

**LEADERS PERSONALITY TRAITS AND PERFORMANCE OF TUTORS
IN PRIMARY TEACHERS COLLEGES IN BUSOGA
SUB - REGION, UGANDA**

BARBARA ETHEL ENYUK

16/U/13400/GMED/PE

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH
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Declaration

I, Barbara Ethel Enyuk, declare that this research report entitled ***Leaders Personality Traits and Performance of Tutors in Primary Teachers Colleges in Busoga Sub-region- Uganda***, is my original work and has never before been submitted to any University or institution of Higher Learning for any academic award.

Signature:

Date:

BARBARA ETHEL ENYUK

16/U/13400/GMED/PE

Approval

This is to certify that this research dissertation entitled *Leaders Personality Traits and Performance of Tutors in Primary Teachers Colleges in Busoga Sub-region, Uganda*, has been under our supervision and satisfies the partial fulfillment of the requirements for the award of the Degree of Master of Education in Policy, Planning and Management of Kyambogo University.

Signature: Date:

DR. FRANCES NALUWEMBA

SUPERVISOR

Signature:..... Date:.....

REV. FR. DR. JOHN BOSCO SSETTUMBA

SUPERVISOR

Dedication

I dedicate this dissertation to all people who helped me complete my research study especially my dear brother Mr. Enyuk Barnabas, who showed me the light to life by sacrificing all for my education, and to my loving husband Enoch for his unrelenting spiritual, moral and material support. May God bless you.

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List of Abbreviations/Acronyms

A:	Agree.
CVI:	Content Validity Index.
D & SD:	Responses for Disagree & Strongly Disagree.
D:	Disagree.
MOES :	Ministry of Education and Sports.
NAPE:	National Assessment Progress Examinations
NS:	Not Sure.
NTCs:	National Teachers Colleges.
OCB:	Organizational Citizenship Behavior.
PTCs:	Primary Teachers Colleges.
SA & A:	Combined responses for Strongly Agree & Agree.
SPSS:	Statistical Package for Social Scientists.
TIET:	Teacher Instructor Education and Training.
UNESCO:	United Nations Educational, Scientific and Cultural Organization.

Abstract

The study assessed the relationship between leaders' personality traits and performance of tutors in Primary Teachers' Colleges (PTCs) in Busoga Sub-region, Uganda. Using a cross-sectional study design employing both quantitative and qualitative research approaches using purposive and simple random sampling techniques, the study was conducted on ninety-two tutors, nine administrators (Principals and Deputy Principals) and eight student leaders in PTCs. The data were collected using a self-administered questionnaire and interview guides. The results were analyzed using descriptive statistics in form of frequencies, percentages and inferential statistics involving Pearson's moment correlation for quantitative data (Jeffrey, Royce & Bruce 2016). The study revealed that all the three independent variables had positive relationships with performance of tutors at PTCs in Busoga sub-region. The study concluded that there is a low positive relationship ($r = 0.301$) between principal's extroversion trait and performance of tutors at the level of significance 0.01. The study concluded that there is a moderate positive relationship ($r = 0.648$) between principal's agreeableness trait and performance of tutors at the level of significance 0.01. The study additionally concluded that there is a very weak positive relationship ($r = 0.103$) between principal's emotional stability trait and performance of tutors at the level of significance 0.330. The study recommends using the findings on leaders' personality traits for recruitment, pre-employment testing, formulation of policies, career development counseling, succession planning, and coaching, mentoring, training and leadership development. Stress management and conflict resolution training is also highly recommended for principals.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter presents the background (historical, theoretical, conceptual and contextual perspectives), statement of the problem, purpose of study and, objectives of the study. The chapter also highlights, research questions, scope of the study, significance of the study and the conceptual framework.

1.2 Background to the study

1.2.1 Historical perspective

The concept of leaders' personality traits could be traced way back to the ancient times of civilization (Bass & Stogdills, 1990). Personality traits were understood to be innate or heritable qualities of the individual in the early leadership scientific research tradition (Kanodia, & Sacher, 2016). The perspective, that traits are immutable properties that were present at the birth of a prospective leader is no longer accepted. Personality traits are complex and research suggests that our traits are shaped by both inheritance and environmental factors. During the 1940s and 1950s, trait-based leadership approaches became insufficient to explain leader effectiveness in social, industrial and organizational psychological studies (Shamim, & Siddiqui, 2019). Leaders' personality traits in educational organizations today are crucial to the job satisfaction of employees hence, increased performance of employees in their work (Nguni, 2019). Many principals seem not to have realized that their styles of leadership determine the work performance of tutors in their colleges. Therefore, some of them seem to find it challenging to effectively administer their colleges.

Galabawa (2021) asserted that in educational institutions principals do not engage in supervision although they perceive supervision and instructional leadership to be very important. In practice, however, they do not engage in instructional leadership. Maicibi (2019) contends that, without proper leadership style, effective employee work performance cannot be realized in schools. Similarly, Daft (2017) observed that transformation of work by appropriate leadership was important for organizations to survive. Leaders' personality traits that accommodate the present situations are the ones that make tutors work more effectively. Maliyamkono and Mason (2006) hold that change of leadership orientations was indispensable, so the complexities impacting on social, economic and political aspects of global trends have to be accommodated. The global socio-economic trends have, however, triggered governments in developing and developed countries to transfer powers to lower levels of administrative hierarchy to foster cooperation between leaders and followers when planning for development in their localities.

Uganda introduced Teacher Instructor Education and Training (TIET) to support, guide, coordinate, regulate and promote quality teacher, tutor and instructor education for the production of adequate, competent and ethical teachers, tutors and instructors (Nasaza, 2016). Primary Teachers' Colleges (PTC's) and National Training Colleges (NTC's) are responsible for building leaders' personality traits that determine performance of tutors. Therefore, the kind of leadership provided by principals in colleges has a strong bearing on the performance of tutors (Bedan, 2015).

Tutors' work performance could be described as the duties performed by a tutor at a particular period in the college system in achieving institutional goals (Miao & Qian 2018). It is the ability of tutors to combine relevant inputs for the enhancement of teaching and learning processes. It is noted that tutors behave differently under different situations. Principals can, therefore, encourage effective performance of their tutors by identifying their needs and trying to

satisfy or meet them. In fostering these aims and objectives, the college principal has an important role to play (Kanodia, & Sacher, 2016). One of the roles includes providing effective leadership in their Teachers' College, thereby enhancing better work performance among tutors (Daft, 2017).

1.2.2 Theoretical perspective

The study was based on the Traits Theory of personality, specifically, the Five-Factor theory (often termed the Big Five-Model) developed by Goldberg (1993). The theory states that leader traits are relatively stable and coherent integrations of personal characteristics that foster a consistent pattern of leadership performance across a variety of group and organizational situations Zaccaro, Kemp and Baker, (2004). The theory refers to the five-factor model as basic tendencies and postulates that the five factors are innate, heritable and universal structures.

This traits theory has been used in many study areas including: workplace behavior, attitudes, and performance (Matzler, Renzl, Mooradian, Von Krogh, & Mueller, 2011), employee commitment (Erdheim, Wang, & Zickar, 2006; Kumar & Bakhshi, 2010), employee burnout (Bakker, Van Der Zee, Lewig & Dollard, 2017), performance motivations (Judge, Heller, & Mount, 2017) and academic performance (Chamorro – Premuzic & Furnham, 2003). This traits theory of personality dimensions has been proven to explain and provide meaning to the variance in personality traits, and Goldberg (1993) places personality traits into five general dimensions: openness to experience, conscientiousness, extroversion, agreeableness and emotional stability. The Theory assumes that the different cultural heritages result in different personalities of a person that determine their actions and behavior and affect the leader–follower interaction (Ghani et al., 2015). The theory assumes that strong and weak personality of a leader can influence performance of employee and determine the way an organization performs (Alkahtani et al., 2011). Since leader personality traits are congruent to behavioral patterns and participation of employees in a social

situation, as applied to this study, this theory holds that the researcher would expect principals' leader traits to influence performance of tutors because through appropriate leader traits such as agreeableness, extroversion and emotional stability, principals would create conducive working environments and trust; and cultivate a strong working culture which would in turn motivate and lead to higher performance of tutors.

1.2.3 Conceptual perspective

Performance refers to the employees' behaviors and results of their behavior. It involves adjusting organizational behaviors and actions of work to achieve results or outcomes (Nguni, 2019). For the purpose of this study, tutors' performance is referred to as all the actions done by the tutors in the process of accomplishing their tasks in the colleges (Ibukun, 2017). According to Fabrice and Roseveare (2012) performance of tutor is the outcome of a duty of tutor at a given period in the college system in achieving the institutional goals. Tutors do not just help students with their current classes but they also teach the skills needed to succeed in any academic environment. Students who work with tutors develop stronger time management and study skills, and they gain an understanding of their personal learning style and how to capitalize on their strengths (Judge, 2017).

Personality is defined as a set of indiscernible features and practices that exist behind a predictor of employee job performance (Miao, & Qian, 2018). They suggest that leader' personality and effectiveness can be best explained through evaluating the personality traits namely emotional stability, extraversion and agreeableness. Costa and McCrae (2019) describe leaders' personality traits as internal dispositions that cause the outward behavior of leaders while Zaccaro, Kemp, and Bader, (2004) define leaders' personality traits as relatively coherent and

integrated patterns of personal traits, reflecting a range of individual differences that foster consistent leadership effectiveness across a variety of group and organizational situations.

According to Aggarwal (2004) a trait is a dimension of personality which can be measured and must describe the consistent behavior of an individual. A trait is further conceived quantitatively as a continuous scale of measurement from extensive positive end to the extensive negative end. The independent variable is personality traits. This study explored some personality traits namely: extroversion, agreeable and emotional stability. Extroversion is the degree to which a person is out going, talkative, sociable and enjoys socializing more, and they tend to be effective as managers and demonstrate inspirational leadership behavior (Anguyo, 2017).

Agreeableness is the degree to which a person is nice, tolerant, sensitive, trusting, kind and warm (Van & De Dreu, 2021). This is in line with the teacher's code of conduct to which all practicing teachers must pledge allegiance. In other words, people who are high in agreeableness are likeable and easily get along with others. According to Ghani (2015), tutors' personality traits are reflected not only in their classroom performance especially in their selection of instructional activities, materials, strategies and classroom management techniques but also in their interaction with students. Being a learner also, a tutor's ability to open up to new ideas can make him/her dynamic in carrying out his / her activities and being effective hence better performance.

Emotional stability refers to the degree to which a person is well adjusted, calm, and secures (Daft, 2019). A leader who is emotionally stable handles stress well, is able to handle criticism, and generally does not take mistakes and failure personally. In contrast, a leader who has a low degree of emotional stability generally has lower self-confidence, is likely to become tense, anxious, or depressed and may explode in emotional outbursts when stressed or criticized.

According to Goldberg's, (1993) traits theory, personality is described with the following five basic dimensions: openness, conscientiousness, extroversion, agreeableness and emotional stability. Openness stands for intellectual curiosity, preference of diversity, a need for change and tendency towards experimenting, inclination to new ideas and non-conventional values. Persons with high scores in openness are liberal and open to novelty, open-minded and they question authorities and dogmas. Conscientiousness represents the ability of self-control with a sense of discipline towards achieving goals and performing duties, while keeping to one's own principles. Extroversion relates to sociability and activity; and persons with high extraversion scores are talkative and friendly, active, cheerful, optimistic and outgoing. Agreeableness stands for trust, selflessness, and compassion for others Kanodia & Sacher (2016). Persons with high agreeableness score are cooperative, altruistic and empathetic. Emotional stability is a disposition of a person to experience positive emotions such as: relaxed, resilient, calm and not easily upset in stressful situations (Rohani, 2017). The researcher adopted only three of the five dimensions of leader's personality traits for the study, namely: extroversion, agreeableness and emotional stability because they directly impact on tutors' commitment to class attendance, time management and task accomplishment.

1.2.4 Contextual perspective

Out of the 53 Primary Teachers' Colleges (PTCs) in Uganda, the four colleges located in Busoga Sub-region seem not to be experiencing satisfactory performance of tutors. Tutors seem to exercise incompetence in equipping primary school teachers with adequate content mastery and appropriate methodologies of teaching; and this has caused the need to impose a requirement to have a degree in education in a bid to improve performance (Anguyo, 2017). Ibukun (2017) supported this view and reiterated that poor training of teachers often leads to poor educational results. According to the Uganda Service Delivery Indicators 2021, one in five primary teachers in Busoga Sub-region managed to score 80% in a test based on the subjects they teach. Only 20% showed adequate mastery of the curriculum they teach while only 26% passed a pedagogical test that tested methodological rigor for delivery of content.

Furthermore, tutors in Busoga Sub-region seem not to be meeting their performance expectations as a result of failure to demonstrate adequate foundational knowledge and lack professionalism when teaching student teachers in PTCs (Kagoda & Ezati, 2013). Performance of tutors in PTCs in Busoga Sub-region is low due to the influence of possible extraneous factors such as inadequate resources or funds, low motivation of the staff and students and hence, has made leaders fail to accommodate the present situations. Further still, it remains unclear as to whether by coincidence all the nine principals in Busoga Sub-region exhibit any poor leaders' personality traits, necessitating the need for further research (NAPE 2019). This study therefore was conducted to establish the relationship between leaders' personality traits and performance of tutors in Primary Teachers' Colleges in Busoga Sub-region

1.3 Statement of the problem

The process of preparing teachers for quality education is very complex in Primary Teachers' Colleges. According to Goldberg (1993), there are five personality traits and these are openness, conscientiousness, extraversion, agreeableness and emotional stability. These traits require commitment, care and dedication among educators so as to ensure the process of preparing teachers goes smoothly and ultimately results in quality education. MOES (2018) showed that, there is a lack of motivation to excel due to low incentives for outstanding performance in teacher education. This has contributed to low levels of attendance of tutors in the classroom and attrition of tutors. This has been proven by the prevailing low performance among tutors; which has further led to low performance of student teachers in their national examination, especially Grade three student teachers with often no distinctions and credits but large number of failures.

The issue of bureaucracy also exists in colleges and affects much the institutional performance due to lack of morale and commitment of tutors, hence tutors encounter difficulties in monitoring student teachers' behavior which leads to inefficiency in the college performance. College boards are bureaucratically selected and there is a tendency of selecting incompetent members whose roles are limited to advisory capacity. This makes the boards inefficient, taking long time in decision making and settling disputes (MOES, 2018). However, there is a growing concern about the type of teachers produced nowadays in the PTCs of Busoga sub region. As such, the government, private sector employers, policy makers, educators and the parents are raising questions regarding the competence of the present-day teachers. This is buttressed by the Uganda National Assessment of Progress in Education (NAPE, 2019) Report which shows that the quality of newly recruited teachers from Primary Teachers' Colleges in Busoga Sub-region is still

wanting. NAPE (2019) also highlights major short comings in Primary Teachers' College instructional process.

As such, Primary Teachers' College tutors in Busoga Sub-region are becoming the focus of interest in academic performance of primary teacher trainees because of the role they play in the delivery of quality education. Tutor performance gaps are believed, linked and reported to cause low teacher trainee academic achievement (Kagoda & Ezati, 2013; Mukhayе, 2017; Kyomuhendo & Kasule, 2017). It is upon this background that this study sought to investigate and find out the relationship between leaders' personality traits and performance of tutors in Primary Tutor Colleges in Busoga Sub-region.

1.4 Purpose of the study

The purpose of this study was to establish the relationship between leaders' personality traits and performance of tutors in PTCs in Busoga Sub-region, Uganda.

1.5 Objectives of the study

The objectives for this study were;

1. To examine the relationship between leaders' extraversion trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region.
2. To assess the relationship between leaders, agreeableness trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region.
3. To establish the relationship between leaders' emotional stability trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region.

1.6 Research questions

This study sought to answer the following questions:

1. What is the relationship between leaders' extraversion trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region?
2. What is the relationship between leaders' agreeableness trait and performance of tutors in Primary Teachers, Colleges in Busoga sub-region?
3. What is the relationship between leaders' emotional stability trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region?

1.7 Research hypotheses

This study was guided by the following alternative research hypotheses:

H₁: There is a statistically significant relationship between leaders' extroversion trait and performance of tutors in PTCs in Busoga Sub-region.

H₂: There is a statistically significant relationship between leaders' agreeableness trait and performance of tutors in PTCs in Busoga Sub-region.

H₃: There is a statistically significant relationship between leaders' emotional stability trait and performance of tutors in PTCs in Busoga Sub-region.

1.8 Scope of the study

1.8.1 *Geographical scope*

Uganda has 53 Primary Teachers' Colleges (PTCs) well distributed in the country. Busoga Sub-region is found in Eastern Uganda occupying an area of over 10,000 square kilometers and located 80.9 kilometers from Kampala to Jinja city. Busoga has eight P.T.Cs offering Grade III Teachers' Certificate in Primary Teacher Education. There are three Government aided P.T.Cs one of which is Bishop Willis Core PTC (Iganga), a Core PTC with both Pre-service and In-Service training programmes. The others are Non-Core Institutions with only Pre-service programmes including Jinja Primary Teachers College, Kaliro Primary Teachers College. The study was carried out in four Primary Teacher Colleges (PTCs) within a radius of 72.0 kilometers from Jinja city in Busoga Sub- region. Busoga Sub-region is chosen because some of its PTCs, have been named among the poor performing PTCs, yet most tutors in the region are qualified and expected to be performing extremely well. (NAPE, 2019).

1.8.2 *Content scope*

The study focused on the leaders' personality traits of extroversion, agreeableness and emotional stability and performance of tutors in class attendance, time management and task accomplishment. The aim was to examine if leaders' personality traits relate negatively or positively to performance of tutors in PTCs in Busoga Sub-region.

1.8.3 Time scope

The research examined the relationship between leaders' personality traits and performance of tutors in PTCs in Busoga Sub-region, for a period of 5 years (2014 - 2018). This period was chosen because it was the period when media reports published low tutor performance in PTCs, hampering student teacher academic performance for example, according to Anguyo, (2015), failure in Grade III Certificate examinations was in 2016 (34%), 2015 (39.7%), 2014 (24%) and 2013 (34.7%)

1.9 Significance of the study

The study provides a baseline for policy formulation in the area of leadership in PTCs. In addition, the current study is significant in supporting efforts towards ensuring that leadership in PTCs all over the country is delivered against sound policy guidelines.

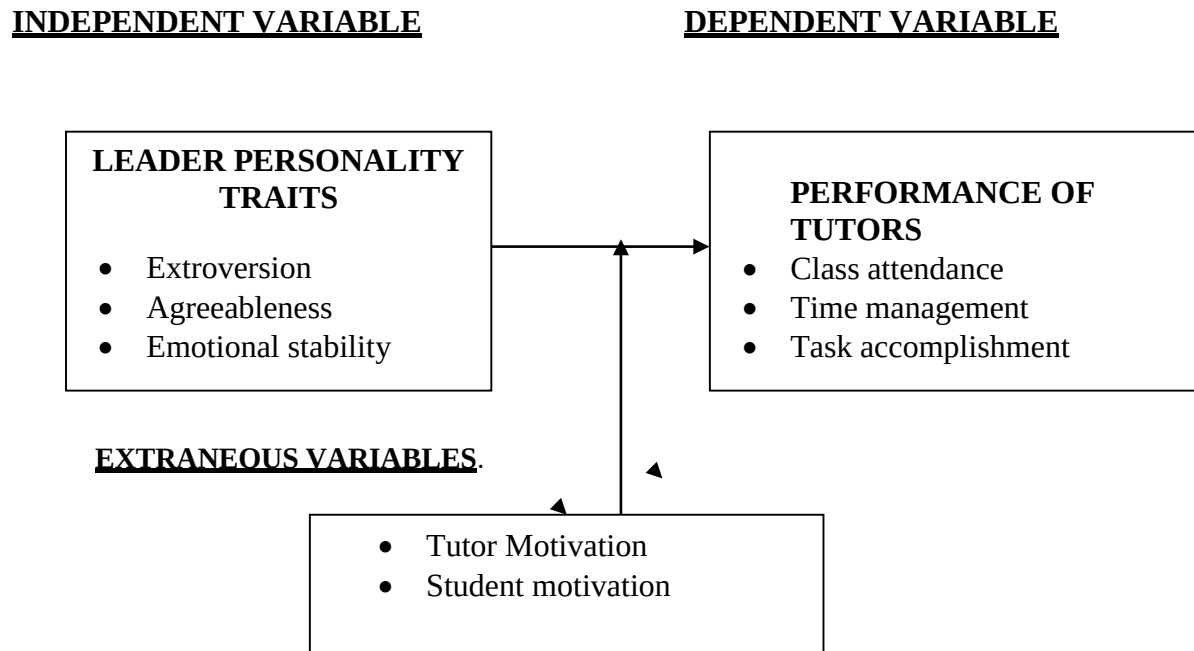
With regard to practice, the recommendations proposed by the study provide practical approaches that can be used by principals for proper management of performance of tutors in PTCs.

The study provides material to curriculum developers in the designing of content of courses necessary for prospective and incumbent principals and tutors in PTCs.

The study contributes to scholarly works and literature in the field of leaders' personality traits and performance of tutors that would be used by other researchers to conduct studies specifically on leaders' personality traits as well as performance of tutors.

1.10 Conceptual Framework

Figure 1.1: Conceptual framework



Source: Adopted from Ghani, Yunus, & Bahry (2015) and modified by the researcher

The conceptual framework above depicts a direct relationship between leaders' personality traits and performance of tutors in PTCs. Leaders' personality trait is perceived as the independent variable (IV) broken down into three dimensions: Extroversion, Agreeableness and Emotional stability. The dependent variable (DV) is performance of tutors which the study analyzes in terms of task accomplishment, class attendance and time management. When the leaders have the above personality traits in colleges, tutors perform highly implying that tutors' performance in colleges depends on leader's personality traits. On the other hand, tutors perform poorly in terms of task

accomplishment, class attendance and time management, if the above leaders' personality traits are lacking or are inadequate.

Leaders with the personality trait of extroversion tend to be proactive. This refers to a person inclination to fix what is wrong, change things and use initiation to solve problems. Instead of waiting to be told what to do, proactive leaders take action to initiate meaningful change and remove the obstacles they face along the way. Proactive individuals tend to be more successful in their jobs services. They are also more successful over the course of their careers because they use initiation and acquire greater understanding of the politics of the company (Robbins, 2021). Proactive leaders are valuable assets to their PTCs because they have higher levels of performance. In contrast leader who is emotionally stable handles stress well, is able to handle criticism, and generally does not take mistakes and failure personally. Whereas, leaders who have a low degree of emotional stability are likely to become tense, anxious, or depressed.

Agreeable people are valuable, additive to their teams and are effective leaders because they create a fair environment when they are in leadership positions. At the other end of the spectrum, people in low agreeableness are less likely to show this positive behavior moreover people who are disagreeable are less likely to quit their jobs unexpectedly perhaps in response to conflicts with a boss or a peer.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter focuses on theoretical review and related literature on leaders' personality traits and performance of tutors in PTCs in Busoga Sub-region, Uganda. The chapter also presents the summary of the reviewed literature.

2.2 Theoretical review

The study was based on Traits theory of personality, often termed the Big Five- Model developed by Goldberg (1993) because the Traits theory dimensions has been proven to explain and provide the meaning of variance in personality traits. This theory of personality has been used in the study of important aspects of performance in workplaces which influence behaviors and attitudes of workers (Matzler et al., 2011). In terms of performance, the theory also underscores the importance of commitment (Erdheim et al., 2006; Kumar & Bakhshi, 2010). Low emotional stability of leaders leads to high propensity to employee burnout (Bakker et al., 2017) which affects performance. High emotional stability of leaders in PTCs will therefore, enable the tutors to work under stress free environment and be motivated to perform effectively (Judge et al., 2017). Leaders with high scores in extroversion and agreeableness in colleges create an enabling environment for tutors in their duty to achieve high academic performance (Chamorro-Premuzic & Furnham, 2003). As often termed as the Big Five – Model, Goldberg's traits theory categories personality traits into: openness to experience, conscientiousness, extroversion, agreeableness, and emotional stability.

Openness to experience includes having wide interests, and being imaginative. Daft (2019) defines this dimension as the degree to which a person has a broad range of interests and is imaginative, creative, and willing to consider new ideas. People high in this dimension are

intellectually curious and often seek out new experiences while on the contrary, people lower in this dimension tend to have narrower interests and stick to the tried-and-true ways of doing things.

Daft and Lane (2019) defined conscientiousness as the degree to which a person is responsible, dependable, persistent, and achievement-oriented. Leaders high in conscientiousness tend to be organized, thorough, and good at planning. Conscientious leaders focus on few goals, which they pursue in purposeful ways, whereas less conscientious leaders tend to be easily distracted and impulsive.

The broad dimension of extroversion includes a variety of specific traits such as talkative, energetic, and assertive. Daft and Lane (2019) mentioned that extroversion dimension also includes the characteristic of dominance. Extrovert tutors are often quite self-confident, they seek out positions of authority, are competitive, assertive and like to be in charge of others or have responsibility for others. A leader with high extroversion enjoys being on stage speaking before a crowd, meeting new tutors and clearly enjoys being in a position of authority and influence. However, leaders low in the extroversion dimension have a low degree of dominance. They are known to be very reserved in many situations. In addition, they do not appear to have great desire to influence others, preferring to focus on details and strategy rather than the brightness of interpersonal relationships. Indeed, they are sometimes looked at as high-handed because they make and implement decisions without trying to persuade others of their position.

Agreeableness dimension includes traits like sympathetic, kind and affectionate. Daft and Lane (2019) defined agreeableness as the degree to which a person is able to get along with others by being good-natured, cooperative, forgiving, compassionate, understanding, and trusting. They added that a leader who scores high in agreeableness seems warm and approachable, whereas one who is low in this dimension seem cold, distant, and insensitive.

Daft (2005) refers to emotional stability dimension as the degree to which a person is well adjusted, calm, and secure. A leader who is emotionally stable handles stress well, is able to handle criticism, and generally does not take mistakes and failure personally. In contrast, leaders who have a low degree of emotional stability are likely to become tense, anxious, or depressed. They generally have lower self-confidence and may explode in emotional outbursts when stressed or criticized.

This theory assumes that the leaders' personality traits in colleges influence performance of tutors because through appropriate leader personality traits such as agreeableness, extroversion and emotional stability, principals create conducive working environments. They create trust, and cultivate a strong working culture, which would in turn motivate and lead to higher performance of tutors.

However, the traits theory was developed within the English lexicon on English-speaking samples (Block, 2021). Thus, it may not be applicable in cultures where English is not the dominant language. Furthermore, since it was developed primarily through factor analytic methods, it is criticized for its seemingly non-theoretical basis. It also lacks an explanation of the developmental course of personality (Block, 2021). Despite these limitations, the theory was adopted for this research because a lot of study has validated its foundational basis, and hence it was adopted for this research.

2.3 Review of related literature

2.3.1 *Extroversion and Performance of Tutors*

Extroversion is the degree to which a person is outgoing, talkative, sociable and enjoys socializing more over-they tend to be effective as managers and they demonstrate inspirational leadership behaviors as (Anguyo, 2017), further observes. This needs to be tapped especially during team work which is part and parcel of the teacher's daily tasks. Extroverts have easier time adjusting to new jobs than introverts. They actively seek information/feedback and build effective relationships which help them adjust. Interestingly, extroverts are also found to be happier at work which may be because of the relationships they build with the people around them and the easier adjustments to a new job (Anguyo, 2017). However, they do not necessarily perform well in all jobs, i.e., jobs depriving them of social interaction may be a poor fit, more over they are not necessarily model employees for example they tend to have higher levels of absenteeism at work, potentially because they may miss work to hang out with or attend to the needs of their friends (Ibukun, 2017).

People with a personality trait of extroversion tend to be proactive. This refers to a person's inclination to fix what is wrong, change things and use initiation to solve problems. Instead of waiting to be told what to do, proactive people take action to initiate meaningful change and remove the obstacles they face along the way (Anwar et al. (2017). Proactive individuals tend to be more successful in their jobs services. They are also more successful over the course of their careers because they use initiation and acquire greater understanding of how the politics of the company (Ibukun, 2017). Proactive people are valuable assets to their institutions because they may have higher levels of performance. They adjust to their new jobs quickly because they understand the political environment better and make friends more quickly (Creswell, 2014). They are eager to learn and engage in many developmental activities to improve their skills. It should

be noted however that for all their potentials, proactive people may be a liability for a person or an organization as they become pushy and try to change things by virtue of their initiative at the expense of the organizations (Creswell, 2014).

Researchers recognize extroversion to be important for the smooth functioning of the social mechanisms within an organization. Leaders high in extroversion are talkative, outgoing, enthusiastic, energetic, optimistic and assertive (Costa & McCrae, 1992). Furthermore, principals with high extraversion are expected to stimulate discussion (Mohammed & Angell, 2003) and their attitude should foster a climate in which tutors feel free to express themselves. This freedom of expression is critical to the quality of the decisions the tutors will have to make with regard to their duties. High extroversion in leaders may harm employee performance due to the fact that because of their talkativeness and assertiveness, extraverts tend to be dominant and many dominant individuals in a group will likely engage in conflict over team issues, for instance, leadership.

A study conducted by Anwar et al. (2017) to evaluate the personality-performance paradigm in the context of emerging economies, assessed personality through the big five traits, namely openness to experience, conscientiousness, extraversion, agreeableness and neuroticism or emotional stability using stratified sampling techniques to gather data from 149 Small and Medium Enterprises belonging to diversified business sectors operating in the industrial city of Gujranwala, Pakistan. The study found that leader extroversion traits, was significantly positively associated to employee job performance.

Likewise, a study by Hu and Judge (2017) examined the indirect impact of leader extraversion, agreeableness, and conscientiousness on team performance through a team's potency beliefs and through relational identification with the leader using time-lagged, three-source data

from 71 teams. They found that leader extraversion had a positive indirect impact on team in-role and extra-role performance through relational identification for high power distance teams.

In the same vein, research by Ghani, et al., (2015) to establish the relationship between leader's personality traits and employee job performance in the Public Sector, Putrajaya, using correlational research design revealed that leader extroversion trait was moderately correlated to employees' job performance.

Similarly, Kickul and Neuman (2000) conducted a study to investigate the theoretical underpinnings of individual emergent leadership behaviors and their relationship with teamwork performance and outcomes using 320 undergraduate students. The results revealed a positive association between extroversion and team performance.

In the same way, Grant, Gino and Hofmann (2011) conducted a study to investigate whether groups perform more effectively under extraverted leadership. The findings of their study reveal that groups achieved higher performance when leaders acted high in extroversion.

Although the findings of these studies are congruent, they seem to ignore the fact that extroversion leader trait may harm employee performance, as the leader may be perceived by employees as seeking dominance and is proud. This study therefore seeks to assess the actual influence of principals' leader personality traits on performance of tutors.

2.3.2 Agreeableness and Performance of Tutors

Agreeable people may be valuable, additive to their teams and may be effective leaders because they create a fair environment when they are in leadership positions (Ghani, 2015). At the other end of the spectrum, people in low agreeableness are less likely to show this positive behavior moreover people who are disagreeable are slower to quit their jobs unexpectedly perhaps in response to conflicts with a boss or a peer (Molleman et al., 2004; Van Vianen & De Dreu, 2021).

Note that people in high agreeableness are also less likely to engage in constructive and change oriented communication. Disagreeing with the status quo may create conflicts and agreeable people may avoid creating such conflicts, missing an opportunity for constructive change (Molleman et al., 2004).

A high level in leader's agreeableness trait is, expected to be positively related to performance of tutors. Leaders high in agreeableness are friendly, tolerant, helpful, altruistic, modest, trusted and straightforward (Bedan, 2015). Researchers link leader agreeableness to interpersonal attraction and thus cooperation, smooth conflict resolution, open communication, information-seeking, compliance with team goals, and task cohesion (Van Vianen & De Dreu, 2021; Mohammed et al., (2017). Results of empirical studies confirm the expectation that higher levels of agreeableness lead to higher employee performance (Van Vianen & De Dreu, 2021).

According to a study conducted by Anwar et al. (2017) to evaluate the personality-performance paradigm in the context of emerging economies gathered data from 149 Small Medium Enterprises belonging to diversified business sectors operating in the industrial city of Gujranwala, Pakistan found a significant positive association between leader agreeableness traits and employee job performance in diversified business sectors operating in the industrial city of Gujranwala, Pakistan.

In addition, a study by Hu and Judge (2017) examined the indirect impact of leader extraversion, agreeableness, and conscientiousness on team performance through a team's potency beliefs and through relational identification with the leader using time-lagged, three-source data from 71 teams. They found that leader agreeableness had a positive effect on team in-role and extra-role performance via relational identification and on team in-role performance via team potency for low power distance teams.

Also, research by Ghani et al. (2015) to investigate the relationship between leaders' personality traits and employee job performance in public sector, Putrajaya, using correlational research design revealed that leader agreeableness trait was moderately correlated to employees' job performance.

Further still, research by Miranda, Van Tuijl, Rutte and Reymen (2006) showed that leaders with agreeableness trait bear characteristics that facilitate interpersonal attraction and thus cooperation, smooth conflict resolution, open communication, information-seeking, compliance with team goals; and task cohesion, group cohesion and alignment on the most effective way to work together as a team. The result of their empirical study confirms the expectation that higher levels of agreeableness trait led to higher team performance.

However, in contrast a study by Judge, Bono, Ilies, and Gerhardt (2017) revealed that agreeable people possess the attributes of being modest, good natured and avoid conflict, hence are less likely to be effective in their administrative roles and leading to low employee performance. It therefore, seems to be unclear as there are variations and contradictions in the empirical results regarding whether Principals' agreeableness personality traits can promote tutor performance. Therefore, this study is crucial and seeks to establish the relationship between leaders' agreeableness trait and performance of tutors in PTCs in Busoga Sub-region.

2.3.3 Emotional stability and Performance of Tutors

Leaders with high emotional stability are described as self-confident and secure about chosen goals and decisions (Molleman, 2021). The big five theory refer to emotional stability as neuroticism. It is worth noting here that leaders high in emotional stability are low in neuroticism. Researchers suppose this leader personality trait to foster cooperation, a relaxed working atmosphere, stability within the team and coordinated work behaviours and task cohesion (Van Vianen & De Dreu,

2021; Molleman et al., 2004). Based on this and on previous findings, emotional stability is expected to be positively related to team performance.

Results from separate studies support this expectation (Molleman et al., 2004). For example, a study by Anwar, et al. (2017) to evaluate the personality-performance paradigm in the context of emerging economies found that leader emotional stability trait, was significantly positively associated to employee job performance.

Research by Ghani et al., (2015) to investigate the relationship between leader's personality traits and employee job performance revealed that leader emotional stability trait was correlated to employees' job performance. As aforementioned, these findings indicate that a leaders' emotional stability was correlated to employee performance.

Likewise, Shamim and Siddiqui (2019) conducted research with a core objective to study the relationship between leader's emotional stability, organizational culture, and subordinates Organization Citizenship Behaviors (OCB) and task performance using 200 managers, working in different sectors of Pakistan. The data was collected by means of Likert scale questionnaire and analyzed by using SmartPLS Software. The results from the responses gathered show that leader's emotional stability has a significant impact on organizational culture, as well as on sub-ordinates' task performance. From these results, Shamim and Siddiqui (2019) concluded that leaders with high emotional stability competencies help in shaping the organizational culture, make it more productive for their sub-ordinates and help them to exhibit greater organizational commitment and hence performance.

Further still, Miao, Humphrey, and Qian (2018) carried out a study titled, "*A cross-cultural meta-analysis of how leader emotional intelligence influences subordinate task performance and organizational citizenship behavior*". The findings revealed a strong relationship between leaders'

emotional stability and subordinates' task performance. In the same vein study by Akmal (2015) to identify which of the four personality traits (emotional stability, openness to experience, conscientiousness, agreeableness) are critical to team cohesiveness and performance established that emotional stability plays a key role in fostering team cohesiveness which in turn builds high performance.

2.4 Summary of Literature Review

The literature review was based on the relationship between leaders' personality traits and performance of tutors in PTCs. Researchers recognize extroversion to be important for a smooth functioning of the social mechanisms within an organization. Leaders with high extroversions are talkative, outgoing, enthusiastic, energetic, optimistic and assertive (Costa & McCrae, 1992). Furthermore, leaders with high extroversion are expected to stimulate discussion (Mohammed & Angell, 2003) and their attitude should foster a climate in which tutors feel free to express themselves. A high level in leaders' agreeableness trait is expected to be positively related to performance of tutors. Researchers link leader agreeableness to interpersonal attraction and thus cooperation, smooth conflict resolution, open communication, information-seeking, compliance with team goals, and task cohesion. Leaders with high emotional stability are described as self-confident and secure about chosen goals and decisions.

While many studies Grant et al. (2011), Kickul et al. (2000) and Hu et al. (2017) agree that groups achieve higher performance when leaders acted high in extraversion, they ignored the fact that extraversion may harm employee performance when they are perceived as seeking dominance and are proud Ghani et al. (2015). This gap in these studies required an investigation

into the relationship between leaders' personality traits and tutor performance in PTCs in Busoga sub-region.

Studies including Anwar et al. (2017) and Ghani et al. (2015) concurred on significant positive leader agreeableness trait and employee job performance in the business sector; but no related studies had been conducted in teacher education sector in Uganda. Therefore, to address this gap there was the need to conduct the study on Leaders' Personality Trait and Tutor Performance in Primary Teachers' Colleges in Busoga Sub - Region in Uganda.

Other studies revealed that there was strong relationship between leaders' emotional stability trait and subordinates' task performance carried out in Asianic and English lexicon countries, but no studies had been carried out in PTCs in Uganda. Therefore, the study of leaders' personality traits and the performance of tutors in PTCs in Busoga sub - region had to be conducted.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used to conduct the study. It covers a description of the research design, study population, sample size and sampling techniques, data collection methods, quality control of instrument, procedure of data collection, data analysis, study limitation and delimitation and ethical considerations.

3.2 Research design

The study adopted a cross-sectional study design. This design is considered appropriate for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2019). It enables the researcher collect data in a short time from relatively large number of respondents in its natural setting (Creswell, 2014). Both qualitative and quantitative approaches were used for mutual validation of the findings, for the production of more coherent and complete picture of the investigation domain than a one research method could yield. Qualitative and quantitative approaches were used to ensure that the limitations of one type of data are balanced by the strengths of another approach; is also considered a flexible data analytic tool for investigating data pertaining to behavioral sciences (Cohen, Cohen, West & Aiken, 2013). The researcher used it to explore the effect of the three independent variables of the leaders' personality traits and predict the value of the dependent variable, the performance of tutors.

3.3 Study population, sample size and sampling techniques

The study comprised of tutors and student leaders because they are the main subjects affected by the leaders' personality traits who are the principals and the deputy principals. The latter while

executing their duties as administrators in PTCs exhibit their individual leadership personality traits that may influence the performance of tutors.

According to Fraenkel and Wallen (2009), a sample is a subsection of a population. Since the population was quite big, Roston (2008) recommended a selection of a representative study population. Therefore, Krejcie & Morgan (1970) Table of Sample Determination from a given population (see Appendix C) was used to determine the sample size and the category of the number of respondents to be engaged in the study. The researcher therefore, applied both simple random sampling (Ghauri and Gronhang, 2005) and purposive sampling (Taherdoost, 2016) techniques to collect data.

Table 3.1:

Study population, sample size and sampling techniques

Category	Target Population	Sample Size	Sample Proportion (%)	Sampling Techniques
Principals	4	4	100%	Purposive
Deputy principals	5	5	100%	Purposive
Tutors	113	108	95.6%	Simple Random Sampling
Students' leaders	10	8	80%	Simple Random Sampling

Source: Primary Data, 2019.

3.3.1 Target population

The target population included a total of 132 respondents targeted from 4 PTCs in Busoga Sub-region. This consisted of 4 principals, 5 deputy principals, 113 tutors and 10 students' leaders (see table 3.1). Due to its time and cost effectiveness, flexibility and the ease in its implementation, Multi Stage Sampling technique (Levine et al., 2014) was used to select the four PTCs in Busoga Sub-region that participated in the study. The researcher found it convenient to carry out the study

on part of the target population that was selected. These categories of participants were considered appropriate for this study because they had firsthand opinions, views and ideas regarding leaders' personality traits and performance of tutors in PTCs. This was based on the fact that they were key factors in the management, guidance and instructional processes in the colleges.

3.3.2 Sample size

The sample size comprised of a total of 125 respondents selected from 4 PTCs in Busoga Sub-region. This consisted of 4 principals, 5 deputy principals, 108 tutors and 8 student leaders (see table 3.1 above). This sample size was considered representative of the total population. To sample the respondents, the researcher used the 50 - 100 percent of the respondents as suggested by Mugenda & Mugenda (2003).

3.3.3 Sampling technique

Multi Stage Sampling was used to select the four PTCs in Busoga Sub-region to participate in the study because the institutions are located homogeneously, having similar characteristics in terms of population, curriculum and gender. In addition, they are mixed colleges having both female and male tutors as well as student teachers and student leaders. Tutors and student leaders were select using simple random sampling. Random sampling is used to avoid biasness and to ensure that each tutor is given an equal independent chance of participation in the study (Amin, 2005). While purposive sampling was used to select principals and their deputies (the key informants), because of their extensive knowledge about the variables under study and the wider exposure as well as experience, about the relationship between leaders' personality traits and performance of tutors in Primary Teachers' Colleges in Busoga Sub-region.

3.4 Data collection instruments

Both primary data and the secondary data, gathered by the researcher and by other researchers respectively, was collected and the major instruments used included questionnaires and interview guides.

3.4.1 *Self-administered questionnaire*

A self-administered closed ended questionnaire was the major instrument which was used to gather quantitative data expressed in numerical values for the study variables of tutors. Questionnaires were used because they are efficient data collection mechanism where the researcher knows exactly what is required and how to measure the variables of interest. It is cost effective and time saving Fraenkel & Wallen, (2009).

3.4.2 *Interview guide*

The researcher used structured interview guides to gather qualitative data, which involved descriptive characteristics and of non – numerical nature from the principals; deputy principals and students' leaders to supplement quantitative data collected using questionnaires. In addition, the structured interview guides were used to help the researcher to understand the perceptions of the respondents better as it involves a social encounter which caters for respondents who are more willing to talk than write, and those who would prefer to remain anonymous (Orodho, 2009). In addition, it gives in-depth information about a research question that cannot be obtained using questionnaires.

3.5 Research procedure

The research proposal was first approved by the supervisor and the researcher designed the research instruments which were used in data collection activities. Permission to conduct research and a letter of introduction was sought from Kyambogo University. The letter officially introduced

the researcher to the management and other officials in the study area which enabled her officially conduct the study in the areas with ease. This enabled the researcher observe all the required ethical considerations during the course of data collection. The questionnaires were administered to teachers whose job performance is influenced by the management of school resources. With the help of Research assistant, sample was done through purposive and simple random techniques while considering the fact that each teacher has equal chances of participating in the exercise. During data gathering, self - administered questionnaires were administered to respondents with the help of Research assistant and after filling in, the researcher collected the instrument on spot.

3.6 Quality control of the research instruments

3.6.1 *Validity of instruments*

Validity suggests truthfulness. It refers to how well an idea fits with actual reality. It is also the degree to which a test is capable of measuring what it intends to measure in terms of face, content, and format of questionnaires, interviews among others (Amin, 2005). Emphasis was put on content validity of the research instrument which requires both item validity that is whether the test items represent measurement in intended content area and sampling validity that is how well the test samples the total content area (Mohajan, 2017). This was applied to all instruments and the average was computed. The research instrument was passed to professionals, experts and other research authorities to ascertain the validity of the instrument.

3.6.2 *Reliability of instruments*

The questionnaire was pretested using respondents within the PTCs and Cronbach's Alpha Reliability Coefficient was computed using statistical Package for Social Scientists (SPSS) and scores were evaluated. The Alpha Coefficient were 0.96 and 0.84, for leaders' personality traits

and performance of tutors respectively, both of which were above 0.7 and hence were considered reliable (Sekaran, 2003).

3.7 Data analysis

3.7.1 Quantitative data analysis

Quantitative data was analyzed using both descriptive and inferential statistics generated using Statistical Package for Social Scientists (SPSS) software package. Descriptive analysis was applied to describe the study variables and the associated indicator item related to the study objectives by generating frequencies and percentages. The data was put in order and structured to get meaning from data. The results of the data analysis were presented in frequency tables, bar graphs and pie-charts. Data analysis was done using; correlation analysis to establish the relationships that exist between the principal's leader traits and performance of tutors because the researcher was interested in finding the relationships between each of the dimensions of leaders' personality traits and performance of tutors.

3.7.2 Qualitative data analysis

Qualitative data collected using interview guides was analyzed using content data analysis based on pattern and commonalities into different themes and sub-themes and substantiated using narrative data analysis by use of quotations (Creswell, 2014). Qualitative data analysis was used to supplement quantitative data in the reporting.

3.8 Ethical consideration

The researcher followed a number of research guidelines to maintain ethical standards which included briefing the respondents before and debriefing after the study was carried out to give respect and assurance for confidentiality and anonymity.

Research did not harm and therefore it was important to gain informed consent from respondents and respect their rights. The researcher disclosed the real purpose of the research and gave all the relevant facts about the research so that subjects were able to make informed decision about participation in the study.

This study was conducted within the ethical requirement in the collection of data from respondents. The study ensured that there was confidentiality and voluntary participation. The instruments for data collection were only questions that helped the researcher in answering the research objectives and not involving true respondents' names (Bhandari, 2022). Respect of privacy of research participants was done by leaving out the items on personal and institutional identity by name from the demographic profiles in both the interview guide of principals, student leaders and questionnaires for tutors. This also involved securing and protecting the data obtained by using it only and strictly for the purpose of this research.

Informed consent of participants was obtained for conducting the research study both formally through the introductory letter from Head of Department, Kyambogo University and informally in a face-to-face interaction with the respondents.

Data collection was carried out upon request and voluntary participation of the respondents, with no undue pressure placed on them.

3.9 Limitations of the study

The study was carried out during week days and working hours to enable the researcher to move to the respondents' places of work after their busy hours and this was done during lunch hours and target respondents like principals, deputy principals, tutors and students' leaders the researcher found them in their colleges to get the data.

The researcher was faced with a problem of biased respondents who refused to provide the information due to their reservations and the researcher had to labor to explain to them that this information had nothing to do with politics and security purposes other than study purpose.

Funds were inadequate to facilitate the research requirements and so the researcher adopted good financial planning and use of virtual facilities.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter provides an analysis of data collected from the field. The results have been presented in tables and content delivery to highlight major findings. The findings are presented using frequencies and percentages. The study assessed the relationship between leaders' personality traits and performance of tutors in PTCs in Busoga Sub-region, Uganda. It was guided by three objectives which were:

- to examine the relationship between leaders' extroversion trait and performance of tutors in PTCs;
- to assess the relationship between leaders' agreeableness trait and performance of tutors in PTCs and
- To establish the relationship between leaders' emotional stability trait and performance of tutors in PTCs. The results of this study are based on quantitative and qualitative data.

4.2 Response rate

4.2.1 Questionnaire return rate

The return rate of the questionnaire was analyzed so as to determine whether the findings obtained would be reliable and valid. According to Mugenda and Mugenda (2003), a response rate of 50 per cent is adequate for analysis and reporting; a rate of 60 per cent is good, while a response rate of 70 per cent and over is excellent.

Table 4.1:

Response rate

Questionnaires	Number of respondents	Percentage
Questionnaires issued	125	100%
Questionnaires received	101	80.8%

Source: Primary Data, 2019

According to the findings in the table 4.1, a total of 125 questionnaires were administered out of which, 101 (80.8%) questionnaires were fully completed and valid, while 24 (19.2%) were either incomplete or wrongly filled. The researcher used these results for analysis and reporting because 80.8% return rate of the questionnaire is excellent for data analysis (Mugenda and Mugenda, 2003).

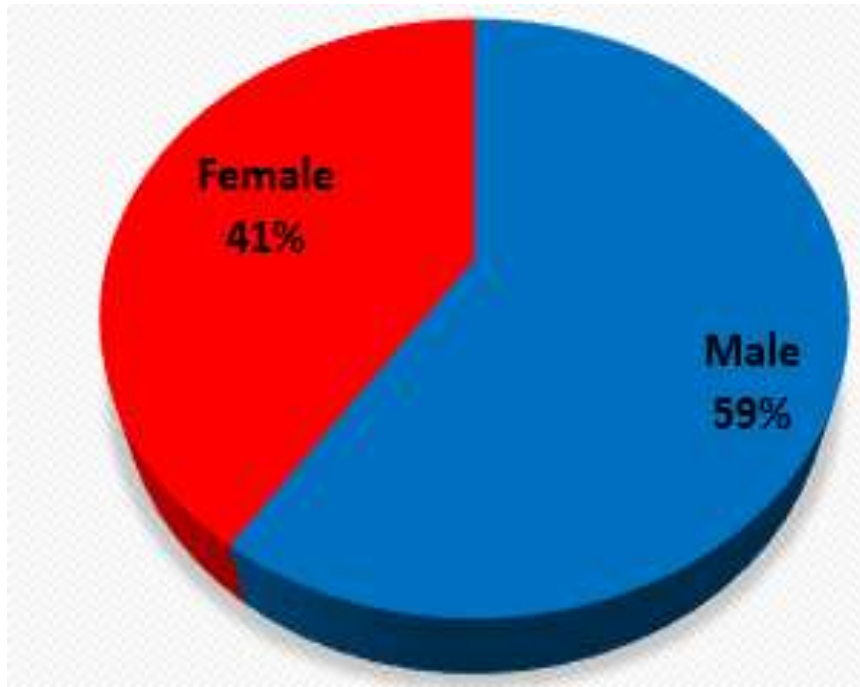
4.3 Demographic Composition

This section is organized according to the demographics of the respondents based on gender, age group, highest level of education and length/tenure of service. This information was presumed important to the study because it affects the performance of principals and tutors (Mugenda & Mugenda, 2003). The demographic characteristics of the respondents are discussed in the proceeding sub- sections.

4.3.1 Gender of Respondents

Findings about gender distribution of the respondents were presented as in the given

Figure 4.1.



Source: Primary Data, 2019

Figure 4.1:

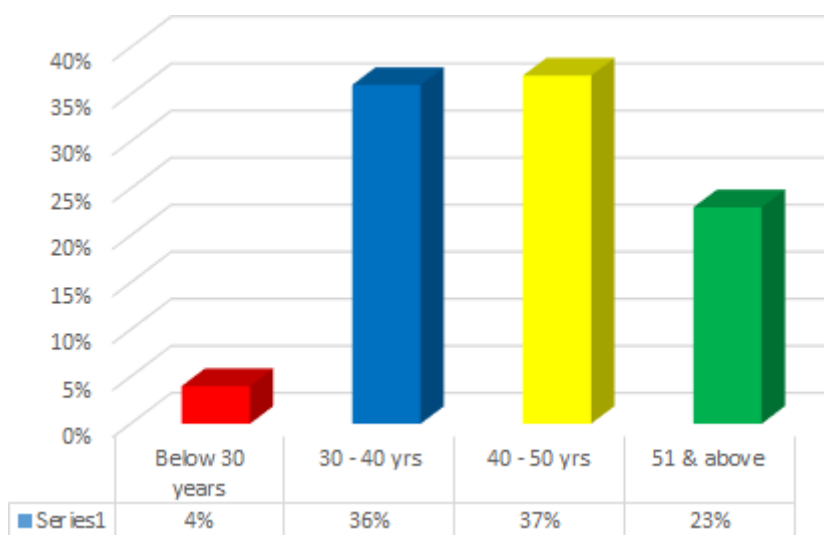
Gender of respondents

The figure 4.1 reveals both male and female were considered for the study. The majority of respondents, 60 (59.4%), were male while 41(40.6%) were female. ‘The above results show that there were gender imbalances in the recruitment process. The researcher therefore suggests that the Ministry of Education and Sports embraces the policy of recruiting more female teachers. If this is done, it may reduce the gap between male and female teachers. This will also motivate the female students in the education system to admire and work hard like their female teachers since

they may be their role models. The low percentage of females probably suggests that there was gender imbalance among tutors and principals in PTCs in Busoga Sub-region, Uganda.

4.3.2 Age bracket of respondents

The age of respondents was determined using the age brackets of; below 30 years, 30 - 40years, 41-50 years and 51years and above.



Source: Primary Data, 2019

Figure 4.2:

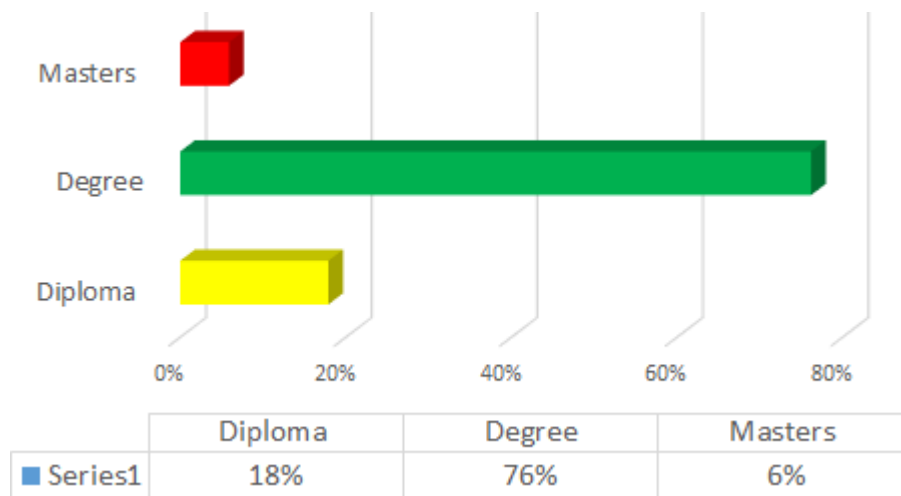
Age bracket of respondents

From the figure 4.2, it is evident that the majority, 37% of the respondents, were in the 40 – 50 years age bracket and those below 30 years were the minority, only 4%. 23% of the respondents were in the 51 years and above age bracket with the remaining 36% being in the 30 – 40 years age bracket.’

From the figure 4.2, it is evident that the majority, 37% of the respondents, were in the age bracket of 40 - 50 years and those below 30 years were only 4%. According to the findings, some respondents represented by 23% were in the group bracket between 51years and above and those in the age group between 30 - 40 years accounted for 36%. This implies that the majority of the selected respondents were mature, of the same age bracket, and they took the study seriously and gave honest answers.

4.3.3 Highest academic qualification of the respondents

The study further sought to establish the highest level of education of the participants. The researcher established that the level of education of the respondents was significant in respect to activities of leaders and tutors' performance in PTCs. It is reflected in figure 4.3.



Source: Primary Data, 2019

Figure 4.3:

Highest academic qualification of the respondents

Figure 4.3 shows that, out of 101 respondents, 17.9% of participants were Diploma or less holders, 76.2% were Bachelor's degree holders while 5.9% were Master degree holders. The results clearly

indicate that the majority of the tutors, principals and their deputies in PTCs in Busoga Sub-region, Uganda were a Bachelor's degree holder. The Master's degree holders were of the smallest percentage. This therefore suggests that there is need to find out the factors that might be responsible for the very low percentage of tutors with a Master's degree qualification. This suggests that respondents in PTCs in Busoga Sub-region had literate and able to comprehend issues.

The results also specify that over a half of the principals had the highest academic qualification as a Bachelor's degree implying that all the principals in PTCs in Busoga Sub - region were formally educated to bachelor's degree or master level. This suggests that principals in PTCs in Busoga Sub-region had diverse educational backgrounds and that less than one half of the principals had Master's degree, the minimum level of education required to head a PTC.

4.3.4 Duration of service of the respondents

The respondents were asked to indicate the duration of service in their current positions in PTCs in Busoga Sub-region and the results are indicated in the table 4.2.

Table 4.2:

Years spent in service in PTCs found in Busoga Sub-region, Uganda

Age of respondents	Frequency	Percentage
Less than 4 years	23	22.8%
4 - 7 years	18	17.9%
8 - 11 years	24	23.8%
12 - 15 years	14	13.8%
More than 15 years	22	21.7%
Total	101	100%

Source: Primary Data, 2019

The findings in table 4.2 revealed that the majority 23.8% of the respondents had served in PTCs in Busoga sub region for period between 8-11years. This was followed by 22.85 of the respondents who had taught for a period less than 4years. 22% of the respondents had served in their current positions in PTCs in Busoga Sub-region for more than 15years whereas 17.9% and 13.8% of the respondents has served for 4-7years and 12-15 years respectively.

The low ratio of respondents having more than four years work experience suggests that they had recently left PTCs in Busoga Sub-region and those that had served for a short time had replaced them.

The implication of table 4.2 results is that most of the staff members in PTCs in Busoga Sub-region had served in capacity as per their title for quite a long time and therefore had in-depth knowledge and were in position to give reliable information about the study variables.

4.4 To examine the relationship between leaders' extroversion trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region

The first objective of this study was to examine the relationship between principals' extroversion trait and tutor performance in Primary Teachers' Colleges in Busoga sub-region. To achieve this objective, the respondents were asked to respond to the study intended to describe the status of principals' extroversion trait in Primary Teachers' Colleges in Busoga sub-region.

4.4.1 Findings about principals' extroversion trait

The findings on this objective are presented as flows. Findings are first presented in table 4.3 followed by an analysis and interpretation. It indicates in percentage the extent to which the respondents agreed or disagreed with the statements.

Detailed analyses of data, in response to each statement, are also presented below along with the qualitative data. The results are also analyzed using correlation in order to show the relationships between the variables.

Table 4.3:

The opinion of tutors on principal's extroversion trait

Statements on principal's Extroversion trait.	SA&A	NS	D&SD	TOTAL (%)
Is talkative	62(67.4%)	4(4.3%)	26(28.3%)	92(100%)
Is assertive	10(10.8%)	9(9.8%)	73(79.4%)	92(100%)
Is full of energy	3(3.3%)	8(8.7%)	81(88.0%)	92(100%)
Generates a lot of enthusiasm	60(65.2%)	25(27.2%)	7(7.6%)	92(100%)
Is ever confident	83(90.2%)	4(4.3%)	5(5.5%)	92(100%)
Has an assertive personality	6(6.5%)	3(3.3%)	83(90.2%)	92(100%)
Is never shy nor inhibited	83(90.2%)	8(8.7%)	1(1.1%)	92(100%)
Is outgoing and sociable	10(10.8%)	9(9.8%)	73(79.4%)	92(100%)

Source: Primary Data, 2019.

Key:

- SA & A includes combined responses for strongly agree and agree,
- D & SD includes combined responses for disagree and strongly disagree while
- NS stands for not sure.

According to Table 4.3, respondents represented by 62 (67.4%) agreed that their principals were talkative, 26 (28.3%) disagreed while 4 (4.3%) were not sure. This means that most of tutors believe that principals had extroversion traits.

According to the findings, 73 (79.4%) of the selected respondents disagreed and argued that their principals were not assertive, 9 (9.8%) were not sure their principal's level of assertiveness while (10, 10.8%) accepted the view that principals were assertive. This implies that

majority of principals in PTCs in Busoga sub-region are not assertive hence cannot foster a climate in which tutors feel free to express themselves.

One of the principals interviewed said that;

“When the principal is an extrovert, that is, talkative and assertive he/she talks freely with the tutors and inspires tutors through timely developmental and effective feedback, motivation and encouragement which enables the tutors to holistically understand, develop trust and confidence in the principal and do what is expected of them. This motivates the tutors to work harder in an attempt to please the principal and in return, increases performance of tutors”.

Another 81 respondents, 88%, disagreed with the statement that their principals were full of energy, 8 (8.7%) were undecided while 3 (3.3%) agreed with it. This implies that majority of principals in Primary Teachers’ Colleges in Busoga sub-region were not lively.

Regarding the statement that ‘my principal generates a lot of enthusiasm,’ 60 (65.2%) of the respondents agreed, 25 (27.2%) were not sure while 7 (7.6%) of the respondents disagreed. This suggests that the majority of principals in Primary Teachers’ Colleges in Busoga sub-region create conducive working environments.

Table 4.3 shows that 83 (90.2%) believed that their principals are ever confident, 4 (4.3%) were not sure while 5 (5.5%) disagreed. This implies that the majority of tutors believe that their principals can deal with problems and conflicts immediately. The results in the table 4.3 above show that 83 (90.2%) said their principals had no assertive personality, (3, 3.3%) were not sure while (6, 6.5%) agreed with the statement. This suggests that a majority of leaders in the PTC’s of

Busoga Sub-region are not able to express their thoughts and feelings in a direct, honest and appropriate manner.

One principal said that,

“A principal with minimal extroversion trait may fail to maintain confidentiality about tutors and some work situations which may hinder social interactions among staff as well as the principal. This affects active participation, creates mistrust and hence low performance.”

Regarding the statement that ‘my principal is never shy nor inhibited,’ 83 (90.2%) agreed to the statement, 8 (8.7%) were not sure whereas 1 (1.1%) disagreed. This implies that the most tutors believe that their principals are willing to take action amid uncertainty. Finally, 73(79.4%) of the respondents disagreed to the statement that their principals were outgoing and sociable, 9 (9.8%) were not sure while 10 (10.8%) agreed to it. This implies that the majority of principals in PTCs in Busoga sub-region do not persuade others in a straightforward manner nor communicate ideas well.

On the other hand, student leaders who participated in focus group discussions revealed that, their principals reflected the extroversion and personality traits in decision making process that was seen as good on the part of tutors. Tutors were allowed to carry out their functions within a democratic structure. They added that democratic or leadership personality traits allowed collaboration in decision making which is highly honored by every member of the college.

Generally, the responses from the principals and the deputy principals concurred with the fact that leaders’ extroversion trait has influence in creating an overall good conducive working

environment which motivates and facilitates performance of tutors. Therefore, the results from the interviews clearly showed that the leader's extroversion trait has a significant effect on performance of tutors in PTCs in Busoga Sub-region.

4.4.2 Correlation results between principal's extroversion trait and performance of tutors

To test if there was a relationship between principal's extroversion trait and performance of tutors, a correlation analysis using Pearson's correlation coefficient and significance at two tailed level was conducted. The results are indicated in the table 4.4.

Table 4.4:

Correlation results between principal's extroversion trait and performance of tutors in PTCs in Busoga sub - region

		Extroversion Trait	Performance of Tutors
Extroversion	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.004
	N	92	92
Performance of Tutors	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.004	
	N	92	92
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2019.

Pearson's product moment correlation was conducted to test the degree of the relationship between principal's extroversion trait and performance of tutors and the significance level (P -value) was tested at 0.05. The overall findings show that there was a low positive statistically significant relationship between principal's extroversion trait and performance of tutors, ($r = .301$, $p = 0.01$, $N=92$). This implies that principal's sociability trait was low to influence high performance of

tutors in PTCs in Busoga Sub-region. Since $p=0.01$ being less than 0.05 we accept the alternative hypothesis H_1 , which states that, there is a statistically significant relationship between principal's extroversion trait and performance of tutors in PTCs in Busoga Sub-region, and reject the null hypothesis.

4.5 To assess the relationship between principal's agreeableness trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region

The second objective of this study was to assess the relationship between principal's agreeableness trait and performance of tutors in Primary Teachers' Colleges in Busoga sub- region. To achieve this objective, the respondents were asked to react to nine (9) statements intended to describe the status of principal's agreeableness trait. Detailed analyses of data in response to each statement are also presented below along with the qualitative data. The results are also analyzed using correlation in order to show the relationships between the variables.

4.5.1 Findings about principal's agreeableness trait

This section represents the views of respondents on principal's agreeableness trait at PTCs in Busoga Sub-region. Findings are first presented in a table followed by an analysis and interpretation. Table 4.5 represents the views of respondents and indicates in percentage the extent to which the respondents agreed or disagreed with the statements.

Table 4.5:

The opinion of respondents on principal's agreeableness trait

Statements on principal's agreeableness Trait	SA & A	NS	D & SD	TOTAL (%)
Likes to cooperate with others	7(7.6%)	2(2.2%)	83(90.2%)	92(100)
Never finds fault with others	34(37.0%)	13(14.1%)	45(48.9%)	92(100)
Is helpful and unselfish with others	73(79.3%)	14(15.2%)	5(5.5%)	92(100)
Never starts quarrels with others	13(14.1%)	13(14.1%)	66(71.8%)	92(100)
Has a forgiving nature	73(79.3%)	8(8.7%)	11(12.0%)	92(100)
Is generally trusting	64(69.5%)	11(12.0%)	17(18.5%)	92(100)
Is warm and not distant	14(15.2%)	5(5.5%)	73(79.3%)	92(100)
Is considerate and kind to almost everyone	67(72.8%)	14(15.2%)	11(12.0%)	92(100)
Is never rude to others	59(64.1%)	15(16.3%)	18(19.6%)	92(100)

Source: Primary Data, 2019.

Key: SA & A includes combined responses for strongly agree and agree, while D & SD includes combined responses for disagree and strongly disagree. NS stands for not sure. According to the findings, nearly all respondents 83 (90.2%) disagreed with the view that their principals like to cooperate with others, only 7 (7.6%) agreed and 2 (2.2%) were not sure. This implies that the principals do not collaborate well with other staff well to enhance performance. According to the focus group discussion guide, one student leader reported that;

“Tutors feel more valued when they are involved in matters relating to the college’s achievements and when they participate in deciding issues. They are highly committed to accomplish their tasks in a way that everyone understands the roles and engage effectively in the process”.

One principal interviewed noted that;

“Tutor low performance results from a principal’s failure to relate well with the tutors. On the other hand, bending a lot to negotiations most times may result into a principal being considered weak and tutors not performing as expected”.

Respondents had divergent views on the statement that principals never find faults with others: majority of respondents, accounted for 45 (48.9%), disagreed with the statement, 34 (37.0%) agreed and 13 (14.1%) were undecided. This suggests that tutors in PTCs in Busoga sub-region believe that their principals find faults and blame others instead of taking responsibility as leaders.

Majority of respondents, 73 (79.3%), agreed that their principals are helpful and unselfish with others, 5 (5.5%) disagreed and 14 (15.2%) were not sure. This implies that most of the tutors in PTCs in Busoga sub-region believe that their principals empower Tutors and initiate conversations. Furthermore, most principals during interviews said that;

“Principal’s agreeableness trait may help tutors to work well, appreciate and forgive each other, which motivates the tutors. The motivation leads to job satisfaction which in turn yields high performance of tutors.”

This implies that the agreeableness trait, which is characteristic of participative leadership style, was employed by all principals in the sampled colleges. This involvement of staff was good to improve the performance of their tutors.

According to the findings, the highest percentage of respondents, 66 (71.8%), disagreed with the statement that their principals never start quarrels with others, (13, 14.1%) agreed with it

and (13, 14.1%) were not sure. This implies that most principals in PTCs in Busoga Sub-region are aggressive and have fighting attitudes and this does not create a favorable work environment.

Majority of respondents, 73 (79.3%), said their principals have a forgiving nature; 11 (12.0%) disagreed and 8(8.7%) were not sure. This suggests that most tutors think that their principals are very understanding and will easily forgive one when a mistake is made.

One principal interviewed said that;

“Principal’s agreeableness trait creates a good work relationship, conducive working environment, consolidates teamwork, promotes interdependence and fosters ownership and a sense of belongingness among tutors. And when tutors feel a sense of belonging, they become committed to the colleges. It also creates commitment towards a common goal; when tutors are committed to a common goal, there will be no role conflict and this in turn boosts their performance.”

According to the findings, majority of respondents, 64 (69.5%), agreed that their principals are generally trusting, 17 (18.5%) disagreed and 11 (12.0%) were not sure. This suggests that the majority of principals are generally considered by their tutors to be trustworthy, reliable and honest.

One principal during the interview said that;

“There is a need of empowering tutors to have authority on some issues in the college and leave them to perform on their own... I trust my tutors and give them chance to conduct activities in the college without my supervision. I believe they can do things on their own and engage themselves effectively towards achievements for the better performance of the college.... so only trust influences me to let them do things independently”

According to the findings in the table 4.5, the highest percentage of respondents, 73(79.3%), disagreed with view that their principals are warm and not distant, 14 (15.2%) agreed and 5 (5.5%) were not sure. This implies most principals are distant, unfriendly, unwelcoming and not approachable.

Majority of the respondents, 67 (72.8%), agreed that their principals were considerate and kind to almost everyone, 11 (12.0%) disagreed and 14 (15.2%) were not sure.

This finding implies that the majority of principals do not relate well with tutors at the workplace.

One principal during the interview said that;

“It is my role to mobilize the resources and put them to proper use, and again, it is my role as a principal to involve tutors in setting directions... when a such situation exists in college, everybody finds the job satisfying and motivating hence effective work performance”.

Table 4.5 shows that 59 (64.1%) of the respondents agreed that their principals were never rude to others, 18 (19.6%) disagreed and 15 (16.3%) were not sure. This finding implies that most of tutors in Busoga sub-region believe that their principals are compassionate and respect the feelings of other Tutors.

The responses from most principals indicated that they did not provide intrinsic motivation nor promote interpersonal relationships among the tutors. Principals are not approachable, motivators and do not work with staff as a team. They create a warm, sensitive and peaceful supportive working environment for tutors to perform effectively which is consistent with the results. These findings are cognizant of the responses towards low performance of tutors as was noted by one principal that, low performance of tutors occurs when a principal somehow fails to relate well with tutors which negatively and seriously affecting performance of tutors. He further

noted that a principal may be perceived as weak by the tutors when he/she bends a lot to negotiations. And when tutors perceive a principal as weak, they do not perform as expected. This may hinder some administrative and policy issues from being implemented by tutors resulting into low performance of tutors.

4.5.2 Correlation results between principal's agreeableness trait and performance of tutors

To test if there was a relationship between principal's agreeableness trait and performance of tutors, a correlation analysis using Pearson's correlation coefficient and significance at two tailed level was conducted. The results are indicated in the table 4.6.

Table 4.6:

Correlation results between principal's agreeableness trait and performance of tutors in PTCs in Busoga sub-region

		Agreeableness Trait	Performance of Tutors
Agreeableness Trait	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.000
	N	92	92
Performance of Tutors	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.000	
	N	92	92
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2019.

Pearson's product moment Correlation was conducted to test the degree of relationship between principal's agreeableness trait and performance of tutors and the significance level (*P*-value) was tested at 0.05. The finding in table 4.6 indicates that there was a moderate positive statistically significant relationship between principal's agreeableness trait and performance of tutors, ($r =$

.648, $p= 0.01$, $N=92$). This implies that principal's agreeableness trait has a positive effect on performance of tutors in PTCs in Busoga Sub-region. Therefore, the alternative hypothesis H_2 , which states that, "There is a statistically significant relationship between principal's agreeableness trait and performance of tutors in PTCs in Busoga Sub-region" is retained.

4.6 To establish the relationship between principal's emotional stability trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region.

The third objective of this study was to establish the relationship between principal's emotional stability trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region. To achieve this objective, the respondents were asked to react to eight (8) statements intended to describe the status of principal's emotional stability trait. Table 4.7 represents the views of respondents on principal's emotional stability trait in relation to performance of tutors. It indicates in percentage the extent to which the respondents agreed or disagreed with the statements. Detailed analyses of data in response to each statement are also presented below along with the qualitative data. The results are also analyzed using correlation in order to show the relationships between the variables.

4.6.1 Findings about principal's emotional stability trait

This section represents the views of respondents on principal's emotional stability trait at PTCs in Busoga Sub-region. Findings are first presented in a table followed by an analysis and interpretation. Table 4.7 represents the views of respondents and indicates in percentage the extent to which the respondents agreed or disagreed with the statements.

Table 4.7:

The opinion of respondents on principal's emotional stability trait

Statements on principal's emotional stability trait.	SA &A	NS	D &SD	TOTAL (%)
Never depressed nor blue	17(18.5%)	29(31.5%)	46(50.0%)	92(100%)
Is relaxed, handles stress well	65(70.6%)	11(12.0%)	16(17.4%)	92(100%)
Is not always tense	61(66.3%)	18(19.6%)	13(14.1%)	92(100%)
Never worries a lot	16(17.4%)	29(31.5%)	47(51.1%)	92(100%)
Is emotionally stable not easily upset	66(71.8%)	13(14.1%)	13(14.1%)	92(100%)
Not always moody	17(18.5%)	11(12.0%)	64(69.5%)	92(100%)
Remains calm in tense situations	67(72.8%)	11(12.0%)	14(15.2%)	92(100%)
Never gets nervous easily	11(12.0%)	16(17.4%)	65(70.6%)	92(100%)

Source: Primary Data, 2019.

Key: SA&A includes combined responses for strongly agree and agree, while D&SD includes combined responses for disagree and strongly disagree. NS stands for not sure.

Table 4.7 shows that 46 (50.0%) of the respondents disagreed with the view that their principals are never depressed or blue, 17(18.5%) agreed and 29 (31.5%) were not sure. This suggests that on average principals in Busoga sub-region are not calm and do not provide focus in dynamic situations to create a conducive work environment.

One principal in college “A” Interviewed said that:

“Principals with low emotional stability have negative attitudes towards work, make bad decisions and judgments, do not have confidence and are not optimistic, which results in low ambition and less focus on goal achievement.” Such leaders fail to challenge

tutors to perform at a higher level, which leads to poor performance of tutors.”

Majority of the respondents 65 (70.6%) agreed that their principals were relaxed and handle stress well, 16 (17.4%) disagreed and 11 (12.0%) were not sure. This finding implies that most principals in Busoga sub-region are relaxed, more effective in making their work environment stress free.

One student leader in college “C”, during focus group discussion, said that;

“I often feel motivated and encouraged to perform my duties in the college because our principal always involves us in making decisions of the college; everything which we suggest is considered and valued as an input in college matters Our principal provides required support and pays attention to what we do.”

Most participants 61 (66.3%) felt that their principals were not always tensed, 13(14.1%) most principals in Busoga sub-region are able to cope with the normal stresses of life and handle nervous events faced on a daily basis. One tutor, during the interview, said that;

“Principal’s emotional stability trait makes the principal approachable, a role model and someone to confide in. This enables the tutors to consult when faced with challenging work tasks. When tutors consult with their principals, they solve seemingly hard tasks easily which improves problem solving skills and job satisfaction. This in turn leads to higher levels of performance of tutors”.

Over one half of the respondents (47, 51.1%) disagreed with the statement that their principals never worry a lot, 16 (17.4%) agreed to it and 29 (31.5%) were not sure. This implies that slightly more than half of the principals in Busoga sub-region are not self-confident and are not able to deflect negative affectivity.

The study results in the table above indicated that 66 (71.8%) of respondents agreed with the statement that their principals are emotionally stable and not easily upset, 13 (14.1%) disagreed and 13 (14.1%) were not sure. This suggests that most principals from Busoga sub-region are able to manage employees and students from different backgrounds.

One tutor, during an interview had this to say;

“...we only work if we are assigned particular tasks and are required to finish them by a specific time. We are not part and parcel of the process of decision making in the college, rather, receiving instructions and performing activities under high control from the principal.”

The study findings in the table 4.7 show that 64 (69.5%) of respondents disagreed with the statement that their principals were not always moody, 17 (18.5%) agreed and 11 (12.0%) were not sure. This suggests that more two thirds of the principals from Busoga sub-region do not have good personalities and are not approachable.

Over seven out of every ten respondents, 67 (72.8%), agreed that their principals remain calm in tense situations, 14 (15.2%) disagreed and 11 (12.0%) were not sure. This means that most principals in Busoga sub-region can withstand difficult situations, handle adversity and remain productive throughout their day long on duty. Some principals in addition revealed that;

“Principals’ emotional stability trait gives opportunity to both the principal and the tutors to find less stress at work place. This is due to the fact that principals who are emotionally stable tend to worry less, are neither nervous nor suspicious and have no self-pity. This creates a good work relationship, which in turn improves performance of tutors.”

According to the findings in the table above, 65 (70.6%) disagreed with the statement that their principals never get nervous easily, 11(12.0%) agreed and 16 (17.2%) were not sure. This means that most principals in Busoga sub-region cannot make good decisions and cannot accomplish what they set to do.

In general, most of the principals' responses affirmed that emotional stability of a principal characterized by a well settled or adjusted mind, being calm and secure and good stress or crisis management positively influences performance of tutors. This creates a conducive working environment, builds trust and confidence and improves decision making and improves relationships. Emotional stability is essential for improving tutor performance. Thus, the results from the interviews clearly showed that principals' emotional stability trait has a significant effect on performance of tutors in PTCs in Busoga Sub-region.

4.6.2 Correlation results between principal's emotional stability trait and performance of tutors.

To test if there was a relationship between principal's emotional stability trait and performance of tutors, a correlation analysis using Pearson's correlation coefficient and significance at two tailed level was conducted. The results are indicated in the given table 4.8.

Table 4.8:

Correlation results between principal's emotional stability trait and performance of tutors in PTCs in Busoga sub-region.

		Emotional stability	Performance of Tutors
Emotional stability	Pearson Correlation	1	.103**
	Sig. (2-tailed)		.330
	N	92	92
Performance of Tutors	Pearson Correlation	.103**	1
	Sig. (2-tailed)	.330	
	N	92	92

Source: Primary Data, 2019.

Pearson's product moment Correlation was conducted to test the relationship between principal's emotional stability trait and performance of tutors and the significance level (P -value) was tested at 0.05. The finding indicates that there was a very weak positive relationship between principal's emotional stability trait and performance of tutors, ($r = .103$, $p = 0.330$, $N=92$). This implies that principal's emotional stability trait has a minimal effect on performance of tutors in PTCs in Busoga Sub-region. Therefore, the alternative hypothesis H_3 , which states that, "There is a statistically significant relationship between principal's emotional stability trait and performance of tutors in PTCs in Busoga Sub-region" is not retained.

4.8 Summary

The study assessed the effect of leaders' personality traits on performance of tutors in PTCs in Busoga Sub-region, Uganda. This was in light of Tutor poor performance results. Majority of respondents were male 60(59.4%) and aged between 41 years and above 61(60.0%). The low percentage of females probably suggests that there was gender imbalance among tutors and

principals in PTCs in Busoga Sub-region, Uganda. The majority of respondents 77(77.2%) had served in their current positions for a period of 4 years and above. The majority of the principals on the other hand had served in their current positions for a period of less than 4 years. The respondents had diverse educational backgrounds. Less than one half 4 (44.4%) of the principals had Masters Degrees, the minimum level of education required to head a PTC. The majority of the tutors 74 (80.5%) met the minimum qualification of a degree.

The Pearson's product moment correlation results revealed that all the three independent variables had a positive relationship with performance of tutors at PTCs in Busoga sub-region.

There was a low positive statistically significant relationship ($r = .301$, $p = 0.01$, $N=92$) between principal's extroversion trait and performance of tutors, The results also show a moderate positive statistically significant relationship ($r = .648$, $p = 0.01$, $N=92$) between principal's agreeableness trait and performance of tutors, On the other hand there was a very weak positive relationship ($r = 0.103$, $p = 0.330$, $N=92$) between principal's emotional stability trait and performance of tutors,

The study noted that, there existed low and high performance among tutors due to direct and indirect motivation given by leaders which influenced satisfaction or dissatisfaction on job factors such as class attendance, time management and task accomplishment within desired level of quality. Unfortunately, leader personality traits which had the capacity to transform tutors' working orientations with clear understanding of complexities and how to inspire others to work towards changes productively were not used by college principals.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussion of findings, conclusions and recommendations based on the findings.

5.2 Discussion of findings

The study assessed the effect of leaders' personality traits on performance of tutors in PTCs in Busoga Sub-region, Uganda. This was in light of Grade III Teacher trainees' poor performance. The discussion, conclusion and recommendations presented were guided by the research objectives. The first objective of the study was to examine the relationship between principal's extroversion trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region. The second was to assess the relationship between principal's agreeableness trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region and the third was to establish the relationship between principal's emotional stability trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region.

5.2.1 The relationship between principal's extroversion trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region

The study found out that principal's extroversion trait was positively and significantly correlated with performance of tutors; the correlation coefficient was ($r = 0.301$) at the level of significance 0.01 implying the relationship was low. A positive correlation indicates that both variables increase or decrease together. The results demonstrate that the performance of tutors in PTCs in Busoga Sub-region Uganda, increases slowly when the principal's extroversion trait increases and vice versa.

According to the findings, principals in Primary Teachers' Colleges in Busoga sub-region were talkative which inspires tutors through timely developmental and effective feedback, motivation and encouragement which enables the tutors to holistically understand, develop trust and confidence in the principal and do what is expected of them. Also, leaders (principals) have extroversion traits and being talkative stimulates discussion. Researcher also added that being talkative motivates the tutors to work harder in an attempt to please the principal and in return, increases performance of tutors. The findings are in line with Anwar (2017) who argued that leaders with a personality trait of extroversion tend to be proactive which involves person's inclination to fix what is wrong, change things and use initiation to solve problems. Instead of waiting to be told what to do, proactive people take action to initiate meaningful change and remove the obstacles they face along the way. On the other hand, the principals' tendency to be bold in their verbal communication with tutors can be viewed as being proud, abusive, faultfinding and seeking dominance. Leaders that are proud, abusive or faultfinding can cause the performance of the subordinates to diminish.

The study found out that principals were not full of energy hence they were not lively and resourceful. Though, the principals generate a lot of enthusiasm which creates conducive working environments in Primary Teachers' Colleges in Busoga sub-region. Furthermore, the findings indicated that principals are ever confident and can deal with problems and conflicts immediately. Though it was found out by the study that principals had no assertive personality hence they are not able to express their thoughts and feelings in a direct, honest and appropriate manner. The findings disagreed with Mohammed and Angell (2003) who stressed that principals with high extroversion traits are expected to stimulate discussion. Their attitudes and positive mindsets will foster a climate in which tutors feel free to express themselves. This freedom of expression is

critical to the quality of the decisions and the commitment the tutors will have to make with regard to their duties and responsibilities. The principal's extroversion trait has influence in creating an overall good conducive working environment which motivates and facilitates performance of tutors.

The findings revealed that college principals are never shy nor inhibited and they are always willing to take action amid uncertainty. However, principals were not outgoing and sociable thus they do not persuade others in a straightforward manner and communicates ideas well.

Although extroversion leader trait may harm employee performance as the leader may be perceived by employees as seeking dominance and proud, the current research findings are consistent with the previous study by Anwar (2017) who found that leader extroversion traits are significantly positively associated to employee performance and also fairly to that of Ghani (2015) who revealed that leader extroversion traits was moderately corrected to employee's job performance. When leader extroversion traits are lacking, then achievement of institutional goals and objectives can be difficult.

5.2.2 The relationship between principal's agreeableness trait and performance of tutors in Primary Teachers' Colleges in Busoga sub-region

The study results indicate a moderate positive statistically significant relationship ($r = 0.648$) between principal's agreeableness trait and performance of tutors in Primary Teachers' Colleges in Busoga Sub-region, Uganda, at the level of significance 0.01. A positive correlation indicates that both variables increase or decrease together. The results demonstrate that the performance of tutors increases moderately when the principal's agreeableness trait increases and vice versa.

According to the findings, principals do not like to cooperate with others implying that the principals do not collaborate well with others, are not optimistic, not flexible and not friendly. However, tutors stressed that they feel more valued when they are involved in matters relating to the college achievements and when they participate in deciding issues, they are highly committed to accomplish their tasks in a way that everyone understands the roles and engage effectively in the process. The findings are in line with Ghani, (2015) who stressed that agreeable people may be valuable, additive to their teams and may be effective leaders because they create a fair environment when they are in leadership positions. At the other end of the spectrum, people in low agreeableness are less likely to show this positive behavior moreover people who are disagreeable are slower at quitting their jobs unexpectedly in case of any conflicts with a boss or peer.

The findings revealed that tutors in PTCs in Busoga sub-region believe that their principals find faults and blame others instead of taking responsibility as leaders. It was however found out that principals are helpful and unselfish with others and most of the tutors in PTCs in Busoga sub-region believe that their principals empower them and initiate conversations. In addition, principal's agreeableness trait may help tutors to work well, appreciate and forgive each other, which motivates the tutors. This implies that, the participative nature of the leadership style is employed by all principals in the sampled colleges to examine the performance of their tutors which is seen as a good style allowing involvement of other leaders. The findings agree with Bedan, (2015) who reported that a high level in principal's agreeableness trait is expected to be positively related to performance of tutors. The researcher adds that leaders high in agreeableness are friendly, tolerant, helpful, altruistic, modest, trusted and straight forward.

The finding indicates that there was a moderate positive statistically significant relationship between principal's agreeableness trait and performance of tutors. The results demonstrate that leaders with higher levels of agreeableness lead to moderate employee performance. This implies that principal's agreeableness trait has a positive effect on performance of tutors in PTCs in Busoga Sub-region. According to the findings, most principals at PTCs in Busoga sub-region liked to cooperate with others, are helpful, unselfish, warm, not distant and have a forgiving nature, as was asserted by Kanodia & Sacher (2016) who opined that agreeableness stands for trust, altruism and compassion for others.

Consider citing the source/authors in the above instance for consistency and proper reporting purposes. Persons with high agreeableness scores show a tendency to be cooperative, altruistic and empathetic.

The study indicated that most current principals at PTCs in Busoga sub-region were cooperative, forgiving, good-natured, understanding, trusting and getting along with others. According to the findings, work relationships between principals and tutors were generally good. Principal's agreeableness trait helps tutors to appreciate and forgive others which in turn motivates the tutors. The motivation leads to job satisfaction which in turn yields high performance of tutors. The results also suggest that principals that are abusive or find faults with others can cause the performance of these tutors to diminish. Learning environment management by principals is important for tutors to foster student engagement in learning, development and achievement.

The findings revealed that principals high in agreeableness trait are approachable, motivators and work with staff as a team as revealed in the responses of most principals. They create a warm, sensitive and peaceful supportive working environment for tutors to perform effectively. These findings are in agreement with the views of Daft and Lane (2019) who defined

agreeableness as the degree to which a person is able to get along with others by being good-natured, cooperative, forgiving, compassionate, understanding and trusting. A study conducted by Anwar et al. (2017) found a significant positive association between leader agreeableness traits and employee job performance in diversified business sectors operating in the industrial city of Gujranwala, Pakistan; which supports the study findings that performance of tutors increases when principal's agreeableness trait is high.

5.2.3 The relationship between principal's emotional stability trait and performance of tutors in Primary Teachers' Colleges in Busoga Sub-region

The study results reveal a very weak positive relationship ($r = 0.103$) between principal's emotional stability trait and performance of tutors in Primary Teachers Colleges in Busoga sub-region Uganda at the level of significance 0.330. A positive correlation indicates that both variables increase or decrease together. The results demonstrate that the performance of tutors increases slightly when the principal's emotional stability trait increases and vice versa.

The study results indicated that principals in Busoga sub-region do not remain calm, do not provide focus in dynamic situations and do not create a conducive work environment. Principals with low emotional stability have negative attitudes towards work, make bad decisions and judgments, do not have confidence and are not optimistic, which results in low ambition and less focus on goal achievement. The findings are in line with Mol leman, (2021) who opined that leaders with high emotional stability are described as self-confident and secure about chosen goals and decisions. Principals' emotional stability trait gives opportunity to both the principal and the tutors to find less stress at the work place; this is due to the fact that principals who are emotionally stable tend to worry less, are not nervous nor suspicious and have no self-pity. This creates a good work relationship which in turn improves performance of tutors.

The study found out that principals in Primary Teachers' Colleges in Busoga sub-region were relaxed and handle stress well implying that principals in Busoga sub-region are more effective and make their work environment stress free. The study found out that Principal's emotional stability trait makes the principal approachable, a role model and someone to confide in; this enables the tutors to consult when faced with challenging work tasks. When tutors consult with their principals, they solve seemingly hard tasks easily which improves problem solving skills and job satisfaction. The findings are in line with Draft (2019) who said that a leader who is emotionally stable handles stress well, is able to handle criticism and generally doesn't take mistakes and failure personally. In contrast, leaders who have a low degree of emotional stability are likely to become tense, anxious or depressed. They generally have lower self-confidence and may explode into emotional outbursts when stressed or criticized. When leaders are low in emotional stability, they tend to be rude and aggressive and this may cause tutors to quit or reduce on their performance qualities and these feelings may cause negative outcomes like increased turnover. It implies that emotional instability of leaders in workplaces can be one of the stressors that demotivate performance among tutors. Stress is naturally present in organizations and it is produced simultaneously from different work place stressors.

According to the findings, most current principals at PTCs in Busoga sub-region were relaxed, handled stress well, emotionally stable and not easily upset. They remained calm in tense situations, were not always moody and never got nervous easily. Almost one third of the respondents were not sure whether the principals were depressed or worried a lot. This implies that most current principals at PTCs in Busoga sub-region were calm, secure and self-confident. They were able to withstand difficult situations, handle stress and criticisms effectively. The findings also suggest that the principals had happy personalities and were approachable. This created good

working relationships, which in turn improved performance of tutors. These behaviors made the work environment stress free, fostered cooperation and stability within the team, hence principals high in emotional stability traits boost performance of tutors in PTCs in Busoga sub-region. The findings are in harmony with the viewpoints of Anwar, et al. (2017) who while conducting a study to evaluate the personality-performance paradigm in the context of emerging economies found that leader emotional stability trait, was significantly positively associated to tutor's performance.

5.3 Conclusions

According to the results of the study, the principals in Primary Teachers' Colleges in Busoga sub-region are talkative which inspires tutors through timely developmental and effective feedback, motivation and encouragement which enables the tutors to holistically understand, develop trust and confidence in the principal and do what is expected of them. Also, leaders (principals) have extroversion traits and being talkative stimulates discussion. The performance of tutors is positively and significantly correlated with principal's extroversion trait. A principal who is not assertive but interacts freely with tutors inspires them to work hard. The tutors need principals who are endowed with trust, commitment, good communication skills and influence. The principals' boldness in their verbal communication with tutors when viewed as abusive or faultfinding can diminish performance of tutors.

The study also reveals that principals who do not like to cooperate and do not collaborate well with others, are not optimistic, not flexible and not friendly. However, tutors stressed that they feel more valued when they are involved in matters relating to the college achievements and when they participate in deciding issues, they are highly committed to accomplish their tasks in a

way that everyone understands the roles and engages effectively in the process. There is moderate positive relationship between principal's agreeableness trait and performance of tutors.

The performance of tutors increases when they are supervised by principals who are cooperative, considerate, kind, trusting, helpful, unselfish and warm and of a forgiving nature. Principals who are proud, abusive or find faults with others can cause poor performance of tutors. A principal high in agreeableness trait helps tutors work well, appreciate and forgive others which motivates them and leads to moderate performance of tutors.

The study further concludes that principals in Busoga sub-region do not remain calm, do not provide focus in dynamic situations and do not create a conducive work environment. Principals with low emotional stability have negative attitudes towards work, make bad decisions and judgments, do not have confidence and are not optimistic, which results in low ambition and less focus on goal achievement. The performance of tutors increases when tutors are supervised by principals who are calm, secure, relaxed, emotionally stable, approachable and self-confident. Principals who are able to withstand difficult situations and handle stress and criticisms effectively create good working relationships, which in turn improve performance of tutors.

5.4 Recommendations

The Ministry of Education and Sports, Teacher Instructor Education and Training in particular, needs to adequately attract, recruit, develop and retrain effective principals to lead the colleges. Ministry of Education and Sports has to empower college administrators and tutors to allow greater community involvement in and support for the colleges.

The Ministry of Education and Sports can take steps to improve college principals' leadership development, especially by recruiting the best tutors and training them to handle

functions and roles in the office of Head of College. Principals need to be prepared through continuous professional development so that they are able to manage complexities that appear in colleges.

Leadership seminars and meetings to involve experts in educational management and administration must be given to newly appointed (novice) college principals and experienced (veteran) college principals as tips for attitude and mind training guide. The appointments of college principals should be guided by the policy directives to consider the minimum academic and professional qualifications.

There is need to recruit college principals than just appointing individual tutors. Aptitude tests can help decision makers to have opportunities to select visionary college principals who can fully handle the roles attached to the office of the Head of College. Policymakers should consider formulating policies that promote and retain leaders with personality traits high in agreeableness, who create warm, sensitive and peaceful supportive working environment for tutors to effectively perform and manage their time well in the college.

Stress management and conflict resolution training is recommended for all principals and tutors in order to create stress-free work environments. This fosters cooperation and emotional stability within the team and enhances good performance which results into effective presence of tutors at the colleges and thus effective task accomplishments. It is important that principals are aware of how their leader personality traits impact on performance of tutors.

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APPENDICIES

APPENDIX A: QUESTIONNAIRE FOR TUTORSPART A: DEMOGRAPHIC PROFILE.

(Please tick, (✓) the appropriate boxes and fill in where necessary).

1	How old are you? (Years)				
	Below 30		30 – 40	41-50	51 and above
2	What is your sex?				
	Male		Female		
3	What is your title?				
	Tutor		Senior tutor		
4	How long have you served in your capacity as per your title?(years)				
	Less than 4	4 – 7	8-11	12-15	More than 15
5	What is your highest level of education?				
	Masters	Bachelors	Diploma	Certificate	Others(specify)

PART B: PRINCIPAL’S LEADER PERSONALITY TRAITS

Here are a number of leader personality traits that may or may not apply to your principal. Please indicate *Please tick, (✓)* the extent to which you agree or disagree with each statement, using the following scale.

SCALE: Strongly Agree (SA), Agree (A), not sure (NS), Disagree (D), Strongly Disagree (SD).

TABLE 1: PRINCIPAL’S EXTROVERSION TRAIT

SN	STATEMENT: I see my principal as someone who...	SD	D	NS	A	SA
1	Is talkative					
2	Is assertive					
3	Is full of energy					
4	Generates a lot of enthusiasm					
5	Is ever confident					
6	Has an assertive personality					
7	Is never shy nor inhibited					
8	Is outgoing and sociable					

TABLE 2: PRINCIPAL'S AGREEABLE TRAITS

SN	STATEMENT: I see my principal as someone who...	SD	D	NS	A	SA
1	Likes to cooperate with others					
2	Never finds fault with others					
3	Is helpful and unselfish with others					
4	Never rude nor starts quarrels with others					
5	Has a forgiving nature					
6	Is generally trusting					
7	Is warm and not distant					
8	Is considerate and kind to almost everyone					
9	Is never rude to others					

TABLE 3: PRINCIPAL'S EMOTIONAL STABILITY TRAIT

SN	STATEMENT: I see my principal as someone who...	SD	D	NS	A	SA
1	Never depressed nor blue					
2	Is relaxed, handles stress well					
3	Is not always tense					
4	Never worries a lot					
5	Is emotionally stable, not easily upset					
6	Not always moody					
7	Remains calm in tense situations					
8	Never gets nervous easily					

PART C: PERFORMANCE OF TUTOR QUESTIONNAIRE

Please indicate (by ticking) the extent to which you agree or disagree with each statement, using the following scale.

SCALE: Strongly Agree (SA), Agree (A), not sure (NS), Disagree (D), Strongly Disagree(SD).

SN	Statement	SA	A	NS	D	SD
1	I possess a strong command of the content and related instructional strategies in the discipline I teach.					
2	I use a range of developmentally appropriate instructional strategies and resources that are targeted to meet learning goals.					
3	I understand the intellectual, social, emotional and physical					

	development of students, how they learn and how they differ.					
4	I communicate to students how to use the knowledge and skills that are covered in the curriculum					
5	I train students to integrate knowledge, understanding and skills as part of teaching to unlock learners' potential.					
6	I understand the effect of cultural and societal influences on students' learning.					
7	I understand the components of an effective curriculum.					
8	I am responsible for the growth of student learning, development and achievement.					
9	I create relationships that result in a positive learning environment and interact with students in ways that demonstrate and promote recognition of diversity.					
10	I ensure a safe and accessible learning environment.					
SN	Statement	SA	A	NS	D	SD
11	I use existing and emerging technologies as needed to support and promote student learning.					
12	I engage students by using variety of instructional techniques such as direct instruction, inquiry, questioning and discussion as appropriate for individual student achievement.					
13	I use both formative and summative assessments to monitor student progress over time and provide meaningful feedback to each student.					
14	I compile and report assessment data to accurately document student progress over time.					
15	I design and adapt lessons based on student progress, assessment results and interests.					

16	I systematically reflect on my professional practices in order to bring about continuous improvement.					
17	I contribute to and advocates for the teaching profession.					
18	I adhere to school policies, procedures and regulations.					
19	I integrate a variety of resources, including technology, to provide challenging, motivating and engaging learning experiences.					

APPENDIX B:
INTERVIEW GUIDE FOR PRINCIPALS AND DEPUTY PRINCIPALS AND
STUDENTS

PART A: DEMOGRAPHIC PROFILE.

1	What is your Sex?				
	Male		Female		
2	How old are you? (Years)				
	Below 30	30 -40	41-50	51 and above	
3	What is your title?				
	Principal	Deputy Principal		Students	
4	How long have you served in your capacity as per your title? (years)				
	Less than 4	4-7	8-11	12 – 15	Over 15
5	What is your highest level of education?				
	PhD	Masters	Bachelors	Diploma or Less	Others (specify)

SECTION B: LEADER PERSONALITY TRAITS

6. In your opinion, what do you believe are personality traits/ characteristics?

.....

.....

.....

7. In your opinion how do you rate the performance of tutors in your college?

.....

.....

8.What do you think is the effect of each of the following leader personality traits on the performance of tutors in your PTC?

4.Extroversion: which relates to talkativeness, sociability and activity?

.....

.....

5.Agreeableness: the degree to which a person is able to get along with others.

.....
.....
6.Emotional stability: the degree to which a person is well adjusted, calm and secure.
.....

THANK YOU FOR YOUR TIME AND GOD BLESS YOU.

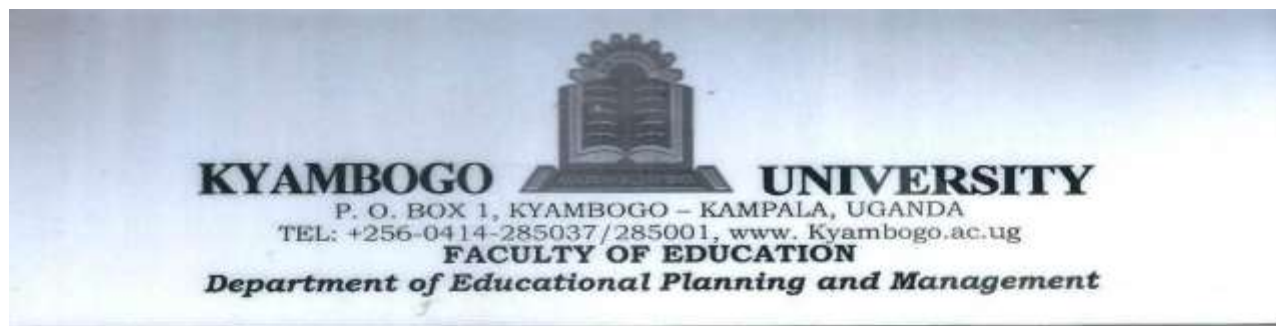
**APPENDIX C: TABLE OF SAMPLE SIZE DETERMINATION FROM GIVEN
POPULATION.**

Sample Size (S) required for the given Population Sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note : From R. V. Krejcie and D. W. Morgan(1970), Determining sample size for research activities, Educational and psychological measurement, 30, 608, Sage Publications.

APPENDIX D: LETTER OF PERMISSION FROM KYAMBOGO UNIVERSITY



Date: 01st November 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

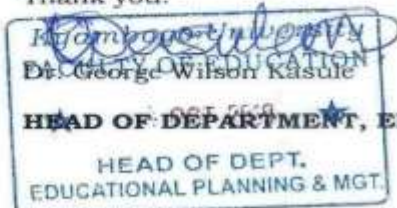
RE: ENYUK BARBARA ETHEL-16/U/13400/GMED/PE

This is to certify that Enyuk Barbara Ethel- 16/U/13400/GMED/PE is a student in our department pursuing a Master of Education in Policy, Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on the topic titled:

**“Leader Traits and Tutor Performance in Primary Teachers’
Colleges in Busoga Region- Uganda”**

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.



HEAD OF DEPARTMENT, EDUCATIONAL PLANNING & MANAGEMENT

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EDUCATIONAL PLANNING & MGT.