaders motivate their followers to perform beyond expectations by influencing them to pursue higher and convincing followers to replace their self-interests with organizational interests. Transformational leaders do more with colleagues and followers than set up simple exchanges or agreements hence in relation to the motivation hygiene theory, this style is highly likely to influence the manifestation of satisfiers like job security, and advancement.

Transactional leadership style being the style where focus is more on the exchanges between the leaders and their subordinates for positive results (Northouse, 2013), the style according to the theory is likely to highly influence the presence of dissatisfiers like salary, and working conditions. They exchange things of value with subordinates to advance both organizational and subordinates' agendas unlike transformational leadership style where focus is on inspiring subordinates to perform exceptionally by acting as a coach, mentor and as an example to them.

Lastly democratic leadership style according to Ronald (2011) is a style of leadership that identifies each employee's' value and esteem through effective listening and understanding. According to the theory, this leadership style influences the presence of dissatisfiers like working

conditions. Therefore, this study will test the theory that transformational, transactional and democratic leadership style have a significant and positive relationship to job satisfaction.

2.2 Conceptual overview

Job satisfaction is defined by Locke (1976) as “a pleasurable or positive emotional state resulting from one’s job or job experiences”. Later, Armstrong (2003) defined job satisfaction as the feelings and attitudes of people toward their job. Job satisfaction refers to a person’s feeling of satisfaction on the job, which acts as a motivation to work. It is not the self-satisfaction, happiness or self-contentment but the satisfaction on the job. Employees’ job satisfaction will be operationalized in terms of pay, advancement, job security and working conditions. According to Smith (2008), pay includes all compensation made to employees for either physical or mental work. This according to Mukono YMCA college pay will be looked at in terms of wages and salaries, allowances both weekend and meeting plus advances. According to Walumbwa, (2005), advancement refers to promotion or elevation to a higher rank or position. Job security means the anticipation of a non-stressful event in such a way that the nature and continued existence of one’s job are not perceived Walumbwa, (2005). Working conditions refers to the working environment and all existing circumstances affecting labor in the workplace, including job hours, physical aspects, legal rights and responsibilities (Griffin, 2004).

The leadership styles that will be focused on are; transformational, transactional and democratic styles because they are important in stimulating employee job satisfaction. According to Bass and Riggio (2006) transformational leadership style is a style where leaders motivate their followers to perform beyond expectations by influencing them to pursue higher and convincing followers to replace their self-interests with organizational interests. This style will be looked at in terms of idealized influence, individual consideration and intellectual stimulation. The style

can influence employees' job satisfaction through the leaders promoting an environment that supports employees' achievement and advancement. This can improve performance and satisfaction because these leaders want to develop knowledge and employees' potential.

Transactional leadership style according to Kuhnert & Lewis (2003) is a style where there is an exchange between followers and leaders desired outcomes by fulfilling the leader's interest and followers' expectations, which involves promises or commitments embedded by respect and trust. This style will be looked at in terms of contingent rewards, passive management by exception and active management by exception. This style can highly influence employee satisfaction because it creates an environment where employees are promised rewards in form of pay, job security in return for their performance which boosts employees' satisfaction.

Democratic leadership style according to Ronald (2011) is a style of leadership that identifies each employee's value and esteem through effective listening and understanding. This style will be looked at in terms of participative decision making and two-way communication. This style is likely to influence employee job satisfaction because it builds an environment where employees can freely share their views with the bosses. This style can create a conducive working environment since it is participatory in nature that can boost the productivity, meeting deadlines, reduced staff turnover and consequently increased organizational revenue.

2.3 Relationship between transformational leadership and employees' job satisfaction

Transformational leadership style concentrate on the connection developed between leaders and their subordinates (Northouse, 2013). According to Cherry (2012) transformational styles focus upon connection formed between leaders and followers. These leaders (transformational leaders)

motivate and inspire their subordinates by helping them to realize the importance and higher good of the task at hand.

A large body of empirical evidences has demonstrated that leadership behaviors influence employees' job satisfaction that strong leaders outperform weak leaders, and that transformational leadership generates higher employees' job satisfaction than transactional leadership (Burns 1978; Bass1990; Hater and Bass 1985; Howell and Avolio 1993). Research (Bass & Avolio, 1994; Kotter, 1988 and Meyer & Botha, 2000) in organizational behavior has identified transformational leadership as the most suitable for modern-day organizations. The current business environment requires this innovative kind of leadership style; a style that empowers employees and raises employee performance in an effort to improve organizational performance, employees' job satisfaction and continued existence (Kotter, 1988). Evidence gathered in service, retail and manufacturing sectors, as well in the armed forces of the United States, Canada and Germany points towards the marginal impact transactional leaders have on job satisfaction in contrast to the strong, positive impact of transformational leaders (Brand, Heyl & Maritz, 2000). Furthermore, in the Canadian financial industry it was found that transformational leadership is more strongly correlated with higher employee satisfaction and individual/organizational performance than transactional leadership (Meyer & Botha, 2000). On the basis then of the literature, it could be proposed that transformational leadership as opposed to transactional leadership would be more effective in achieving higher levels of employees' job satisfaction.

Under transformational leaders, employees may receive individualized attention from the leader, as a result, they tend to reciprocate by supporting the leader's agenda and performing beyond expectations Wang et al., (2005). Hence, transformational leaders can develop high quality leader member exchange relationships with followers, through which they influence followers'

performance Wang et al., (2005). Transformational leadership inspires followers with attractive vision, expresses optimism and high expectations for excellence and performance and move followers beyond their normal level of performance (Bass, 1985).

Yukl (2007) states that application of transformational leadership style can improve employees' job satisfaction because transformational leadership style wants to develop knowledge and employees' potential. A Leader with transformational leadership provides opportunity and confidence to his subordinates to carry out duties in accordance with his mindset to achieve organizational goals. Butler (1999) states that a transformational leader encourages subordinates to have vision, mission and organization goals, encourage and motivate them to show maximum performance and stimulate them to act critically and to solve problems in new ways and treat and individually. Helping employees develop their skills professionally is one of the core roles of these leaders those this kind of setting could cause problems to the organization when it comes to retaining such employees. Such employees once they attain the required training may wish to go to other organizations where they could exhibit their skills at a slightly higher pay which the current employer may not be willing to pay. Hence this kind of leadership may come with some technicalities because most employees get expensive whenever they attain a higher skill.

Transformational leaders also promote employees' job satisfaction because they encourage their followers to achieve higher levels of human needs. Burns (1978) developed the idea of transformational leadership based on Maslow's hierarchy of needs theory, where esteem and self-actualization constitute the two highest needs of humans (Maslow 1943). This theory is directly applied to the perspectives on leadership and employee job satisfaction; because the job can lead to employees attaining their higher order needs. The key elements of transformational

leadership – developing a clear vision, communicating with employees to share the vision, and encouraging individuals as a team to achieve the shared vision (Paarlberg and Laviga 2010; Wright, Moyinihan, and Pandey 2012; Wright and Pandey 2010) – can theoretically contribute to an employee’s achievement of esteem and self-actualization needs. When employees succeed in attaining challenging tasks, they are more likely to fulfill higher levels of needs (Judge et al. 2005; Jung 2014b).

Transformational leaders stimulate employees to offer new perspectives to the organizations, which in turn helps the employees accomplish esteem and self-actualization needs (Judge and Piccolo 2004). They pay attention to individual employee’s concerns and needs and incorporate those in setting organizational goals, which can motivate their followers to achieve the shared organizational goals and visions (Bass 1997; Bass et al. 2003). When the employees feel that their voices are heard, their chances of fulfilling higher types of human needs are greater (Kim, 2002).

According to Bass (1990) transformational leadership empowers employee, resulting in expected citizenship behavior in the organization settings (Graham, 1988). According to Graham (1988) with reference to Avolio and Bass (1988), when a leader individually focuses his contribution to empower his followers, they become autonomous, giving job satisfaction, leader satisfaction and achievement of organizational goals. Graham (1988) adds that, stimulating the intellect and considering group members in the performance of duties in organizational set-up generates empowerment.

Employees can without much of a stretch share their insight among them when organization utilized transformational leadership style (Behery, 2008). Zafra, Retamero and Landa (2008) wrap up that transformational leader have high enthusiastic knowledge and they rise as pioneer

amid gathering cohesiveness, it additionally inspires the resolve, inspiration, and ethics of their adherents (Bass, 1999). It additionally concentrates on touchier side of authoritative communications like vision, society, values, improvement, cooperation, and administration (Fairholm, 2001). One can watch the blend of three systems in transformational leadership: leaders offer qualities to their subordinates, rouse their subordinates and influence in mounting or differing followers' needs (William, Richards, Steers and James, 1995). As indicated by Robbins (2003), the employee leave rate with transformational leadership is not exactly with transactional leadership. Enhancing the employees' working circumstances, satisfying their needs, and helping them perform better are emphatically identified with transformational leadership (Liu, 2003).

Sadeghi and Pihie (2012) perceived that transformational leadership created through consolidating quality, behavioral, and possibility approaches. Northouse (2013) concurred with Sadeghi and Pihie (2012) and recognized different scholars who added to the start of transformational leaders. The scholars included Bennis and Nanus (1985), Kouzes and Posner (1987), Burns (1978), and Bass (1990). Research discoveries revealed that transformational leaders is very ethical and is known for urging devotees to look past own self-interest for the good of the organization. Likewise, the transformational leader endeavors to accomplish hierarchical objectives, set clear objectives, and span for exclusive standards (Antonakis, 2012; Northouse, 2013). What's more, Northouse and Antonakis reasoned that transformational leadership has more in the same manner as transactional leadership than laissez-faire leadership.

2.4 Relationship between transactional leadership and employees' job satisfaction

Transactional leadership theory focuses on the role of supervision, organization, and group performance and it bases on a system of reward and punishment (Cherry, 2012). Managerial theories are often used in business; when employees are successful, they are rewarded; when

they fail, they are reprimanded or punished (Cherry, 2012). According to Bass and Riggio (2006), transactional leadership involves rewarding the followers by the leader, when the performance of the followers is to the expected level.

A transactional leadership style involves rewards and punishments and it rewards workers that have achieved the desired targets (Saleem, 2015). On the contrary, workers that under-perform are punished; rewards can be in the form of promotion and salary increments and punishments can be in form of termination and a cut in salary cut (Jansen, Vera, & Crossan, 2009). Past research has argued that this leadership style may not be effective in all situations (Bryant, 2003). Under transactional leadership, employee performance depends on transactions (i.e. rewards and punishments) and will adversely affect performance and satisfaction in the long run (Hartog, Muijen, & Koopman, 1997; Hater & Bass, 1988).

Prior studies have found that transactional leadership tends to be more effective in the short term as compared to the long term (Medley & Larochelle, 1995). Moreover, individual consideration (a trait of transformational leadership) has a similar effect. Leaders who are more considerate tend to enhance employee satisfaction in the short term (Epitropaki & Martin, 2005b).

Under leaders with an effective transactional style, individual employees become more satisfied with their jobs since this type of leaders clarifies their expectations and identifies the rewards for individual performance considerations (Podsakoff et al. 2006). Path-goal theory articulates this well; persons with authority in organizations should deal with organizational and environmental uncertainty by offering clarification about ambiguous goals and tasks (House 1996). Through the transactional leadership style's explicit instructions about the path to organizational goals, employees may get intrinsic satisfaction and also advised on how to obtain extrinsic rewards (House 1996; Kim, Egan, and Moon 2014, 239-240). When employees are rewarded, they will

be recognized by others and feel more valued, which enhances job satisfaction (Pillai, Schriesheim, and Williams 1999). In short, with transactional leaders' provision of the connection between work effort and goal accomplishment, as well as rewards, employees are more likely to be more satisfied with their jobs (House 1996, 326)

Transactional leadership style according to Lo, Ramayah, and Min (2009) encourages the employees to be acquainted with employment and perceived goals to accomplish evaluated level of execution which helps to boost employees' job satisfaction. This style is better adopted in crisis and emergency situations, as well as when work need to be carried out in a specific fashion (Arnold, 2005). Transactional leaders conduct their business by identifying the needs of their followers and bestowing rewards satisfying these needs for certain appropriate performances (Arnold, 2005).

A transactional leader takes cognizance of the needs of followers and facilitates negotiation with them so as to meet their needs (Arnold, 2013). This kind of arrangement keeps employees in check all the time which helps to boost performance and employees' satisfaction (Arnold, 2013). A transactional leader provides material rewards (salaries and bonuses) and personal rewards (self-satisfaction, fulfilling a personal desire, recognition of their work) to employees. When the rewards is highly valued by the employee, it can enhance the probability of triggering self-motivation (Montana & Charnov, 2008). The leader is therefore responsible to provide the salience of various rewards to attract employees.

In both Bass's (1985) and Podsakoff et al.'s (1990) conceptualization, transactional leadership clarifies expectations toward followers' performance and provides rewards to followers contingently on the level of their performance. Employees can be motivated to meet performance expectations and fulfill their obligations in order to be rewarded accordingly (Bass, 1985). A

strong empirical support for the relationship between leaders' contingent reward and employee performance has been found (Podsakoff, Bommer, Podsakoff, & MacKenzie, 2006).

2.5 Relationship between democratic leadership and employees' job satisfaction

Democratic leader does not only make the final decision, but also invites other members of the team to contribute to the decision-making process (Bacal, 2004). This not only increases job satisfaction by involving employees or team members in what is going on, but it also helps to develop people's skills (Kouzes et al, 2003). Employees and team members feel in control of their own destiny, and so are motivated to work hard by more than just a financial reward (Kouzes et al, 2003). However, as employee participation takes time, this style can lead to things happening more slowly which ends up affecting the performance target of an institution, though often the end result is better.

Democratic leadership style is not a sign of weakness; rather it is a sign of strength that your employees will respect you (Arvantis, 2009) and it is normally used when the leaders have part of the information, and the employees have other parts. A democratic leader is not expected to know everything; the reason why they employ knowledgeable and skillful employees and using this particular style allows employees to become part of the team and allows the leaders to make better decisions (Bacal, 2004). According to (Bacal, 2004) it is healthy for subordinates to be involved in decision making, though he does not specify at which stage of decision-making they should stop. In addition, involving employees in top-level institutional decisions may affect the company as they may pass confidential company information to competitors.

Cherry (2010: 49) asserts that the democratic leadership style has a greater influence on the positive commitment of subordinates than an authoritarian (task-oriented) leadership style. He

further asserts that leadership styles of leaders play an important role in increasing employees' positive attitudes. Deshpande et al (2007: 48) noted that followers (employees) feel trust and respect towards the leader whose leadership style meets their needs, wants and aspirations and they are motivated to do more than their assigned obligations. However, the authors do not clearly show what effects it could have on the organization if all employees are allowed to participate in top-level company issues; and, further still, what could happen to such an organization if employees were total eliminated from decision-making affairs of the organization.

According to Tisdale (2012), democratic leadership style can be sub--divided into two styles one of which is the directive democratic style which involves making decisions in the participative manner and close supervision of group members. The other is the permissive democratic leadership style which involves making decisions in the participative manner and giving group members latitude in carrying out their work. Flickety and RajDahal (2014) further observe that democratic leadership style involves motivating organizational members to do assigned work by ensuring that their welfare is well catered for. It also ensures that members participate in the planning of an organization through consulting them and giving them freedom to share ideas on how the organization should be managed. However, the dilemma is that different people have different motivational facets. At times, what fits a particular group of employees might not fit the other group, thus creating conflicts in organizations especially if one group is satisfied at the expense of another. In addition, it is difficult to tell what kind of leadership to give which group of employees.

Democratic leadership style also involves holding staff meetings for the purpose of making collective decisions, building consensus with group members before undertaking any administrative course of action, giving members an opportunity to participate in work scheduling and its execution according to their suggested ideas (Fuxi, 2013). Participatory leadership is interactive and allows followers some influence over some of the leaders' decisions (Bescos, 2004). Recent studies by Brown and Caylor (2009) revealed the importance of holding staff meetings within organizations that it avails employees a chance to air out their views and grievances. However, the challenge is whether such employee grievances are attended to by management after being raised and that work scheduling must be strictly done by top management since if left to be done by employees themselves, it will lead to a total mess up of the organization.

Participative leadership means involving followers in making decisions (Drobtz et al, 2004). This benefits the followers in that it can increase the quality of decisions, especially when followers have the knowledge the leader lacks. Besides, commitment is regularly increased with increase in influence. However, the followers in schools in most cases are to implement what the principal has decided upon, the followers' views are not considered, though they would benefit the institute. A participative leader delegates responsibilities. This leadership style produces high-quality work. Employees are trusted and in return they cooperate, have high morale, team spirit, and go above and beyond the call of duty (Fuxi, 2013: 23). Therefore, it is of paramount importance that the principal involves staff members in discussing and implementing institution policies. He should not make decisions governing the institute alone. Nevertheless, few government policies are discussed and implemented by the principals and staff, the principals as school managers spend little time in the colleges and the teachers are not well supported to

implement some of these policies, yet people/staff are important in getting things done (Fuxi, 2013: 23). Studies by Nkonge (2008) revealed the benefits of delegation as it improves employee morale and commitment to the organization. However, too much delegation often leads to total failure of task completion as the employees become their own supervisors which affects the performance of the organization.

Leaders who are able to implement democratic leadership style effectively will strongly motivate employees to commit to the organization (Brown, 2003; Rad and Yarmohammadian, 2006) and this may lead to higher job satisfaction in the organization (Yiing and Ahmad, 2009; Yousef, 2000). The democratic leader shares duties with subordinates by encompassing them in the preparation, decision-making, and implementation phases. Employees who are satisfied become self-directed and produce an inspired team, thereby bestowing a greater consistent team and ownership amongst members (Hersey, & Blanchard, 2010).

Burton and Thakur (2009) argued that democratic leadership is the most suitable approach for managers because many people take part in the decision making process and a large number of employees feel committed to the decision. This can lead to the emergence of new ideas and tends to eliminate objections during implementation. Democratic leadership also ensures that fewer aspects are overlooked and tends to reduce the trauma of major changes (Moshal, 2009). Change is one variable feared by most people in an organization especially if happens without the employees' consent. However, if this change is done in an engaging way, it could boost the morale of employees for greater performance. This helps to boost employees' job satisfaction since they get a sense of belonging.

2.6 Research Gaps

The evidence of the relationship between leadership style and employee job satisfaction is scattered and also varied. Most literature review is somehow consistent in suggests that both transformational and transactional leadership styles are significantly positively related to employee satisfaction and that transformational style's impact is more outstanding than that of the transactional leadership style (Rasool, et al., 2015; Kehinde and Bajo, 2014; Tsigu and Rao, 2015). Of the countries and industries reviewed, the medical field is represented (Rassol et al, 2015; Aboushaqah, et al 2015), local government authorities (Gimuguni, et al., 2014), hotel (Ipas, 2012), Petroleum (Kehinde and Bajo, 2014). It is these facts that have motivated this study in order to contribute to the current body of knowledge using an interesting case of Mukono YMCA College. The outcome of the study may contribute to social change by making academic administrators aware of effective leadership models that promote job satisfaction in private tertiary institutions (Muleta and Demeke 2009)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the methodology that was used to carry out the study. The chapter considered in detail the methods that were used to collect primary or secondary data required in the study. The chapter also presented a strategy that was adopted in the study. It described among others; the research design, study population, sample size and selection, data collection methods and instruments, data collection procedure, validity and reliability of data, data analysis of quantitative and qualitative data, the measurement of variables, ethical consideration and the limitations to the study.

3.1 Research Design

A research design is defined as a basic plan for a piece of research; it is the scheme, outline or plan that is used to generate answers to the research problems Orodho (2000). The study followed a case study design and adopted both quantitative and qualitative approaches aiming at quantifying and qualifying the relationship between leadership styles and employees' job satisfaction in private institutions.

Qualitative data was descriptive in nature. Cohen and Manion (2007) stated that descriptive survey inquiry helps to gather data at a particular point with the intention of describing the entire nature of the existing conditions and generalizing from sample to population. Descriptive research involved events that had already taken place related to a present condition. Quantitative data was statistical in nature. Quantitative techniques were used to collect data that was expressed numerically and statistically. This was to enable the researcher measure the existence and strength of the relationship between the variables.

3.2 Area of the Study

The study was carried out at Mukono YMCA College. The institution is located in Mukono municipality in Uganda, north of Collin Hotel, a few meters from Bugerere, Kayunga Road, Uganda. The interest of using this case study was due to the variables in the study and the existence of the research problem.

3.3 Study Population

The study was conducted at Mukono YMCA College, Mukono Uganda. The target population consisted of 80 respondents that included 10 top level staff that involved the principals, Academic registrar, dean of students, bursar, accountant, secretary, 15 middle level staff that included; heads of department and their deputies, (55) lower level staff who comprised of the lecturers and non-teaching staff including the cooks, cleaners, bursar, librarian and the college nurse.

3.4 Sample Size and Determination

In this study the researcher used a sample size of 66 respondents where 8 of them were top level staff, 12 middle level staff and 46 lower level staff. These were selected using the purposive and simple random sampling technique. This sample size was determined using Morgan and Krejcie (1970) table for determining sample size from a given population.

Table 3.1: Total population, Sample size, sampling technique.

Respondents	Population	Sample Size	Sample Technique
Top level staff	10	8	Purposive
Middle level staff	15	12	Purposive
Lower level staff	55	46	Simple random
Total	80	66	

Source: Adapted from Mukono YMCA College provisional human resource data 2017 and modified by the researcher using Krejcie & Morgan (1970) table for determining sample size.

3.5 Sampling Techniques and Procedures.

This study involved both probability and non-probability sampling techniques including simple random sampling and purposive sampling techniques. A samples of 20 respondents was purposively selected. Purposive sampling was used on some respondents because the researcher was more interested in those respondents who were more knowledgeable and thus be used as key informants to the research study. The beauty with this particular sampling technique was that it had very little error rates and less wasteful. A sample of 46 respondents; lecturers and non-teaching staff was sampled using the simple random sampling technique. Simple random sampling was used to obtain respondents views proportionally hence a sample was taken in such a way that a combination of respondents in the population had an equal chance of being selected.

3.6 Sources of Data

The data for the study was gathered from both primary and secondary sources. The primary data was obtained from the leaders and employees of Mukono YMCA College. This was done with the use of interview guides and well-designed questionnaires. The secondary data was obtained from the staff evaluation reports, human resource manuals. Other secondary sources included among others; review of textbooks, journals, articles, and earlier researches on the problem

3.7 Data Collection Methods

The following methods were used to collect primary data as under; -

3.7.1 Questionnaire survey

Questionnaire is a set of techniques of data collection in which individuals are asked to respond to a standard (same) set of questions in a predetermined order as cited in Saunders et al, 2003).

Questionnaires were self-administered to the respondents and all clarifications were made by the

researcher to the respondents easily. Questionnaires were used on both the middle level staff and lower level staff because of their ability to reduce any bias and the collection of authentic data important for data analysis. The method is also economical in terms of time management as questionnaires are easy to fill and take less of the respondent's time and that of the researcher in administering and analyzing them (Amin, 2005). Each item in the questionnaire was developed to address a specific objective and research question of the study. However, one of the limitations to this study was that since the study was self-administered, the researcher noted inconsistencies in answering and returning the questionnaires. The researcher further noted (during the editing process) that most respondents expressed high levels of bias according to their departments. These factors tremendously reduced the actual of questionnaires issued from 58 to 40. Hence only 40 questionnaires were received back by the respondents and these were the ones used for data analysis in chapter four.

3.7.2 Interview method.

An interview is a method in which the researcher and research participants discuss together through question-and-answer in a face-to-face interaction Kombo & Tromp, (2006). For purposes of this study, the researcher conducted oral interviews where questions were asked face to face to top level staff using open ended questions with the aim of getting information and the responses written down for analysis. The advantage of using interviews is that they take a limited time and more information is collected. The researcher was very confident that quite accurate and correct data would be obtained since feedback was given immediately plus clarification on questions that are not properly understood was given instantly. Interviews were carried out among a sample of 8 respondents at the top management and the researcher based on that to carry out the qualitative data analysis in chapter four.

3.8 Data Collection Instruments.

The data was collected using two instruments, questionnaires and interview guides.

3.8.1 Questionnaire

In this study, a self-administered questionnaire was used and according to Mugenda and Mugenda (1999), it allows the researcher to collect data from many respondents in the shortest time and the researcher to analyze all the respondents' answers. The researcher used structured questionnaires with closed ended questions to collect information from the randomly sampled respondents using a Likert scale questionnaire ranging from 1- strongly disagree to 5 - strongly agree. A five Likert-scale questionnaire was used because it could easily be understood and quantifiable, subjective to computation of some mathematical analysis and responses which are very easy to code when accumulating data since a single number represents the participant's response. A questionnaire was used because it increases the degree of reliability due to the many items in it and the higher chances of getting valid data.

3.8.2 Interview Guide

In-depth interviews were conducted using the interview guide. The interview guide was semi-structured. The method enabled the researcher to collect accurate information from the respondents who were selected to participate as key informants due to their huge wealth of experience and knowledge in leadership styles and employees job satisfaction. The instrument helps to ensure that reliable information is gathered; because, it facilitates a deeper investigation into the topic under study. It helped the researcher to explain or clarify questions thereby increasing the quality of the responses.

3.9 Validity and Reliability of data

3.9.1 Validity

Data validity refers to the ability of research instruments to elicit the desired response from the target population (Kothari, 2004). The questionnaire was given to the supervisors to seek their opinion about the adequacy and representativeness of the instrument to ensure it would cover all the variables being measured to eliminate invalid items on the instrument. The instruments were pretested and after which the content validity was measured (Denscombe, 1998). Validity was ensured by use of the content validity index (C.V.I) based on Amin (2004) where the method below was applied (for both the interviews and questionnaires):

$$C V I = \frac{\text{Agreed items by all judges as suitable}}{\text{Total numbers of items being judged}}$$

Total numbers of items being judged

A total of 27 items out of 30 in the questionnaire were rated as relevant, yielding a content validity index as calculated below.

$$C V I = \frac{27}{30} = 0.9$$

According to Amin (2005) an acceptable content validity index of a research instrument should be 0.70 and above. Since the questionnaire content validity obtained for this study was 0.9, the researcher deemed the questionnaire valid for this study

3.9.2 Reliability

According to Cohen et al, (2007) the reliability of a measure indicates the extent to which the measure is without bias and offers consistent results across time and across various items in the instrument hence stability and consistency. The researcher however was aware of the random

errors that could make the data un-reliable. The researcher therefore used a Cronbach's Alpha to ascertain the true reliability of the instrument used in the study. The higher the coefficients, the more reliable the instrument and for an instrument to be taken as reliable, a minimum coefficient of 0.5 is assumed as suggested by Mugenda & Mugenda (2003) in which case the research proceed. This system helped the researcher to test the consistency of the respondent's answers to all the items in the measure as shown in the table below:

Table 3.2: The reliability of items

Variables	Cronbach's Alpha	N of Items
Transformational leadership	.885	9
Transactional leadership	.821	7
Democratic leadership	.876	6
Employees' job satisfaction	.853	5
General	.909	27

Source: Primary data (2018)

Table 3.2 above shows that the overall reliability coefficient of the questionnaire was 909. Transformational leadership had the most reliable items, though all items in the questionnaire were reliable which implied that the instrument was reliable for use in data collection.

3.10 Data collection Procedure

A letter of introduction was obtained from the Graduate School, Kyambogo University seeking permission to conduct a research study. This was then presented to the management of Mukono YMCA College, seeking permission to carry out a study at the college. On being granted permission, the researcher proceeded to make appointments with the selected respondents. Thereafter, the researcher made appointments for interviews and administered the questionnaires

to the respondents for the required data to be collected. The purpose of the research was also explained to all those who were to participate in the research process and the participants were assured of the confidentiality of the information they would provide. The research data was collected by the researcher who then analyzed and produced a report.

3.11 Data Analysis

The data from close-ended questionnaires relating to both variables was checked for completeness and accuracy. It was categorized, coded and then fed into SPSS (Statistical Package for Social Sciences in Research) software and analyzed to determine relationships between leadership styles and employees' job satisfaction in Mukono YMCA College. The researcher used Pearson's coefficient of determination/ regression and Pearson's correlation coefficient tools in SPSS software to analyze the "cause and effect" relationship between leadership styles and employees' job satisfaction as recommended in Saunders et al (2003). Pearson correlation coefficient tool in SPSS was used to examine the influence of each independent variable (transformational, transactional and democratic leadership styles) on the dependent variable (employees' job satisfaction). Pearson's regression coefficient tool, specifically multiple regressions, was used in the study to examine the extent to which each independent variable (transformational, transactional and democratic leadership styles) influences the dependent variable (employees' job satisfaction) in relation to other independent variables (Saunders et al, 2003).

The researcher used it after data was aggregated to turn categorical data to numerical representation that required numerical methods. From such descriptive statistics, frequency tables, pie charts and graphs were developed to help describe the data gathered. This means that the researcher drew generalizations based on authentic data coupled with interviews (qualitative data) and personal observations made by the researcher.

Table 3.3 below shows the numerical values and response modes used to interpret the mean

Mean range	Response mode	Interpretation
4.30-5.00	Strongly agree	Very high
3.50-4.20	Agree	High
2.70-3.40	Not sure	Undecided
1.90-2.60	Disagree	Low
1.10-1.80	Strongly disagree	Very low

Qualitative data was analyzed using the content analysis technique. It was compiled, edited, coded, and categorized through finding patterns, trends and relationships from the information gathered. This was used to describe and draw conclusions on how leadership styles are a core of employees' job satisfaction. Primary data collected like interviewees responses was analyzed for content and discussed in line with the research objectives in order to establish areas of convergence and divergence. According to Mugenda and Mugenda (1999), the researcher's interest was to analyze information in a systematic manner so as to come up with meaningful conclusions and recommendations.

3.12 Measurement of Variables

In this study, the measurement of variables was conducted using the works of Sekaran (2004) and the three scales that were used are; nominal, ordinal and interval. Also, other measures like inferential statistics were used to establish and analyze data for the relationship between the variables using the SPSS application. The research study was controlled by two variables; leadership styles as the independent variable and employees' job satisfaction as the dependent variable. The responses to the questionnaire were arranged in a five-point interval scale of: strongly disagree, disagree, not sure, agree and strongly disagree. This made responses to be

easily quantified and subjected to analysis by SPSS (Statistical programme for social sciences) and made question answering easier to the respondent.

3.13 Ethical Considerations

In this study the researcher consciously considered the ethical issues in seeking permission by avoiding deceptions, maintaining confidentiality, respecting the privacy, and protecting the anonymity of respondents that were encountered during the study. Thus, to collect data, the researcher presented an introductory letter from the Graduate school, Kyambogo University to the administrative body of Mukono YMCA College seeking permission to conduct a research study at the college. Also, the researcher made clear the purpose of the study to the respondents and ensured voluntary participation, as it was only for academic purpose with full confidentiality.

3.14 Limitations to the Study

- (i) Some respondents were reluctant in giving information fearing that the information they gave could be used to paint a negative image about the institution. The researcher however handled this problem by showing an introductory letter from the university to assure the respondents that the information they gave would be treated confidentially purely for academic purpose.
- (ii) Non- response, some respondents were not willing to answer some of the questions in the questionnaires due the time factor. However, the researcher overcame this by constantly monitoring the respondents to make sure that they filled up the entire questionnaire without any problem.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The study examined the relationship between leadership styles and employees' job satisfaction of higher institutions of learning a case study of Mukono YMCA College. This chapter presents and discusses the findings of the study. The chapter also presents the analysis and interpretation of results. The presentations are done according to the specific objectives and hypotheses. The first section presents the response rates. The second section presents the background information of the respondents. The third section presents descriptive and inferential statistical results along the three study objectives.

4.2 Response Rate

Response rate (also known as completion rate or return rate in survey research) refers to the number of people who answered the survey divided by the number of people in the sample. It is usually expressed in the form of a percentage. A low response rate can give rise to sampling bias if the non-response is unequal among the participants regarding exposure and /or outcome (AAPOR, 2000). In this study, the sample size was 66 respondents who included the principal, deputy principals, academic registrar, dean of students, college bursar, college secretary, heads of departments and their deputies and the teaching staff as shown below.

Table 4.1: Response rates to the study

	Target No	Realised NO	Percentage
Questionnaire	58	40	69
Interview	8	8	100
Total	66	48	72.7

Source: Primary Data (2018)

According to table 4.1 above of the response rate, the researcher was able to collect information on 48 respondents giving 72.7% out of 76 from the targeted population. However, out of the 58 questionnaires that were expected to be filled and returned by the respondents, only 40 were filled and returned which was a good response rate. The respondents that were interviewed were 8 out of the 8 that were expected by the researcher to provide qualitative information to add on the quantitative data. The finding means that such a high response rate could be relied on to generalize the overall findings of the study as recommended by Sekaran (2003).

4.3 Background Information of the Respondents

Employees were asked about their gender, age, education background and term of employment. This information was required to ensure that the sample that participated in the study had similar distribution of the respondents by characteristics to that of the population it was drawn from. This determines the accuracy and representativeness of information drawn from the sample to the population as shown below: -

4.3.1 Distribution of the respondents by gender.

The study examined the gender/sex of the respondents and the results are presented in figure 2, as under;

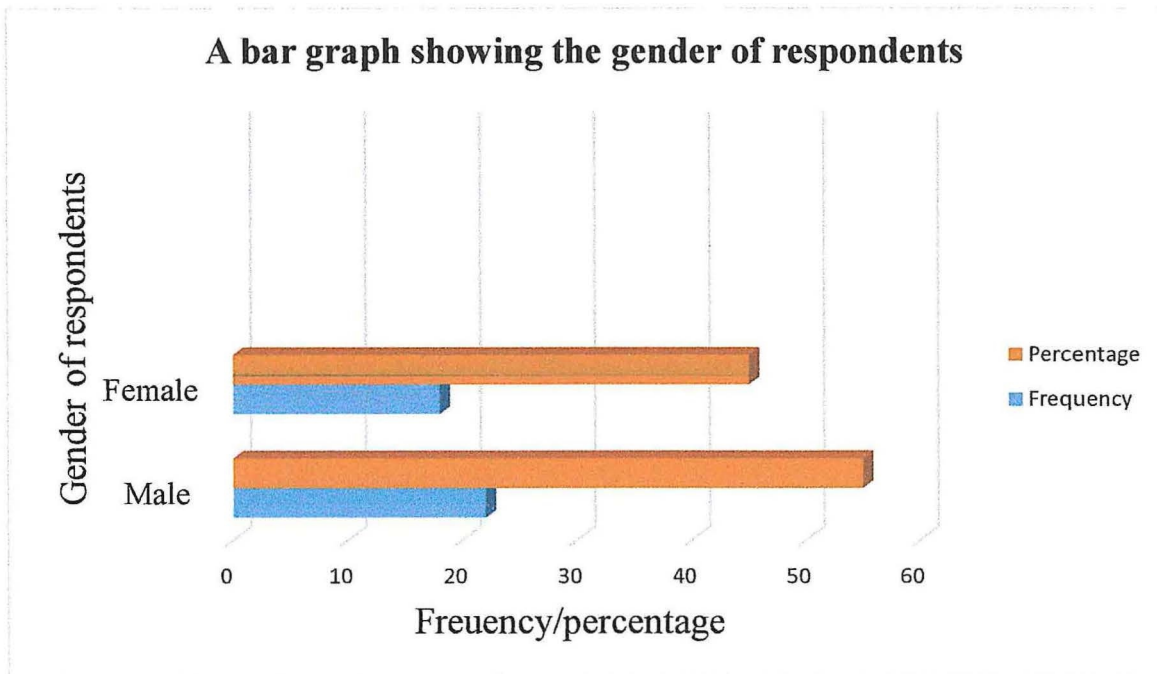


Figure 2: Gender of the respondents.

Source: SPSS Primary source (2018)

Figure 2 presents the distribution of the respondents by gender. It is clear that the majority of the respondents, 22 (55.0%), were male as opposed to females who were 18 (45.0%). This presupposes that generally, the margin between males and females is minimal. This implied that there was fairly equal representation of the male and female employees of Mukono YMCA College.

4.3.2: Distribution of Respondents by Age

The study examined the age group distribution of the respondents and the results were presented in figure 3 as under;

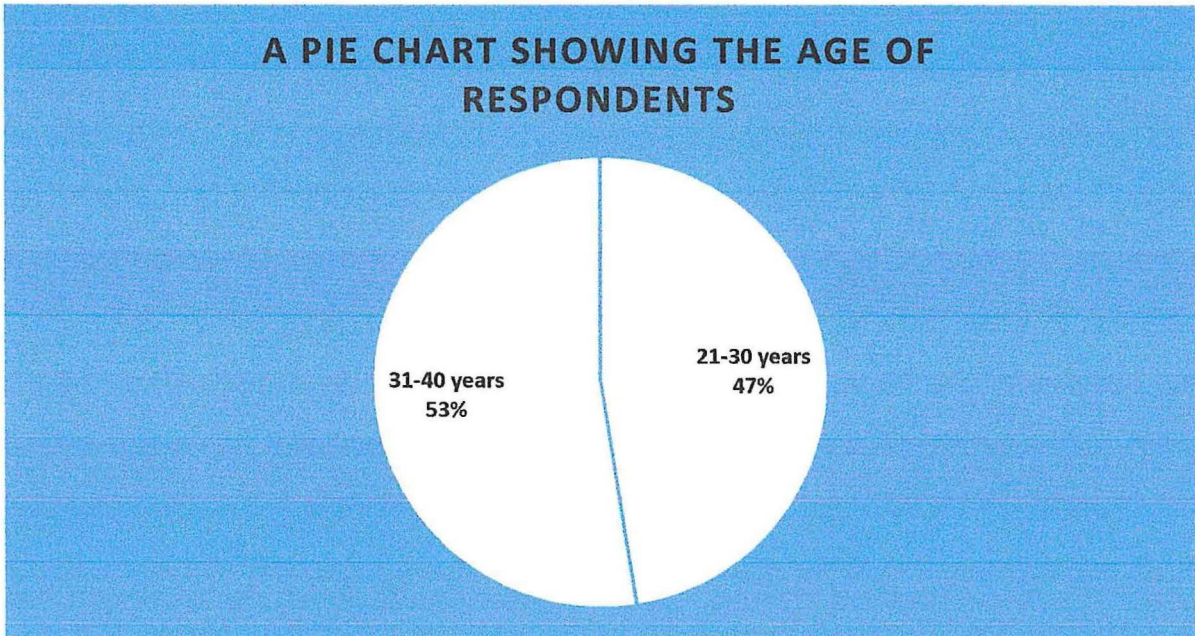


Figure 3 Age of respondents

Source: SPSS Primary source (2018)

Figure 3 presents the results of the respondent's age. It is clear that the majority of respondents, 21(52.5%) were in the age range of 31-40 years and the rest 19 (47.5%) were between the age of 21-30 years. This meant that the majority of respondents (who took part in the study) were aged between 25-30years. This finding implies that this study was representative since the age category of respondents was regarded mature and energetic enough to understand and appreciate the relevance of leadership styles on employees' job satisfaction.

4.3.3: Distribution of Respondents by Education Level

The study examined the education background of the respondents and results are presented in figure 4 as under; -

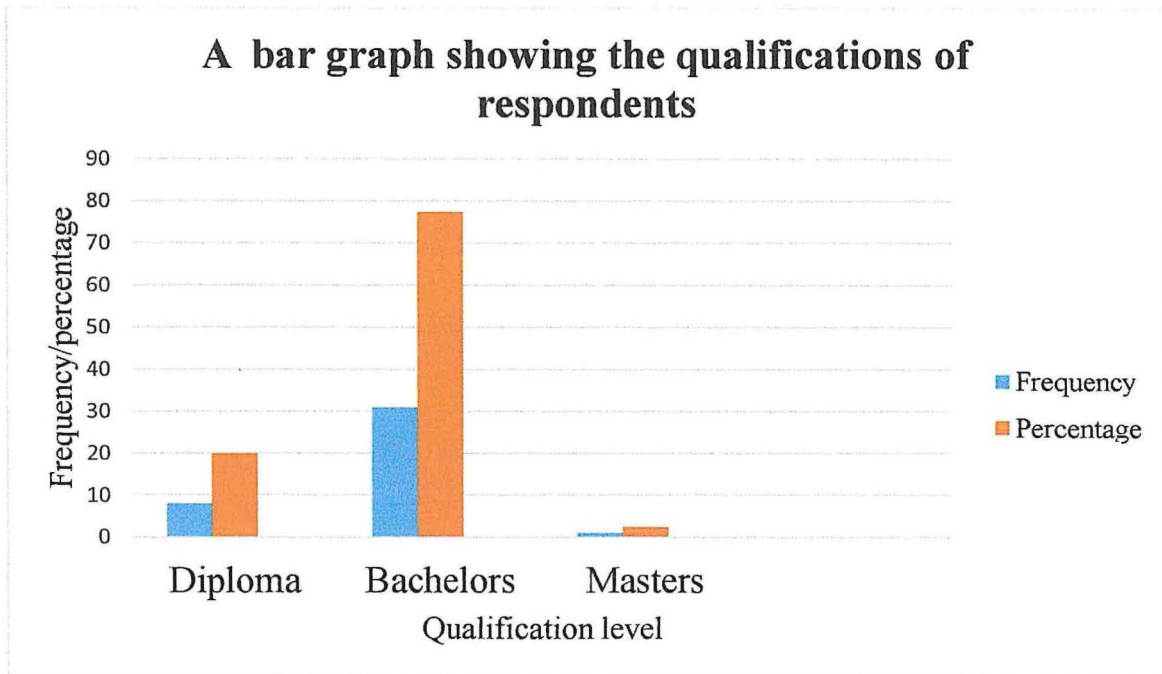


Figure 4: Education background of respondents

Source: SPSS Primary source (2018)

Figure 4 presents the results of the sample distribution by education level. Results show that the majority of respondents 31 (77.5%) were bachelor's degree holders while lower diploma tied at 8 (20.0%), the master's holders were the least represented with only 1 (2.5%) representation. This implies that most respondents were in a position to give a very fair assessment of their job satisfaction as well as that of the leadership style of the immediate supervisor.

4.3.4: Distribution of respondents by terms of employment

The study examined the terms of employment of the respondents and results are presented in figure 5 as under; -

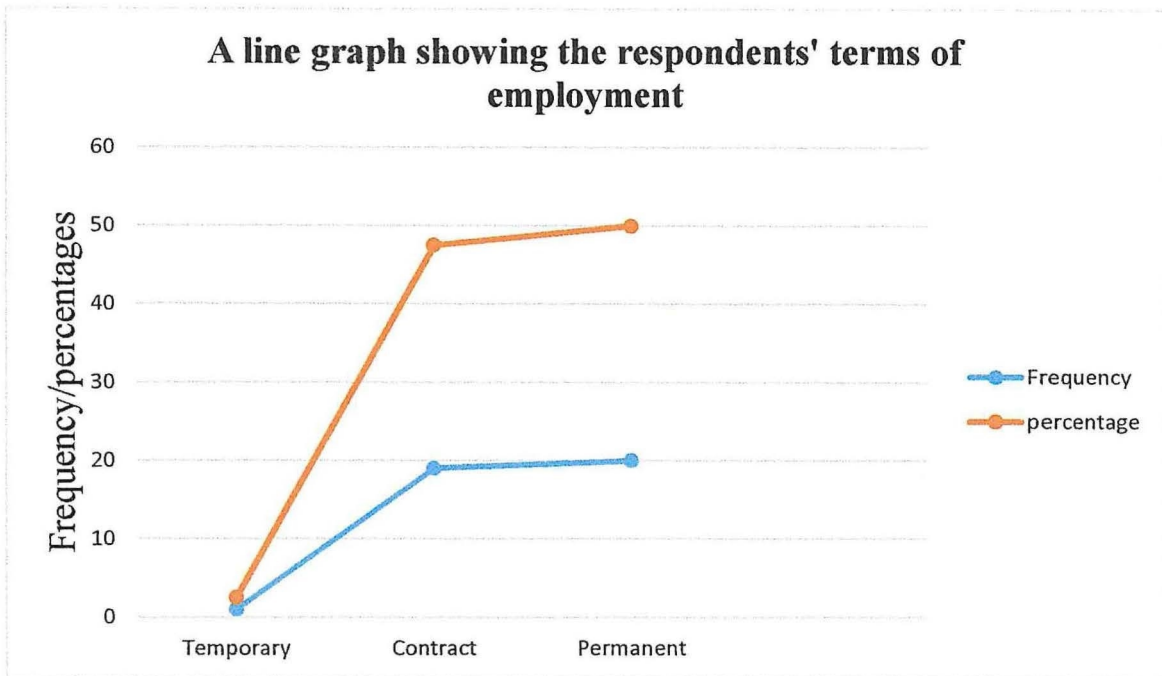


Figure 5: Terms of employment of respondents

Source: SPSS Primary source (2018)

Figure 5 above indicates that 1 (2.5%) of the respondents was on temporary basis and this was a technical person brought in shortly to prepare students in practical exams, 19 (47.5%) of the respondents were on contractual basis basically part-time lecturers and the largest number of respondents 20 (50%) were on permanent basis. The result meant that all respondents in the study had an agreement with the college and thus were all intrigued by the variables under study.

4.4.0 Empirical results

In this section, descriptive statistics were presented before testing hypotheses. The descriptive statistics used were frequencies and percentages, while the inferential statistics used was Pearson correlation.

4.4.1 Relationship between transformational leadership style and employees' job satisfaction.

This section presented a description of findings measuring the relationship between transformational leadership style and employees' job satisfaction. This research question was conceptualized using nine questions which required each respondent to do self-rating on transformational leadership style. Responses were presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 not sure, 2 disagree and 1 strongly disagree. The results are summarized in the table below

Table 4.2 the relationship between transformational leadership styles and employees' job satisfaction

Statement	N=40 Valid					Mean	SD
	SD	D	NS	A	SA		
My director acts in ways that build others respect	20.0	47.5	5.0	27.5	0.0	2.40	1.105
Considers the moral and ethical consequences of his decisions.	17.5	50.0	17.5	15.0	0.0	2.30	0.939
Goes beyond self-interest for the good of the college.	5.0	52.5	37.5	5.0	0.0	2.43	0.675
Stimulates his followers' effort to be innovative and creative by questioning assumptions and approaching old situations in new ways	32.5	47.5	12.5	7.5	0.0	1.95	0.876
Emphasize the importance of having a collective sense of mission	5.0	52.5	35.0	7.5	0.0	2.45	0.714
Helps each person in the team to develop their strengths	35.0	40.0	17.5	7.5	0.0	1.975	0.919
Considers me as having different needs, abilities, and aspirations from others	42.5	25.0	17.5	12.5	2.5	2.075	1.16
Suggests new ways of looking at how to complete assignments	15.0	52.5	20.0	12.5	0.0	2.30	0.883
Spends time teaching and coaching staff	30.0	47.0	17.5	5.0	0.0	1.975	0.832
Average mean/SD						2.206	.900

Source: SPSS Primary source (2018)

The results in Table 4.2 show that transformational leadership style of Mukono YMCA College is lacking (average mean=2.206) (SD=0.900). According to the results above, the respondents reported that the director does not act in ways that build their respect (mean=2.40). This means that the employees' esteem and pride is compromised at the college. This finding was reinforced by one key interviewee who noted that,

“sometimes the director loses his temper and can even embarrass you in front of student, something which can really put down one's esteem and consequently affect his/her job satisfaction.

The study respondents also disagreed that the director considers the moral and ethical consequences of his decisions at the college (mean=2.30), meaning that the director does things without weighing thoroughly what could emerge from his actions. One other interviewee expounded on this point and said that indeed some of the decisions the director makes of say, not paying staff allowances, taking long to pay staff without any formal communication from the office are really compromising the employees' job satisfaction.

The study respondents also mostly disagreed that the director goes beyond self-interest for the good of the college (mean=2.43), meaning employees feel the director does act in ways that do not benefit them and the college and therefore don't trust him hence limited job satisfaction. Ideally once employees perceive that someone is acting without self-interest, they will inherently trust him and thus raising their job satisfaction.

Most study respondents also disagreed that the director stimulates their effort to be innovative and creative by questioning assumptions and approaching old situations in new ways (mean=1.95), meaning most employees are not inspired to be innovative and creative by the college thus employees who have ideas are reluctant to share because they worry that the college will not support the idea in the long run. They are afraid of ridicule or the implications of possible failure. One interviewee was quoted saying,

“most employees are even afraid of being innovative because history has it that those that have tried to do so have ended up being disappointed by the director who in most cases pledges to support the new innovations which he later abandons”

The study respondents highly disagreed that the director emphasize the importance of having a collective sense of mission (mean=2.45), meaning employees feel that the director does little to build the spirit of a collective sense of mission amongst his employees. It also means that employees work with no purpose hence do not connect their day-to-day work to a bigger cause which makes their action to lose meaning consequently affecting their job satisfaction.

The study respondents also mostly disagreed that the top management helps each person in the team to develop their strengths (mean=1.975) at 75.0% and only a few, 7.5% agreed that it does so, meaning employees are given little or no training to improve their strengths, something that can make them to make avoidable mistakes. It also means that there is no teamwork to necessitate confidence in each other's distinct abilities. Collaborating on a project creates an enthusiasm for learning that solitary work usually lacks. Being able to share discoveries with the rest of your team excites employees and fosters both individual and team knowledge something which is lacking at the college hence affecting employees' job satisfaction.

Most of the study respondents also disagreed that the director considers them as having different needs, abilities, and aspirations from others (mean=2.075) and very few of them agreed to the statement, meaning that employees feel that they are not given special attention hence their special needs are not given due regard. Employees tend to treat people that treat them individually with great respect and love and retaliate by returning the favor. However, this is not the case at the college which explains why employees' job satisfaction is low. One key interviewee said that,

“The director rarely treats employees as people with special needs”

The study respondents also mostly disagreed that the director suggests new ways of looking at how to complete assignments (mean=2.30), meaning the directors does not engage learners on

how to complete assignments using new ways. Also the few respondents who agreed that the director suggests new ways implies that director deals with just a few people who are so close to him.

During the interview process, most employees narrated numerous problems associated with the leadership style at the college. This also implied that it is not surprising that most employees at the college agreed that their boss is arrogant in most cases hence does not care about important job satisfaction measurements.

Lastly most study respondents disagreed that the director spends time teaching and coaching staff (mean=1.975) meaning employer does not develop a deep bench of talent who can step into your shoes as you advance in the company. Training and coaching of employees helps to strengthen employees' skills so you can delegate more tasks to them and focus on more important managerial responsibilities—such as planning. If this is to be implemented properly at the college, it can go a long way in boosting job satisfaction of employees. One interviewee stressed that,

“Employee training and coaching should be emphasized and made a day to day thing in an organization for all employees as this can give employees a sense of belonging which can boost the satisfaction levels”.

Table 4.3 the correlation coefficient on the relationship between transformational leadership and employees' job satisfaction

		Transformational leadership	Employjobsatisfaction
Transformational leadership	Pearson Correlation	1	.630**
	Sig. (2-tailed)		.000
	N	40	40
Employjobsatisfaction	Pearson Correlation	.630**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

Table 4.3 above shows the Pearson correlation coefficient index between transformational leadership and employees' job satisfaction ($r = .630^{**}$, Sig = .000 less than 0.01), suggesting a

highly positive significant relationship between transformational leadership and employees' job satisfaction in Mukono YMCA College at the one percent level 2-tailed. This further signifies that a properly adopted transformational leadership style results in greater employees' job satisfaction, and the lower the application of a transformational leadership style, the lower the level of employees' job satisfaction, reverse is true.

4.5. The relationship Transactional leadership style and employees' job satisfaction

This section presented a description of findings measuring the relationship between transactional leadership style and employees' job satisfaction. This research question was conceptualized using seven questions which required each respondent to do self-rating on transactional leadership style. Responses were presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 not sure, 2 disagree and 1 strongly disagree. The results are summarized in table 4.4

Table 4.4 the relationship between transactional leadership style and employees' job satisfaction

Statement	Valid					Mean	SD
	N=40						
	SD	D	NS	A	SA		
Makes clear what one can expect to receive when performance goals are achieved.	17.5	37.5	2.5	35.0	7.5	2.775	1.310
Expresses satisfaction when I meet expectations	12.5	45.0	5.0	37.5	0.0	2.675	0.119
Discusses in specific terms who is responsible for achieving performance targets	17.5	37.5	27.5	17.5	0.0	2.45	0.986
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	17.5	47.5	12.5	22.5	0.0	2.40	1.033
Concentrates his or her full attention on dealing with mistakes, complaints, and failures.	12.5	47.5	22.5	17.5	0.0	2.45	0.932
Directs my attention toward failures to meet standards	17.5	37.5	22.5	22.5	0.0	2.50	1.037
Is always available whenever needed.	5.0	47.5	10.0	37.5	0.0	2.80	1.018
Average mean/SD						2.579	0.919

Source: SPSS Primary source (2018)

The results in Table 4.4 show that transactional leadership style of Mukono YMCA College has not been embraced enough (average mean=2.579) (average SD=0.919). According to the results above, respondents disagreed that the director does not make clear what one can expect to

receive when performance goals are achieved (55.0%) whereas (42.5%) agreed that the director makes clear what one can expect to receive when performance goals are achieved (mean=2.775).

This implies that the director does not make performance targets and benefits known to most of the employees no wonder most of them are not satisfied with the job.

The study respondents also disagreed that the director expresses satisfaction when I meet expectations at the college (mean=2.30), meaning that most employees feel that they are not recognized enough for their good performance. The director only expresses satisfaction to a small group. This implies that employee's feel that their work and efforts are not valued which affects their satisfaction and productivity, plus their motivation to maintain or improve their good work. An interviewee supported this point that,

“The director expresses satisfaction sometimes since it builds a sense of achievement for work well done or even for a valiant effort, and added on to say that it was among some of the key issues the director had promised to start taking on seriously to boost the morale of staff”.

The study respondents also disagreed that the director discusses in specific terms who is responsible for achieving performance targets and only a small number of the respondents agreed to the statement (mean=2.45), meaning the leadership at the college is not clearly streamlined on who is responsible for what and when. This means that some staff members have no sense of ownership which can make them not to become invested in the project's outcome, thereby decreasing their efforts to create a quality product. A key informant interviewee added that,

“At the moment the college faces a problem of role overload and confusion whereby some peoples' work is done by other people which has an effect of making members to grow disinterested, detached and possibly territorial over parts of the project”.

The study respondents also disagreed that the director focuses attention on irregularities, mistakes, exceptions, and deviations from standards (mean=2.40), meaning the performance standards can never be assured/guaranteed at the college since the leadership does not pay attention to irregularities, mistakes and deviations from standards. This is likely to affect

employees' job satisfaction since employees always feel a great sense of belonging when their immediate supervisor comes up to correct or rectify their mistakes.

The study respondents also disagreed that the director concentrates his or her full attention on dealing with mistakes, complaints, and failures (mean=2.45), meaning that the leadership at the college does little to come up with satisfactory solutions to employees' mistakes and solution. If this is to continue in the long run it can worsen things because problems will continue recurring in the organization thereby greatly affecting employees' job satisfaction. One interviewee stressed that,

“Most employees' complaints are not attended to on time which really slows performance and satisfaction yet if it is to be done regularly it could make employees commit to the organization instead of others”.

The study respondents also disagreed that the director directs their attention toward failures to meet standards (mean=2.50) and only a few of the respondents agreed to the statement, meaning the leadership at the college does not help employees to avoid failures and ensure standardized performance. This explains why most employees' satisfaction level are so wanting according to the responses above.

Lastly the study respondents moderately disagreed that the director is always available whenever needed (mean=2.80) and just small portion of the respondents agreed to the statement, meaning most employees feel the director is never there for them whenever needed and only available to the lucky few, which consequently affects their job satisfaction. Good leadership should be available and ready to serve employees at all times in terms of guidance, corrections, performance feedback to all employees at no cost, something that does not seem the case the college.

Table 4.5 the correlation coefficient on the relationship between transactional leadership and employees' job satisfaction.

		Transactional leadership	Employjobsatisfaction
Transactional leadership	Pearson Correlation	1	.634**
	Sig. (2-tailed)		.000
	N	40	40
Employjobsatisfaction	Pearson Correlation	.634**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

Table 4.5 above shows the Pearson correlation coefficient index between transactional leadership and employees' job satisfaction ($r = .634^{**}$, Sig = .000 less than 0.01), suggesting a highly positive significant relationship between transactional leadership and employees' job satisfaction in Mukono YMCA College at the one percent level 2-tailed. This further signifies that a properly adopted transactional leadership style results in greater employees' job satisfaction, and the reverse is true.

4.6 Relationship between democratic leadership style and employees' job satisfaction

This section presented a description of findings measuring the relationship between democratic leadership style and employees' job satisfaction. This research question was conceptualized using six questions which required each respondent to do self-rating on democratic leadership style. Responses were presented based on Likert scale ranging from 5 which reflected strongly agree, 4 agree, 3 not sure, 2 disagree and 1 strongly disagree. The results are summarized in.

Table 4.6 the relationship between democratic leadership style and employees' job satisfaction

Statement	N=40 Valid					Mean	SD
	SD	D	NS	A	SA		
Promotes team building.	20.0	52.5	10.0	17.5	0.0	2.25	0.981
Delegates duties to lower staff.	12.5	47.5	32.5	7.5	0.0	2.35	0.802
Seeks differing perspectives when solving problems	7.5	60.0	12.5	20.0	0.0	2.45	0.904
Believes in shared responsibility.	22.5	42.5	20.0	15.0	0.0	2.275	0.987
Commands a great deal of trust from the subordinates	30.0	32.5	22.5	15.0	0.0	2.225	1.049
Invites me during decision making	30.0	47.5	15.0	7.5	0.0	2.0	0.877
Average mean/SD						2.258	0.933

Source: SPSS Primary source (2018)

The results in Table 4.6 show that there is a non-participatory leadership style at Mukono YMCA College (average mean=2.258) (average SD). According to the results above, the respondents disagreed that the director or management promotes team building at the college (mean=2.25), meaning that members do not stand by one another such that they can jointly take responsibility and shoulder the blame due to lack of team work at the college which affects the job satisfaction of employees. One informant intimated that,

“Team work is very important if any organization is to prosper, the best kinds of teams are those that are united at all times no matter what. Those teams that resort to pointing fingers at one another during times of crisis show a lack of team spirit”.

The study respondents also disagreed that the director delegates duties to lower staff (mean=2.35), meaning that the leadership at the college is mostly centralized implying that rarely delegated to lower staff at the college. This also implies that the leaders are overwhelmed with work due yet with delegation in place, a manager is able to divide the work and allocate it to the subordinates which helps in reducing his work load so that he can work on important areas such as - planning, business analysis. This is a bleeding ground for poor employees' job satisfaction because employees feel they are not utilized well and also not trusted by the top leaders.

The study respondents also mostly disagreed that the director seeks differing perspectives when solving problems (mean=2.45), meaning that the leadership style mostly used at the college is a non-democratic one that does not consult subordinates. This explains why the employees' job satisfaction levels are low since most employees usually feel satisfied whenever their boss seeks for their opinions during problem solving which gives them a sense of belonging and worth in the organization.

Also, the study respondents moderately disagreed that the director believes in shared responsibility (mean=2.275), meaning that most employees feel that the leadership of the college is a 'one-man's-show' which demoralizes them. Organizations that believe in shared responsibility support employees' job satisfaction because it increases team morale, makes team members feel important and appreciated and also prepares successors for leadership something that seems to be lacking at the college hence causing a job satisfaction dilemma.

The study respondents moderately disagreed (62.5%) that the director commands a great deal of trust from the subordinates and only a few of the respondents (15.0%) agreed to the statement (mean=2.225) meaning the leadership at the college commands little trust from the subordinates which is greatly affecting employees' satisfaction. Reduced trust and transparency leads to low innovation and lack of agility and responsiveness to changing conditions. When employees lack

trust in leadership they often avoid communicating with them out of fear of retaliation – or simply because they feel that they can't trust leadership to be transparent with them so why bother returning the favor; and that lastly the leadership that does not engage most employees in the decision making process (mean=2.0) meaning decision making is in the hands of a few individuals.

Table 4.7 the correlation coefficient on the relationship between democratic leadership and employees' job satisfaction.

		Democratic leadership	Employjobsatisfaction
Democratic leadership	Pearson Correlation	1	.808**
	Sig. (2-tailed)		.000
	N	40	40
Employjobsatisfaction	Pearson Correlation	.808**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

Table 4.7 above shows the Pearson correlation coefficient index between democratic leadership and employees' job satisfaction ($r = .808^{**}$, Sig = .000 less than 0.01), suggesting a highly positive significant relationship between democratic leadership and employees' job satisfaction in Mukono YMCA College at the one percent level 2-tailed. This further implies that an effective and streamlined adoption of a democratic leadership style results into greater employees' job satisfaction, and the reverse is true.

Table 4.8 the correlation coefficient on the relationship between leadership styles and employees' job satisfaction.

		Correlations	
		Leadership styles	Employjobsatisfactio n
Leadership styles	Pearson Correlation	1	.755**
	Sig. (2-tailed)		.000
	N	40	40
Employjobsatisfacti on	Pearson Correlation	.755**	1
	Sig. (2-tailed)	.000	
	N	40	40

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

According to the results in Table 4.8 above, there is a strong linear two-tailed positive relationship between leadership style and employees' job satisfaction ($r=0.755^{**}$, $p<0.01$). This means in general that leadership styles have a positive effect on employees' job satisfaction at Mukono YMCA College, implying that improving the leadership styles at the college would increase employees' job satisfaction by 75% at the college.

4.7 Regression Results

The data from the study was subjected to Pearson's coefficient of determination or regression tool in SPSS in order to analyze the extent to which leadership styles influences employees' job satisfaction. This tool predicts the influence of one independent variable on several dependent variables, and plots a model (line of goodness of fit). The results from multiple regression analysis are illustrated in Table 4.9 below.

Table 4.9: Regression R–Square and Adjusted R-Square statistic between leadership styles and employees’ job satisfaction.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.811 ^a	.658	.629	.45503	1.495

a. Predictors: (Constant), Democratic leadership, Transformational leadership, Transactional leadership

b. Dependent Variable: Employjobsatisfaction

Source: SPSS Primary Data.

Table 4.9 above indicates that the independent variable has an $r^2 = 0.658 > 0.50$, implying that 65.8% of the dependent variable can be explained by a variance in the independent variable. The adjusted $r^2 = 0.629 > 0.50$, which is a more accurate measure, as illustrated in the table above, implies that the independent variables accounts for 62.9% of the variance in the dependent variable. Since the adjusted r-square statistic is greater than 0.50, there is a significantly high level of variance in the dependent variable explained by a variance in one, some or all the independent variables. Other factors outside this study contribute to 37.1% of the variance in the dependent variable.

In order to determine the significance of the relationship between the independent variable and the dependent variable, the multiple regression analysis proceeded and included the use of the analysis of variance (ANOVA) statistic, whose results are illustrated in Table 4.10 below.

Table 4.10: analysis of variance (ANOVA) statistic to test level of significance of the relationship leadership styles and employees' job satisfaction.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.310	3	4.770	23.038	.000 ^b
	Residual	7.454	36	.207		
	Total	21.764	39			

a. Dependent Variable: Employjobsatisfaction

b. Predictors: (Constant), Democratic leadership, Transformational leadership, Transactional leadership

Source: SPSS Primary Data

Table 4.10 above shows that the significance level of relationship is recorded as (Sig. = 0.00 < 0.01), indicating that the independent variable (leadership style) has a very statistically significant relationship with the dependent variable (employees' job satisfaction), since the significance level is less than 0.01.

In order to examine which of the independent variable constructs (transformational, transactional and democratic leadership styles) has a stronger influence on the dependent variable (employees' job satisfaction), the researcher proceeded to analyze the standardized and un-standardized coefficients from the SPSS output to determine the Beta (β) weighting value of each independent variable. The Beta values help to predict the standard deviation units that will change in the dependent variable (employees' job satisfaction), if one standard deviation unit is changed in the independent variables (leadership style).

Table 4.11 below illustrates the results of the coefficients of determination.

Table 4.11: Beta Coefficient regression analysis between leadership style and employees' job satisfaction in Mukono YMCA College.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.932	.258		3.615	.001
1 Transformational leadership	.109	.149	.109	.732	.469
Transactional leadership	-.019	.157	-.020	-.119	.906
Democratic leadership	.647	.145	.744	4.460	.000

a. Dependent Variable: Employjobsatisfaction

Source: SPSS Primary Data

Transformational leadership style and employees' job satisfaction.

The results as illustrated in Table 4.11 above, indicate that the independent variable-transformational leadership has a positive effect on the dependent variable-employees' job satisfaction ($\beta = 0.109$), but is not statistically significant (at 0.469, $\rho > 0.05$), implying that for every standard deviation unit of change introduced in transformational leadership, there is a 10.9% reduction in employees' job satisfaction in Mukono YMCA College.

These results indicate that transformational leadership style has a statistically weak positive influence on employees' job satisfaction in relation to other independent variables. However, the likelihood of this result happening by mere chance alone is more than 5% of the cases, standing

at ($\rho = 0.469$) 46.9% probability, implying that other factors could be significantly influencing employees' job satisfaction, other than the transformational leadership style.

Transactional leadership style and employees' job satisfaction

The results as illustrated in Table 4.11 above, indicate that the independent variable- transactional leadership has a statistically negative effect on the dependent variable- employees' job satisfaction ($\beta = -0.019$), but is not statistically significant (at 0.906, $\rho > 0.05$), indicating that for every standard deviation unit of change introduced in transactional leadership, there is a 2% reduction in employees' job satisfaction in Mukono YMCA College.

The above results show that transactional leadership has a statistically weak negative influence on employees' job satisfaction in Mukono YMCA College in relation to other independent variables. However, the likelihood of this to statistically happen by chance is in more than 5% of the cases, standing at ($\rho = 0.906$) 90.6% probability, implying that other factors, other than transformational leadership style and transactional leadership could be greatly influencing employees' job satisfaction in Mukono YMCA College.

Democratic leadership style and employees' job satisfaction

The results as illustrated in Table 4.11 above, indicate that the independent variable – democratic leadership style- had a significantly strong positive effect on employees' job satisfaction

($\beta = 0.647$) and was statistically significant (at 0.000, $\rho < 0.05$), indicating that for every standard deviation unit introduced in democratic leadership style, there is a 64.7% increase in employees' job satisfaction in Mukono YMCA College.

The above results show that democratic leadership style had a strong positive influence on employees' job satisfaction in Mukono YMCA College in relation to other independent

variables, and the likelihood of this to statistically happen by chance is in less than 5% of the cases, standing at ($\rho = 0.000$) 0.0% probability, implying that democratic leadership style can strongly increase employees' job satisfaction in Mukono YMCA College.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presented the discussion from the findings, conclusions and recommendations in line with the objectives of the study.

5.2 Discussion of findings

5.2.1 The relationship between transformational leadership style and employees' job satisfaction.

The Pearson correlation coefficient revealed that there was a linear positive two-tailed significant relationship between transformational leadership style and employees' job satisfaction at ($r=0.630^{**}$) of Mukono YMCA College whereby an increase in the adoption of the transformational leadership style improves employees' job satisfaction and the lower the application of a transformational leadership style by the management, the lower the level of employees' job satisfaction. The study findings revealed that transformational leadership style of Mukono YMCA College has been embraced at the college to a lesser extent (Average mean =2.206). According to the findings, respondents reported that the director does not act in ways that build their respect (mean=2.40), meaning most employees are not proud of themselves at the college. They also disagreed that the director considers the moral and ethical consequences of his decisions (mean=2.30). These findings disagreed with Zafra, Retamero and Landa (2008), who argued that transformational leaders have high enthusiastic knowledge and they rise as pioneer amid gathering cohesiveness, it additionally inspires the resolve, inspiration, and ethics of their adherents.

The study findings revealed that the director does not go beyond self-interest for the good of the college (mean=2.43), meaning the leadership at the college is self centred. Such findings are in

disagreement with Northouse, (2013), who opined that transformational leaders are very ethical and is known for urging devotees to look past own self-interest for the good of the organization.

The study findings also revealed that the director does not stimulate his followers' effort to be innovative and creative by questioning assumptions and approaching old situations in new ways (mean=1.95). This was not supported by Kotter, (1988) who observed the current business environment requires this innovative kind of leadership style; a style that empowers employees and raises employee performance in an effort to improve organizational performance, employees' job satisfaction and continued existence.

Respondents noted that the director does not help each individual to develop their strength as a team (mean=1.975). This was in agreement with Wang et al., (2005) who intimated that under transformational leaders, employees may receive individualized attention from the leader. As a result, they tend to reciprocate by supporting the leader's agenda and performing beyond expectations. Hence, transformational leaders can develop high quality leader member exchange relationships with followers, through which they influence followers' performance.

The study findings further revealed that the director does not consider each person as having different needs, abilities and aspirations from others (mean=2.075). This was not in agreement with Bass et al. (2003) and Kim, (2002) who opined that transformational leaders pay attention to individual employee's concerns and needs and incorporate those in setting organizational goals, which can motivate their followers to achieve the shared organizational goals and visions. When the employees feel that their voices are heard, their chances of fulfilling higher types of human needs are greater.

The study findings also revealed that the director does not suggest new ways of looking at how to solve assignments (67.5%) (Mean=2.30). This was not in harmony with Butler, (1999) who

argued that a transformational leader encourages subordinates to have vision, mission and organization goals, encourage and motivate them to show maximum performance and stimulate them to act critically and to solve problems in new ways and treat and individually.

Lastly the study findings did reveal that the director does not take time to teach and coach most of the staff (77.0%) (Mean=1.975). This was also not in agreement with Liu, (2003) who intimated that enhancing the employees' working circumstances, satisfying their needs, and helping them perform better are emphatically identified with transformational leadership.

5.2.2 The relationship between transactional leadership style and employees' job satisfaction.

According to Pearson's correlation coefficient there was a strong significant positive relationship ($r=0.634^{**}$) between transactional leadership style and employees' job satisfaction of Mukono YMCA College, whereby an increase in the adoption of transactional leadership style improves the college's job satisfaction. The study findings further revealed that transactional leadership style of Mukono YMCA College is still young (Average mean =2.579). According to the findings, a moderate number of the respondents agreed that the director makes clear what one can expect to receive when performance goals are achieved (mean=2.775). The results agree with Podsakoff et al. (2006) who intimated that with an effective transactional style, individual employees become more satisfied with their jobs since this type of leaders clarifies their expectations and identifies the rewards for individual performance considerations.

The study respondents moderately agreed that the director does not express satisfaction when expectations are met in most case (mean=2.675) 57.5%. This means that the leadership does not reward most of the employees enough. The results disagreed with Pillai, Schriesheim, and Williams', (1999) observations that when employees are rewarded (that is, leaders consistently

reward the behavior that they are seeking), they will be recognized by others and feel more valued, which should enhance job satisfaction.

Results further revealed that the director does not focus attention on irregularities, mistakes, exceptions, and deviations from standards (mean=2.40) meaning even small manageable problems in most cases keep recurring at the college. Also the finding revealed that the director does not concentrate his or her full attention on dealing with mistakes, complaints, and failures (mean=2.45). These study results were not in agreement with Lo, Ramayah, and Min (2009) who argued that a transactional leader watches followers closely for mistakes or rule violations and then takes corrective action to allow employees accomplish evaluated level of execution which helps to boost employees' job satisfaction. The study results are also not in agreement with Kim, Egan, and Moon, (2014) who stressed that through the transactional leader's explicit instructions about the path to organizational goals, employees may get intrinsic satisfaction and also be advised about how to obtain extrinsic rewards.

5.2.3 The relationship between democratic leadership style and employees' job satisfaction.

According to Pearson's correlation coefficient there was a strong significant positive relationship ($r=0.808^{**}$) between democratic leadership style and employees' job satisfaction of Mukono YMCA College, whereby an increase in the adoption of democratic leadership style improves the college's job satisfaction. The study findings further revealed that democratic leadership style of Mukono YMCA College is still poor (Average mean =2.258). According to the findings, respondents reported that team work is still lacking at the college and also that the leadership does not seek differing perspectives when solving problems from the biggest number of employees (mean=2.25) and (mean=2.45), which meant that members do not stand by one another such that they can jointly take responsibility and shoulder the blame as a team, they are

all on their own. The results disagreed with Nkonge (2008) who argued that using democratic leadership style in an organization is of mutual benefit; it allows employees to become part of the team and helps to make better decisions.

The study respondents agreed that there is no delegation of duties and responsibilities to lower staff (mean=2.35). This meant that the element of centralization is still evident at the college. The results were in disagreement with Nkonge's (2008:31) observations that delegation improves employee morale and commitment though too much of it can lead to failure of task completion by employees.

Most study respondents also agreed that there is no spirit of shared responsibility at the college (mean=2.275) which means that the leadership is non-participatory. Such findings are not in line with Hersey & Blanchard, (2010) who suggested that the democratic leader shares duties with subordinates by encompassing them in the preparation, decision-making, and implementation phases. Employees who are motivated become self-directed and produce an inspired team, thereby bestowing a greater consistent team and ownership amongst members

They agreed that the director does not command a great deal of trust from the subordinates (mean= 2.225), which disagreed with Deshpande et al (2007: 48) who argued that followers (employees) feel trust and respect towards the leader whose leadership style meets their needs, wants and aspirations and they are motivated to do more than they are expected to do

Furthermore, the study respondents agreed that they are not invited during decision making (mean= 2.0), which disagreed with Kouzes et al, (2003) who asserted that although a democratic leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This not only increases job satisfaction by involving employees or team members in what is going on, but it also helps to develop people's skills

5.3 Conclusions of the study

From the findings, the researcher generally concludes that there is a significant and positive relationship between leadership styles and employees' job satisfaction (Adjusted R square =0.629) an implication that 62.9% variability in employees' job satisfaction is explained by leadership styles while the remaining 37.1% may be explained by other factors.

The study revealed that transformational leadership style positively influences employees' job satisfaction in this organization which was observed at coefficient of 0.630^{**}. However, despite the strong positive effect, it was revealed that the director does not act in ways that build others respect to some extent, does not consider the moral and ethical consequences of his decisions to a larger extent, does not stimulate his followers' effort to be innovative and creative by questioning assumptions and approaching old situations in new ways, he does not also help each person in the team to develop their strengths plus he does not spend time teaching and coaching staff.

The study findings also revealed that there is a positive significant relationship between transactional leadership style and employees' job satisfaction and this was observed at coefficient level of 0.634^{**}. However, despite the strong positive effect that was revealed, the findings indicate that there is an inconsistent system that offers rewards in place to appreciate adherents' behavior, the management does not focus attention on dealing with irregularities, mistakes, exceptions, and deviations from standards, The director is only available to only a handful of his staff.

The study findings also revealed that there is a positive significant relationship between democratic leadership style and employees' job satisfaction and this was observed at coefficient level of 0.808^{**}. However, despite the fact that there was a strong positive relationship, it was noted that democratic leadership style was still lacking according to the study findings as it was

realized that most employees are not invited during decision making, there is no delegation of work to lower staff, and teamwork was also not practiced at the college to a larger extent.

5.4 Recommendations of the study

Basing on the correlation and regression results, the researcher recommends that Mukono YMCA College should adopt a democratic leadership style if it is to attain a higher level of employees' job satisfaction at the college since a democratic leadership style influences employees' job satisfaction at 64.7%. This should be done by holding regular meetings to foster communication between management and employees at all levels to create a feedback channel for the subordinates, delegation of duties to lower staff to share duties with subordinates by encompassing them in the preparation, decision-making, and implementation phases and so forth.

The researcher also recommends Mukono YMCA College to adopt a transformational leadership style since it also has a positive relationship with employees' job satisfaction at the college basing on the regression results because an increase in the adoption of a transformational leadership styles improves employees' job satisfaction at 10.9%. This should be done by leaders should paying special attention to each individual follower's needs for achievement and growth by acting as a coach or mentor to strengthen employees' skills so you can delegate more tasks to them and focus on more important managerial responsibilities—such as planning, Team work to always be the first on every leader's agenda to create an enthusiasm for learning that solitary work usually lacks and so forth

5.5 Suggestions for Further Research

- ❖ This study only focused on three categories of leadership styles; transformational, transactional and democratic as the determinants of employees' job satisfaction of Mukono YMCA College and according to the findings, leadership styles contribute just

62.9% to employees' job satisfaction. This implies that there are other determinants of employees' job satisfaction in private higher institutions of learning other than transformational, transactional and democratic leadership styles. Therefore, future research should focus on these other determinants which affect employees' job satisfaction like rewards, government policy, organizational culture, working environment and organizational policies, among others, size of the organization.

- ❖ Since only one institute was focused on, the study can be carried out by other researchers in other institutions just to equally find out the influence the above mentioned set of factors have on employees' job satisfaction.

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Appendix I

Questionnaire

Dear respondent!

I am Wabwire Joshua an MBA (Masters of Business Administration) student at Graduate School, Kyambogo University. Am currently doing a research study under the theme "*The relationship between Leadership Styles on Employees' Job Satisfaction in Mukono YMCA College*".

The purpose of this research is to measure and analyze the relationship between leadership styles and employees' job satisfaction. My purpose is not to evaluate individual managers or subordinates: rather it is to investigate and to gain insight of how certain leadership styles have a distinctive relationship on employees' job satisfaction.

I pledge full utmost confidentiality for whatever information that you will provide.

Your participation in helping me finalize my study is greatly appreciated. Also, you are kindly requested to respond to each item as frankly as you can.

Thank you for your cooperation!

I. Demographic Data

Please fill out the following information:

1. Gender:

(a) Female (b) Male

2. Age bracket

(a) Below 20 Years (b) 20-30 Years (c) 31 -40 Years (d) Above 40 years

3. Education background

(a) Certificate (b) Diploma (c) Bachelors (d) Masters (e) PhD (f) others specify.....

4 Term of Employment

a) Temporary staff b) contract staff c) permanent staff d) others (specify).....

II. Questions related to the research objective

The following two sections are all about leadership styles and job satisfaction. It is measuring your opinion towards the statements below, there is no right or wrong answer for each. Please tick your preferences on the 5 point Likert scale prepared for this purpose of strongly disagree, disagree, not sure, agree and strongly agree.

a) Leadership Styles Questionnaire

Items	Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly agree (5)
Transformational leadership					
My director					
1. Acts in ways that build my respect					
2. Considers the moral and ethical consequences of his decisions.					
3. Goes beyond self-interest for the good of the college					
4. Stimulates his followers' effort to be innovative and creative by questioning assumptions and approaching old situations in new ways					
5. Emphasizes the importance of having a collective sense of mission					
6. Helps each person in the team to develop their strengths.					

7. Considers me as having different needs, abilities, and aspirations from others					
8. Suggests new ways of looking at how to complete assignments					
9. Spends time teaching and coaching staff					
Transactional leadership					
My director					
1. Makes clear what I can expect to receive when performance goals are achieved.					
2. Expresses satisfaction when I meet expectations					
3. Discusses in specific terms who is responsible for achieving performance targets					
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.					
5. Concentrates his or her full attention on dealing with mistakes, complaints, and failures.					
6. Directs my attention toward failures to meet standards.					
7. Is always available when needed					
Democratic leadership	Strongly disagree	Disagree	Not Sure	Agree	Strongly Agree
My director	(1)	(2)	(3)	(4)	(5)

1. Consults me before taking action.					
2. Promotes team building.					
3. Delegates duties to lower staff.					
4. Believes in shared responsibility.					
5. Commands a great deal of trust from the subordinates					
6. Invites me during decision making					

b) Employee job satisfaction survey

1. I am satisfied with my pay.					
2. I am satisfied with the way I am progressing professionally at the college					
3. My job is secured at the college					
4. I am satisfied with the work place flexibility.					
5. I am satisfied with the degree of professionalism at the college					
6. I am satisfied with the work relationship at the college.					

End

Thank you so much for your cooperation

Appendix II
Interview guide

For the Principal who is involved in the top leadership of the college

Instructions

Please answer the following statements as understood or practiced by you.

1. In your own understanding, explain leadership as used by you and your institution.....
2. Briefly state any leadership styles employed by you
3. (a) Is there a transformational leadership at YMCA?
(b) If yes, how relevant is it?
4. (a) Is there a transactional leadership style at YMCA?
(b) If yes, how has it impacted?
5. (a) Is there a democratic leadership style at YMCA?
(b) How relevant is it?
6. (a) How do you understand the term employee job satisfaction?
(b) How do you think employees job satisfaction can be improved in this college?
7. (a) Do you think employees job satisfaction is based on the leadership styles of their leaders.
(b) Why?
(c) How can an organizational leadership limit/affect employee's job satisfaction?
- 8 (a) What kinds of leadership styles would you recommend for this college?
(b) Why?

Thank you so much for your cooperation!