LEADERSHIP STYLES AND INSTRUCTORS' PERFORMANCE IN VOCATIONAL TRAINING INSTITUTIONS: A CASE OF KAMPALA CAPITAL CITY AUTHORITY AND WAKISO DISTRICT IN UGANDA

BY

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DECLARATION

I, Johnson Turyamwesimira Byambara, do hereby declare that this dissertation is my own work and that it has never been presented to any University or any higher Institution of learning for any academic award.

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Date.....14/10/2013.....

APPROVAL

We certify that this dissertation presented by Turyamwesimira Johnson Byambara entitled "Leadership styles and instructors' performance in vocational training institutions; A case of Kampala Capital City Authority and Wakiso District in Uganda" was carried out under our supervision.

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DEDICATION

This piece of work is dedicated to my family members and friends, who have stood by me throughout all my struggles and endeavors.

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I thank the Almighty God for the life, wisdom and for enabling me to complete my Masters degree despite the challenges faced along the way.

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TABLE OF CONTENTS

Title page.....i

Declaration ii

Approval..... iii

Dedication..... iv

Acknowledgement v

Table of contents.....vi

List of tables.....x

List of pie charts xi

List of figures xii

List of abbreviations and acronyms..... xiiii

Operational definitions of terms used in the study xiv

Abstract xvi

CHAPTER ONE: INTRODUCTION 1

1.1 Background.....1

1.2 Statement of the problem.....6

1.3 Purpose 7

1.4 Specific objectives.....7

1.5 Research questions.....7

1.6 Scope 8

1.8 Conceptual Frame work.....11

CHAPTER TWO: LITERATURE REVIEW..... 14

2.0 Introduction 14

2.1 Leadership styles adopted by Principals in vocational training institutions 14

2.1.1 Autocratic or authoritarian leadership style 14

2.1.2 Democratic or participatory leadership style 16

2.1.3 Laissez faire or free-rein leadership style 17

2.2 Establishing the level of instructors' performance in vocational training institutions 18

2.3 Relationship between leadership styles and instructors' performance. 17

2.3.1 Grid 1.9 indicates a democratic form of leadership 19

2.3.2 Grid 1.1 indicates a laissez faire form of leadership 19

2.3.3 Grid 9.1 indicates Autocratic leadership style 19

2.3.4 Grid 5.5 middle Road 20

2.3.5 Grid 9.9 Team leader 20

2.4 Appropriate leadership styles for vocational training institutions 20

CHAPTER THREE: METHODOLOGY 26

3.0 Introduction 26

3.1 Research design 26

3.2 Area of study 26

3.3 Population 27

3.4 Samples and sampling techniques 27

3.5 Research instruments 28

3.5.1 Self administered questionnaire 28

3.5.2 Interview Guide 28

3.5.3 Focused Group Discussions 29

3. 5.4 Documentary review 29

3.6 Validity 29

3.7 Reliability 30

3.8 Data Collection Procedure 27

3.9 Data analysis 27

CHAPTER FOUR: DATA PRESENTATION AND INTERPRETATION 29

4.0 Introduction 29

4.1 Principals' leadership styles 29

4.1.1 Democratic leadership attributes of the Principals' approach 29

4.1.2 Autocratic leadership attributes of the Principals' approach 39

4.1.3 Laissez- faire leadership traits of the Principals' approach 45

4.2 The level of instructors' performance 49

4.3 Relationship between the leadership styles and performance of instructors 50

4.4 Recommended leadership style(s) 52

CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS 59

5.0 Introduction 59

5.1 Discussions 59

5.1.0 Leadership styles adopted by Principals in the vocational training institutions 53

5.1.1 Level of instructors' performance 55

5.1.2 Relationship between the leadership styles and performance of instructors 56

5.1.3 Recommended leadership style 57

5.2 Conclusions 57

5.3 Recommendations 58

5.4 Areas of further research 59

REFERENCES 60

APPENDICES 65

Appendix 1: Interview schedule for heads of vocational training institutions and their deputies 65

Appendix 11: Questionnaire for instructors 67

Appendix 111: Questionnaire for students 72

Appendix VI: Guide for focused group discussions for instructors 76

LIST OF TABLES

Table 3.1: Size and category of respondents sampled.....24

Table 4.1: Whether Principals value students leadership.....31

Table 4.2: Views of respondents on whether Principals are friendly and approachable.....32

Table 4.3: Whether Principals recognize good work done.....33

Table 4.4: Views of Principals towards initiating meetings.....34

Table 4.5: Views of respondents on whether Principals treat instructors as responsible people.....37

Table4.6: Summary of the findings on democratic leadership style.....38

Table 4.1.0: Instructors', students' and parents' perception of the Principals' control over instructors.....40

Table 4.1.1: Whether Principals disregard positions agreed upon in meetings.....42

Table 4.1.2: Summary of the findings on autocratic leadership style.....44

Table 4.1.3: Views on the Principals' towards delegation of duties.....46

Table 4.1.4: Summary of the findings on laissez-faire leadership style.....49

Table 4.2.0: Level of instructors' performance.....50

Table 4.3.0: Regression analysis; Effect of leadership style on instructors' performance.....52

LIST OF PIE CHARTS

Pie chart 4.1(a): Whether Principals seek for the views of staff and uses them for decision making.....30

Pie chart 4.2(b): Whether Principals use reward as a means of compliance and motivation.....33

Pie chart 4.3(c): Principals' response to instructors' complaints.....36

Pie chart 4.1.0(d): Whether Principals are reluctant to allow instructors freedom of action.....39

Pie chart 4.1.1(e): Whether Principals are very strict.....41

Pie chart 4.1.2(f): Whether Principals disregard for human dignity.....43

Pie chart 4.1.3(g): Whether Principals give freedom to instructors to make and enforce their own decisions.....45

Pie chart 4.1.4(h): Views on whether Principals consult with the instructors.....47

LIST OF FIGURES

Figure 1.1: Conceptual frame work.....10
Figure 2.1: Leadership grid.....18

LIST OF ABBREVIATIONS AND ACRONYMS

MoES	Ministry of Education and Sports
USA	United States of America
MoLSW	Ministry of Labour and Social Welfare
No	Number
UNESCO	United Nations Educational Scientific and Cultural Organization
BoG	Board of Governors
DIT	Directorate of Industrial Training
SPSS	Statistical Package for Social Scientists
BTVET	Business, Technical, Vocational Education and Training

OPERATIONAL DEFINITIONS OF TERMS USED IN THE STUDY

Leadership

Heinz and Horold, (2005) state that leadership emphasizes increased services to others, a holistic approach to work, promoting a sense of community and showing of power and decision making.

Leadership styles

These are techniques people use to influence, motivate and direct others to meet the organisational goals, (Hamm,2006). This is reflected in the things done like communication, exercising power and authority.

Principal

Accordng to Hamm, (2006) a Principal is an indidual who supervises the institutions activities and occupies the position of the institution leader and he/she is perceived as the most significant figure in initiating and realising the innovation that take place.

Technical Education

According to Kakuru, (2003) Technical Education is a systematic form of training and instruction for the use of prior knowledge with psychomotor skills for work production, development and management.

Vocational education

According to Ssekamwa, (1997) it refers to a system of education that has practical subjects in its curriculum that are likely to generate some basic knowledge, skills and attitude that might prepare students to become skilled workers.

Instructors' performance

This refers to behavior, results, and adjusting organizational behaviors and actions of work to achieve intended results or outcomes, (MoES, 2007)

Missionaries

These were the people who came from westren countries (Asia, Europe and America) to Uganda to spread religion , (MoES, 2007)

Society

This refers to a group of people living in the same place having similar interests ,(MoES, 2007).

Colonialists

These were the Non Africans who came with interests of ruling and administering the social, political and economic affairs of Africa, (Ssekamwa, 1997)

ABSTRACT

The study on leadership styles and instructors' performance in vocational training institutions was carried out in Kampala Capital City Authority and Wakiso district. The purpose of the study was to establish how leadership styles influence instructors' performance in vocational training institutions in Kampala Capital City authority and Wakiso district. The study was guided by the following specific objectives namely: (i) to establish the leadership styles adopted by Principals in vocational training institutions; (ii) to find out the level of instructors' performance in vocational training institutions; (iii) to establish the relationship between the leadership styles and performance of instructors in vocational training institutions and, (iv) to recommend appropriate leadership style(s) for vocational training institutions. The researcher used different methods of data collection to obtain relevant information from the respondents. These included interviews, questionnaires, focused group discussions and documentary review. Both qualitative and quantitative methods of data collection, analysis and presentation were used. It was observed that out of the total respondents, 56 (47%) agreed that the Principals used democratic leadership style but on the contrary, 63 (53%) of the respondents disagreed. The finding by the majority indicated 85 (70.7%) of the respondents agreed that the Principals exercise autocratic leadership style while 35 (29.3%) disagreed indicating that the Principals did not exhibit autocratic leadership style. In addition, 54 (45.6%) of the respondents agreed that Principals exercise laissez-faire leadership style and 65 (54.4%) disagreed. From the study's findings, the autocratic leadership style of the Principals had a negative impact on instructors' performance in vocational training institutions. The study revealed that there was no single leadership style adopted by Principals in the management of vocational training institutions.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focuses on leadership styles and instructors' performance in vocational training institutions in Kampala Capital City Authority and Wakiso district in Uganda. Leadership styles were independent variables while instructors' performance was the dependent variables. This chapter presents the background to the study, statement of the problem, the purpose of the study, specific objectives, research questions, scope of the study and conceptual framework.

1.1 Background

Ssekamwa, (2000) articulates that informal vocational education has been in existence since the origin of mankind. The knowledge, skills and values were passed on from generation to generation. According to him, Boys were taught skills of building houses, skinning animals, making and using spears and shields while Girls were taught how to make pottery, cooking, weaving mats and baskets among others, depending on the environment and society.

Kakuru (2003) points out that formal education was first initiated by voluntary missionary organizations in Uganda during the colonial times around the 1880's.

Following the recommendations of the Phelps-Stokes Commission of 1924/25, the British colonial administration in Uganda developed interest in the provision of vocational education. It was observed that missionaries were using a curriculum which did not teach practical skills. This Commission made several policy recommendations, designed to broaden and streamline the educational curriculum of the missionaries beyond its focus on religion. The policy sought to include training in agriculture and technical subjects to make education relevant to the local community life.

This policy focused on preparing learners for life after school, thereby avoiding the problem of leaving school without any vocational skills. The outcome of this preference was not only the creation of school leavers with irrelevant qualifications but also graduates who had skills that were equally irrelevant for life in their communities and their native industries (Ssekamwa, 2000).

The Directorate of Industrial training designed a curriculum with the aim of preparing students with capabilities of generating new technologies. The Directorate had four vocational training institutions that is Nakawa, Jinja, Lugogo and Masulita.

The Education Policy Review Commission Report, (1989) recommended the conversion of general secondary and technical schools into vocational secondary schools and that should be carried out in a phased manner with sufficient advanced planning and commitment of financial resources.

The Government White Paper on Education, (1992) recommended strengthening of technical and vocational institutions. This was also the position of the Phelps- Stokes Education Commission report (1925), which established a category of post primary school that is, the central schools, that were meant to implement a practical curriculum in agriculture and technical skills.
However, this failed and the schools remained running an academic curriculum.

Very many theories on leadership have been advanced by various scholars such as; the trait theory (Great man), fielder's contingency theory, the path- goal- theory, transformational leadership theory, the functional theory, situational theory. This study relied on the situational theory which articulates that traits alone cannot make a person to be a leader. It further stresses that leaders are made and not born since research suggests that leadership is a dynamic process

varying from situation to situation with changes in leaders, followers and situations.

Consequently, a person may be a successful leader in one situation and fail in another situation. The theory emphasizes that successful leadership occurs when the leader's style matches the situation. The theory stresses the need for flexibility in leadership. It is the needs and demands of the people in certain situational environments that dictate the kind of leadership (Mullins, 2002)

UNESCO, (1978) in its report indicated that the leadership of these vocational training institutions promoted the study of technologies and related sciences and acquisition of practical skills and knowledge relating to occupations in various sectors of economy and social life. This created a balance between the training that was being offered by these vocational training institutions and the skills needed in the job market.

The United Nations Common Assessment, (2004) reported that most of the vocational institutions in Uganda are greatly handicapped by lack of adequate financial resources, lack of trained technical teachers and weak administration.

Boehm, (1993) in his paper Technology Education under reconstruction: The case study of Uganda, observed that the teaching in vocational training institutions was by chalk and talk. He further noted that this was contributed by little functionally equipment, few tools and managerial problems.

In Uganda today, a new and comprehensive attempt is being made under the BTVET Act 2008 to change the situation. Although this policy adequately provides early school leavers with the opportunity to acquire skills and certificates recognizing their informally acquired skills, it remains to be seen as if the policy prioritizes those elements which embrace the early school leavers.

The Ministry of Education and Sports has got the mandate to ensure that the vocational training institutions are headed by Principals with good leadership skills. However, the increase in vocational training necessitates instituting responsible leadership in vocational institutions to meet the needs of job market (MoES, 2007). In addition, the government adopted a policy to liberalize education services and since the late 1990s, many private vocational training institutions have mushroomed, most of them being run commercially for profit.

Since private vocational training institutions have increased their intake levels, their performance is of greater concern than ever before. This brings into perspective the prior drive for improvement in standards and performance, which the MoES (2007) was eager to attain. However, improvement in performance requires that vocational training institutions should be headed by competent vocational leaders. The MoES is expected to post Principals of highest education management qualifications to head vocational training institutions with the hope that these managers could better employ the best leadership principles in their work.

In addition, it is further expected that the MoES should conduct workshops for institutional heads and their deputies on leadership, in order to help them improve on their leadership skills.

Okumbe, (1999) contends that without a proper leadership style, effective performance cannot be realized in vocational training institutions. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the instructors who guide them are not properly trained to implement them effectively.

He further indicated that, good performance in any vocational training institution should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in the institutions and the cherished philosophy, structures, and activities of the institution could be geared towards the achievement of this shared vision. However, Cole, (2004) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Armstrong, (2004) contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In vocational training environments therefore, performance should not only be defined in terms of test scores, examination results, students' ability to socially apply skills learnt, and the rate at which students move on to advanced institutions of learning, but should consider the achievements of the vocational training institutions in other areas like equipping the learners with the requisite life skills for survival.

Lacere, (2002) notes that students spend more than three quarters of their learning only in theory without practical approaches and at the end of the course cannot produce any tangible products for self reliance which is attributed to poor management. This is supported by Hoppers, (1994) who noted that vocational training has demonstrated declining relevance in the recent years particularly in the growing need for self employment. The argument here is that there is a mismatch between the training being offered and the skills needed in the job market which is attributed to poor leadership.

Hoppers argument is supported by Namirembe, (2005) who believes that many institutions still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership and indiscipline in vocational training institutions. She further points out that instructors' morale and welfare is so low to the extent that many of them are being forced to work in more than one institution hence giving less time to students. In the process, much of the time is lost in traveling from one institution to another hence affecting the quality of vocational training graduates.

It is anticipated that vocational training institutions in Kampala and Wakiso districts might be affected by the above training challenges.

It is therefore against this background that, the researcher decided to conduct a study about leadership styles and instructors' performance in vocational training institutions in Kampala and Wakiso districts in Uganda.

1.2 Statement of the problem

The government of Uganda has put policies in place to ensure the delivery of quality training in vocational institutions across the country. Despite the above government's effort of promoting vocational training, instructors' performance seem to be wanting to the extent that their products are not matching with the job market which could be attributed to poor leadership styles used by Heads of institutions (Namirembe, 2005). Some of the institution's heads seem not to have concern for leadership efficiency. She further articulated that they disrespect subordinates, use abusive language and tended to exercise excessive authority in the day to day running of institutions. The above situation may give instructors limited opportunity for making suggestions, even if their suggestions are in the interest of the institution. This is likely to affect their team work, morale and performance.

1.3 Purpose

The purpose of the study was to establish the influence of leadership styles on instructors' performance in vocational training institutions in Kampala Capital City Authority and Wakiso district in Uganda.

1.4 Specific objectives

The study was guided by the following objectives:

i) To establish the leadership styles adopted by principals in the vocational training institutions.

ii) To find out the level of instructors' performance in vocational training institutions.

iii) To establish the relationship between the leadership styles and performance of instructors in vocational training institutions.

iv) To recommend appropriate leadership style(s) for improving vocational training institutions.

1.5 Research questions

The study was guided by the following research questions:

i) What are the leadership styles adopted by Principals in vocational training institutions?

ii) What is the level of instructors' performance in vocational training institutions?

iii) What is the relationship between the leadership styles and instructors' performance in vocational training institutions?

iv) What would be the appropriate leadership style(s) for vocational training institutions?

1.6 Scope

The study focused on establishing the leadership styles adopted by Principals in the vocational training institutions, finding out the level of instructors' performance in vocational training institutions, establishing the relationship between the leadership styles and performance of instructors in vocational training institutions and recommending appropriate leadership style(s) for vocational training institutions.

Due to limited time and financial resources the study was limited to only three (3) government aided vocational training institutions out of the existing four. Those selected included Lugogo and Nakawa in Kampala Capital Authority and Masulita in Wakiso district. It is believed that the results obtained would be a representative of the entire country.

1.7 Significance

The study would be beneficial to policy makers in developing leadership courses for principals and instructors of vocational institutions.

The findings of the study would also give insight to Principals on how instructors, parents, workers and students feel with their leadership. This would help the heads of institutions to take remedial actions, improve their human working relations and generally draw their attention to weaknesses, opportunities and anomalies in the environment to enhance improvement in the institutional management.

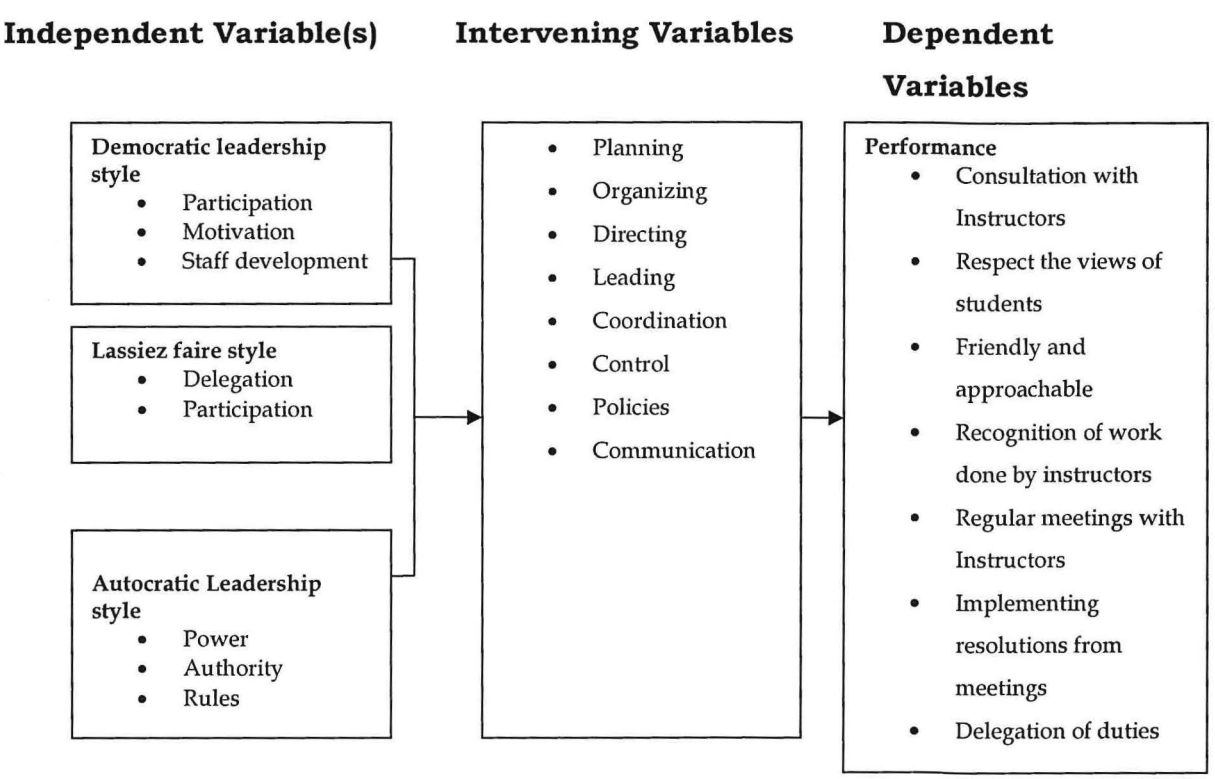
The findings of this study would help in sensitizing instructors, Foundation Bodies, students and parents to appreciate the complex leadership roles of Principals in vocational training institutions.

As a result, the Ministry of Education and Sports would be expected to come up with plans to make sure that there is enough leadership training/workshops designed to improve instructors' performance.

The findings of this study will provide literature for readers and researchers. At the same time it would give inspiration for further research on leadership styles and instructors performance in vocational training institutions.

1.8 Conceptual Frame work

The conceptual framework was designed to guide the study. It was intended to show the relationship between the independent variables and the dependent variables. The conceptual framework drawn below explains how the independent variables influence the dependent variables.



Source. Developed by the researcher, (2011)

Figure 1 .1: Conceptual frame work

The independent variable (s) was the leadership style. Accordingly, one may use democratic, lassiez faire or autocratic style. A democratic or participatory approach works on the principle of seeking the views of staff, encouraging participation, emphasizing effective communication and recognition.

The authoritative approach is largely autocratic, control oriented, emphasizing order, formality and continuity as a matter of principle.

The delegative or laissez-faire leader is concerned with the formal expectations as well as taking cognitive of individual needs of staff. He/she may delegate often. This is referred to as "to whom it may concern" type of leadership style.

The dependent variables were performance oriented. In any vocational training institute any of the three leadership styles (independent variables) when adapted by Principals may create good performance of instructors.

Adaptation of good leadership styles was suggested to be part of a larger context in which several factors including motivation, participation, and staff developments have influence on instructors' performance as shown in figure1.1: The researcher believes that performance was influenced by intervening variables like planning, organizing, directing, coordinating and policies (factors that may influence the relationship between the independent variables and the dependent variables). Leadership might influence the relationship between leadership styles adapted and instructors performance for example leadership alone might not totally influence instructor's performance but also the way it was carried out.

It is further presumed that the leadership styles had a significant impact on individuals affecting their feelings, attitude towards work and Commitment. This in effect affects performance. It would be important to note that the variables were interconnected, interrelated, interlinked and did re-enforce each other.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This Chapter reviews Literature related to the study. Consideration and discussions were made on several studies that bear useful insight into leadership styles and instructors' performance in vocational training institutions. The review was made according to the set research objectives.

2.1 Leadership styles adopted by Principals in vocational training institutions

Mullins, (2002) defines leadership style as the manner in which leaders go about the business of leading. He asserts that it is a deliberately chosen pattern of a leader's behavior towards his/her subordinates in order to influence their actions. This implies that all leaders seek to influence their subordinates into doing things in a particular way. The following were some of the common leadership styles used in the day today running of vocational training institutions.

2.1.1 Autocratic or authoritarian leadership style

Storey, (1993) divided autocratic leadership into two that is, strict autocrat and benevolent autocrat. He however said both types of autocracies were characterized by maximum centralization of authority, close supervision, unilateral decision making and one-way communication, a type of leadership that demands complete loyalty and unquestioned obedience from followers. Buchana, (1997) and Saleemi et al, (1997) observed that autocratic leaders are generally disliked, as there was no scope for initiative and self-development. Instructors whose bosses employed autocracy remained insecure and afraid of the leader's authority, hence reducing their ability to explore their leadership skills and innovative abilities.

The researcher observes that this style is typical of a leader who tells his/ her employees what he/she wants done and how he/she wants it done, without getting the advice of his/her subordinates. Some people tended to think of this style as a vehicle for instruction, leading by threats and abusing their power. Rather it was an abusive, unprofessional style that may be called 'bossing people around.

Nsubuga, (2008) noted that Principals of vocational training institutions who used authoritarian leadership style might lead to poor academic performance, because they adopted harsh leadership styles, which were highly resented by their subordinates. He pointed out that the greater the use of autocratic principles, the poorer the instructors' performance. A coercive leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates would get intimidated and stop bringing bad news or any news in fear of getting blamed for it and this made the morale of instructors down hence leading to poor performance of students.

In case of vocational training institutions where autocratic leadership is practiced, it's likely to influence negatively instructors' performance as this would be characterized by arbitrary disciplinary measures, arbitrary termination of service and hence causing dissatisfaction of work on the part of the instructors.

2.1.2 Democratic or participatory leadership style

Saleemi et al, (1997) indicated that a democratic leader leads by consent of the group rather than by use of authority. Decentralization of authority, participatory planning and two-way communication were some of the main features of democratic leadership.

Saleemi et al, (1997) further assert that as opposed to autocratic leadership, democratic or participatory leadership improves job satisfaction, motivation, loyalty and morale of instructors. Ideally,

instructors would feel comfortable when given opportunity to show their talents. Participation in the planning and decision making were a few things instructors look for in realizing their own ideas. Their satisfaction with this would be measured in terms of productivity which was likely to be high.

Naluwemba, (2007) asserts that the Principals who use the democratic style of leadership in the institutions they manage were composed of intelligent people whose ideas were crucial in the day to day running of the same institution. She further articulated that instructors had the capacity to advise effectively on academic matters in the institution. In such a situation where instructors and students had built trust, respect and commitment as they were allowed to have a say in decisions that affect their goals and how they did their work. Students in vocational training institutions should also be involved in the institution's administration and in the implementation of decisions because the decisions made would affect them directly.

Kyeyune, (2008) contends that democracy was the best leadership strategy for vocational training institution's environments because institutions had systems with parts that were interrelated. He observed that the Principals should motivate instructors to participate in decision making because academic progress depended on the quality of teaching/instructing exhibited. Today there was a very strong school of thought that a vocational training institute could no longer be managed by a single figure at the top of the hierarchy.

2.1.3 Laissez faire or free-rein leadership style

The term 'Laissez faire' is derived from a French word: "laissez", the second person plural imperative of "laisser" meaning to let, allow and faire, also known as "lais sez faire" or "lais ser faire" which is the non interference in the affairs of others.

A laissez faire leader leaves it to the subordinates to decide and control themselves, believing that they are competent and motivated.

Saleemi et al, (1997) articulate that a leader who uses this leadership style does not lead and avoids using his/her power. He leaves the entire group to itself and merely acts as an umpire or consultant to the group. Such a leader believes, he /she could make people perform better by leaving them to make and enforce their own decisions. Shaun et al, (1997) indicated that organizations that employ this style of leadership tend to have series of indiscipline cases. This in essence implies that laissez faire would not be a good leadership style in an organization that needs to maintain discipline like the case of the teaching profession. Absenteeism, teaching for fewer hours are some of the problems that this leadership style may encourage in an organization (Shaun et al, 1997).

In this style, the leader allows instructors to make decisions of their own. However, the leader is still responsible for the decisions that are made. This style is appropriate when instructors are able to analyze the situation and determine what needs to be done and how to do it. As one cannot do everything, one must delegate certain tasks. It appears therefore that this may not be an excuse to blame others when things go wrong, rather this is a style that is appropriate when one has the full trust and confidence in the staff. One does not have to be afraid of using it; however, one has to use it wisely.

Nsubuga, (2008) observed that Principals who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to do and consequently instructors' performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. Laissez faire leadership seems not to be the best leadership style to use in vocational institutes because complete delegation without follow up mechanisms might create performance problems, which were likely to affect the institution's effectiveness. This was in agreement with Mac Donald's, (2007) study of laissez-faire leadership

which observed that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which led to unproductive attitudes and inability to empower subordinates.

2.2 Establishing the level of instructors' performance in vocational training institutions

Saleemi et al, (1997) indicated that a democratic leader leads by consent of the group rather than by use of authority. Decentralization of authority, participatory planning and two-way communication were some of the main features of democratic leadership.

Saleemi et al, (1997) further assert that as opposed to autocratic leadership, democratic or participatory leadership improves job satisfaction, motivation, loyalty and morale of instructors. Ideally, instructors felt comfortable when given opportunity to show their talents. Participation in the planning and decision making were a few things instructors would look for in realizing their own ideas. Their satisfaction with this was measured in terms of productivity which was likely to be high. This was likely to improve instructor's performance but in situations where instructors were not allowed to actively participate in decision making of their institutions, then they were likely to feel demotivated which might affect their level of performance hence affecting the general performance of students in their respective institutions.

Naluwemba, (2007) asserts that the Principals who use the democratic style of leadership in the institutions they manage were composed of intelligent people whose ideas were crucial in the day to day running of the same institution. She further articulated that instructors had the capacity to advise effectively on academic matters in the institution. In such a situation where instructors and students would build trust, respect and commitment as they were allowed to have a say in decisions that affected their goals and how they did their work.

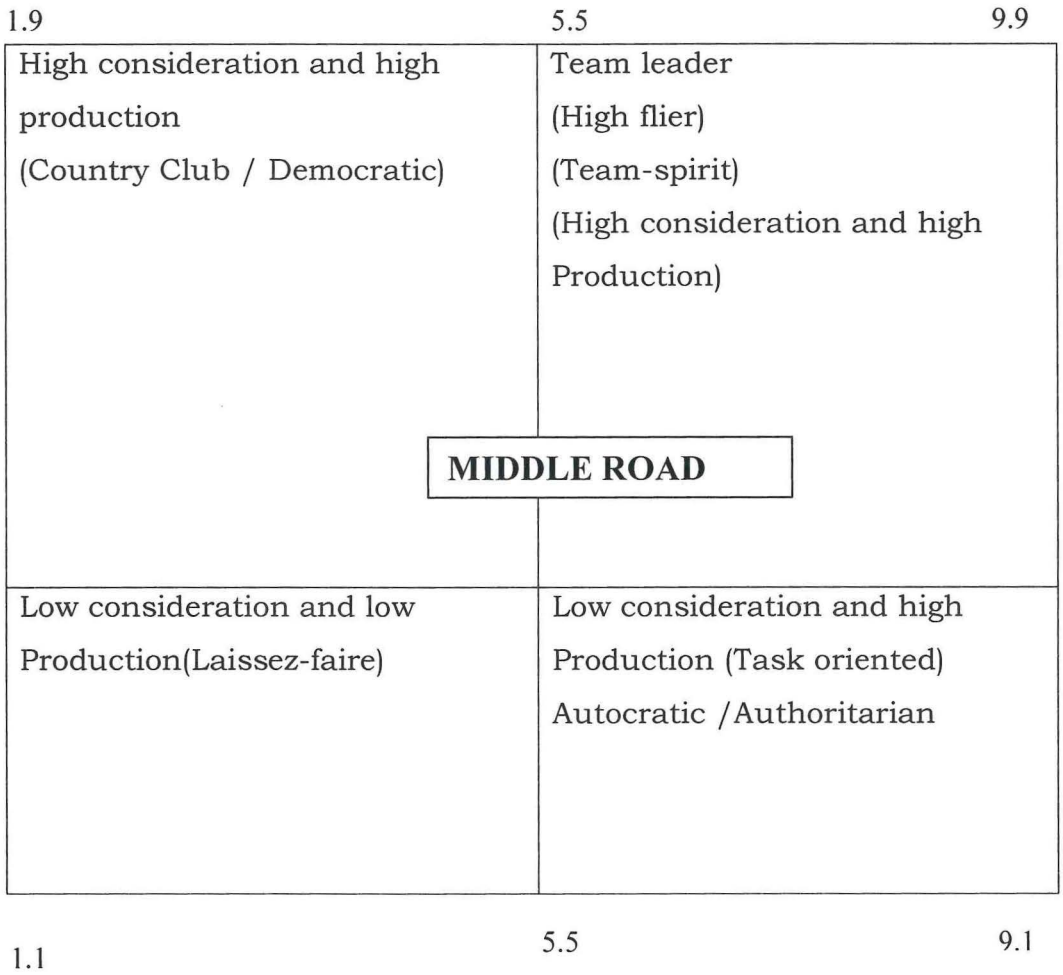
In such a situation the level of productivity was likely to be high for both instructors and students. Students in vocational training institutions would also be involved in the institution's administration and in the implementation of decisions because the decisions made affected them directly.

Kyeyune, (2008) contends that democracy is the best leadership strategy for vocational training institution's environments because institutions were systems with parts that were interrelated. He observed that the Principals should motivate instructors to participate in decision making because academic progress depends on the quality of teaching/instructing exhibited. Today there was a very strong school of thought that a vocational training institute can no longer be managed by a single figure at the top of the hierarchy.

2.3 Relationship between leadership styles and instructors' performance

The leadership styles which are preferred by most of the organizations like vocational training institutions was best explained by merging the Ohio state University leadership studies and the managerial grid theories developed by Blacks and Mouton, (Harsey and Blanchard 1988). The grid was later refined by Robert Blake and Anne Mc.Cause, (1991). The ratings were from 1-9 on each axis as presented on page 18.

Figure 2.1: Leadership grid



Source: Blanchard, (1988)

There are four factors that a leader must consider in deciding how to lead, when to use force to his / her subordinates basing on the situation.

The above diagram puts emphasis on the earlier concept of preferred leadership styles where it was viewed as a scale to measure the relationship between preferred leadership styles and task oriented behavior influenced by a scale of choices within the situation.

2.3.1 Grid 1.9 indicates a democratic form of leadership

The democratic leadership style, also known as participative or consultative leadership, decentralizes power and authority leading to comfortable and friendly organization atmosphere, (Blake, 1991). Using this style was not a sign of weakness; rather it was a sign of strength that one respects the instructors. Using this style is of mutual benefit, as it would allow staff to become part of the team and allows one to make better decisions hence making it the most preferred leadership style employed by most effective heads of institutions.

2.3.2 Grid 1.1 indicates a laissez faire form of leadership

On the laissez faire leadership style, the leader tends to avoid power and authority, the leader depended largely on the group to established goals and means for achieving progress and success. Organizations that employ this style of leadership tended to have the highest rates of truancy and delinquency leading to poor performance, (Blanchard, 1988). This in essence implied that laissez faire would not be a good leadership style in an organization that would be required to maintain discipline like the case of the teaching profession. Such absenteeism, unauthorized free days were problems that this leadership style might encourage in an organization.

2.3.3 Grid 9.1 indicates Autocratic leadership style which is also known as authoritative style of leadership

Any questioning of plans or orders was taken as insubordination. Conversely, leaders whose behavior was observed to be at the autocratic end of the scale tended to be task oriented and would use power to influence their subordinates, (Blake, 1991). One observed that this style was typical of a leader who tells his/her instructors what he/she wants it done, without getting the advice of his/her subordinates. Some people tend to think of this style as a vehicle for instruction, using demeaning language, and leading by threats and abusing their power.

2.3.4 Grid 5.5 middle Road

The necessity to get out work is balanced with maintenance of morals of people at a satisfactory level, (Blanchard, 1988). It is also known as situational leadership because it draws a combination of all leadership styles. The effectiveness depends on how each style is applied at what time.

2.3.5 Grid 9.9 Team leader

There is effective integration of people with high production, high creativity, high morale and productions are attained, (Blake, 1991). The emphasis here is that which ever style may be adopted by the leader, he or she must determine how people's interest could be aroused for production. The leader cannot therefore, divorce him or herself from the feelings of the people he or she leads.

2.4 Appropriate leadership styles for vocational training institutions

Daltons, (1996) points out that the heads of vocational training institutions were one of the main factors in strengthening the quality of leadership in the institution. He argues that a good institution's head is the one who is capable of establishing effective team work, seen as being competent, open minded and often achieves major improvements in the quality of his/her institution.
However, he warns that care should be taken to ensure that leadership goes to professionals who have had special training in leadership in particular in order to improve on instructors' performance.

South, (1994) supports the above view by emphasizing that leadership normally comes top of any list in an organization's characteristics. Daltons and South Worth, (1994) further believe that successful leadership must be strong, purposeful, goal oriented, must communicate certainty and increase capacity for rational planning. In

addition they have a strong advocacy for structural leadership, supervision, resource management and quality control.

Talbert, (1993) in his incisive analysis of essence of consulting with elders and involving them in decision making observes that even though wide consultation may occur with the staff, it is typically the most senior instructors who have influence on decision making and whose opinions will be respected in the event of disagreement. In his assertion, implicitly, he criticizes the assumption that seniority equates to inform decision making (competences). If such assumption is allowed to be operationalised in vocational training institutions, then new instructors are inevitably marginalized. It neglects consideration and utilization of individuality and fitness for purpose.

South, (1994) recommends that all staff in an organization needed to become leaders and visionaries in order to put an end to difference towards and dependence upon the leader or senior.

Therefore, despite the express importance of consultation and involvement of instructors and students in all institution affairs, especially in decision making for effectiveness and success of the organization, the practice seems to be lacking in most vocational training institutions.

National Association of Secondary School Principals, (1999) in their write up on leadership development and assessment prescribed a number of ideal leaderships against which a leader could argue.

These skills included analysis which was the ability to reach logical conclusion and had high quality decisions based on available information. He /she should have the skills of identifying educational/ training needs, setting priorities, critically written communication and an effective leader should have the ability to plan schedule.

Mullins, (2002) pointed out that situational type of leadership style is the most frequently leadership style used by Principals of vocational training institutions. Principals through experience, come to terms with the fact that the adoption of a particularly relevant style in a specific situation which would lead to institution's effectiveness,

rather than relying on a single style of one's choice. He revealed that leadership was dictated by environmental changes within and outside the institution. At one time, instructors might be so unruly and militant which would require the Principal of any vocational institute to use strict measures of discipline so as to improve their performance. However, in other developments instructors might be so committed and focused that it would require being liberal minded to allow participative leadership to prevail.

This was also corroborated by Cheng, (2002) who asserts that the relationship between instructors' performance and leadership style was moderated by the situational factors.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focuses on the methodology aspects of the study. It includes the research design, the sampling procedure and instruments for data collection, data processing and data analysis.

3.1 Research design

The study adopted a cross sectional survey design, integrating both qualitative and quantitative approaches. Qualitative data involved analysis of data in the form of descriptive statements as obtained from the field. Quantitative data involved data with mathematical figures. The design was adopted in order to collect detailed and credible information from the different categories of subjects. Qualitative and quantitative methods complimented each other in data collection.

3.2 Area of study

The study was conducted in Kampala and Wakiso districts. For the purpose of this research, the study was limited to only three (3) government aided vocational training institutions in Kampala Capital City Authority and Wakiso district namely, Lugogo, Nakawa and Masulita Vocational training institutions as case studies.

3.3 Population

The study mainly targeted heads of institutions, instructors, students, parents and Board of governors. Heads of institutions were selected because they were responsible for the day to day management of the institutions. Instructors, students, parents and Board of governors were expected to be knowledgeable about the phenomenon under investigation.

Table 3.1: Size and category of respondents sampled

Respondents	**Size**
Students	75
Instructors	28
Principals	3
Parents	8
Board of governors(members)	6
Total	**120**

Source: Field data

3.4 Samples and sampling techniques

The selection of respondents was made using the list of all the names of the instructors and students obtained from each vocational training institution. Simple random sampling was used because the study population was relatively homogeneous. The study population also included key informants particularly each head of a vocational training institution, parents, members of Board of governors were purposively selected by virtue of their positions with a view of obtaining information which would be a representative of the behavioral domain under investigation.

3.5 Research instruments

The researcher used self administered questionnaires and interview guides, focused group discussions and documentary review.

3.5.1 Self administered questionnaire

The self administered questionnaires were the main research instrument used for the study. The instrument (attached as Appendix) consists of two sets of open ended and closed ended questions designed to elicit data from respondents. The questionnaires were administered to the instructors, Board of Governors and students.

The choice of questionnaire was prompted by the fact that the questionnaires were quicker methods of collecting data (Moser &

Kalton 1979) as compared to other methods. Questionnaires also give clear and specific responses. In addition, there is evidence that people answer personal and embarrassing questions more willingly and more accurately when they were not face to face with an interviewer, who might be a complete stranger (Moser & Kalton, 1979).

3.5.2 Interview Guide

The researcher conducted face to face interviews with the respondents through a set of questions laid out to assist the interviewer on how to conduct and coordinate the interviews. This mainly helped the researcher in the process of getting information from head of institutions who could fail to have time of filling the questionnaire due to their busy schedules of work. The instrument tapped detailed information on leadership styles used by the heads of vocational training institutions and its implications on instructors' performance.

3.5.3 Focused Group Discussions

The focused Group discussion as a method of data collection was used to obtain data from pre-perceived and confirmed knowledgeable members of the study.

The respondents had exclusive knowledge that enabled them brain stormed on issues by giving facts. Two focused group discussions each of five members were organized. These focused group discussions, helped the researcher to gain self assessment through expression and giving opinion of other intellectuals.

3. 5.4 Documentary review

Documentary review was used for secondary data, which was already collected and published by others. This was used by the researcher through reading some of the published materials on the study area. The sources of information included reading some of published reports, papers and textbooks. This was relevant because it was not very expensive and permitted examination of past trends. The method also enabled the researcher to obtain reliable data for the study.

3.6 Validity

Validity is defined as the degree to which an instrument measures what it is supposed to measure. It was arrived at by having the instruments checked by experts and knowledgeable people, notably the supervisors and lecturers. In so doing, the questions which were found to be irrelevant were eliminated. This kind of practice was supported by Array & Jacobs, (1990) who noted that validity is registered by having the scrutiny by competent people, familiar with the purpose of the survey and can analyze and judge the items to find out whether they are adequate for measuring what they are intended to measure and whether they are representative sample of the behavioral domain under investigation.

The researcher looked for experts to rate the instruments. The content validity index was calculated using the formula; CVI = K/N

Whereby CVI = Content Validity Index

K = Number of items considered relevant/suitable

N = Number of items considered in the instruments.

The value attained was (above 0.5 or 50%), which implied that the instruments used were valid.

3.7 Reliability

Reliability is a measure of how consistent an instrument is in measuring what it is supposed to measure. Therefore, it is about stability, consistency and dependability over time.

To measure the reliability of research instruments, the questionnaires were pilot tested. This helped to assess the language clarity, ability to tap information needed, acceptability in terms of length of the instruments and the privacy of the respondents. The researcher further discussed the instruments with supervisors, lecturers and fellow course mates knowledgeable in the field of research.

3.8 Data Collection Procedure

An introduction letter was obtained from Kyambogo University, which enabled the researcher to access the respondents. The researcher, with the help of a research assistant physically administered the instruments. The instructors were interviewed first as per agreed appointment and venue. Most of the interviews were conducted in their offices/staff room or any other places of convenience.

The Questionnaires were distributed to respondents one week in advance giving them ample time and with detailed instructions that enabled the respondents to fill the questionnaire independently without the supervision of the researcher.

Promise of confidentiality was assured, after all the names of the respondents were not requested for and emphasis was made that the information given will be treated in aggregate and purely for purposes of the research. Appreciation was conveyed to respondents after their participation.

3.9 Data analysis

This involved editing of collected data, coding, measurement and tabulation. Coding involved classifying responses to each category of questions in order to bring out the response patterns. Analysis of qualitative data was done using content analysis (Kakooza, 1996). Data was categorized basing on themes derived from the objectives. Related secondary data was used to avail appropriate quotations, and to support other researchers' views as well as to provide the necessary authenticity to the research findings.

Analysis of quantitative data involved computation of data collected. The percentages and means were worked out for each of the responses, for comparison purposes. Quantitative data was

determined using Statistical Package for Social Scientists (SPSS) version 16 and tables were used to summarize the findings.

CHAPTER FOUR

DATA PRESENTATION, ANAYLSIS AND INTERPRETATION

4.0 Introduction

The study was focused to establish the leadership styles adopted by Principals in vocational training institutions, establish the level of instructors' performance in vocational training institutions, establish the relationship between the leadership styles and performance of instructors in vocational training institutions and recommend appropriate leadership style(s) for vocational training institutions.

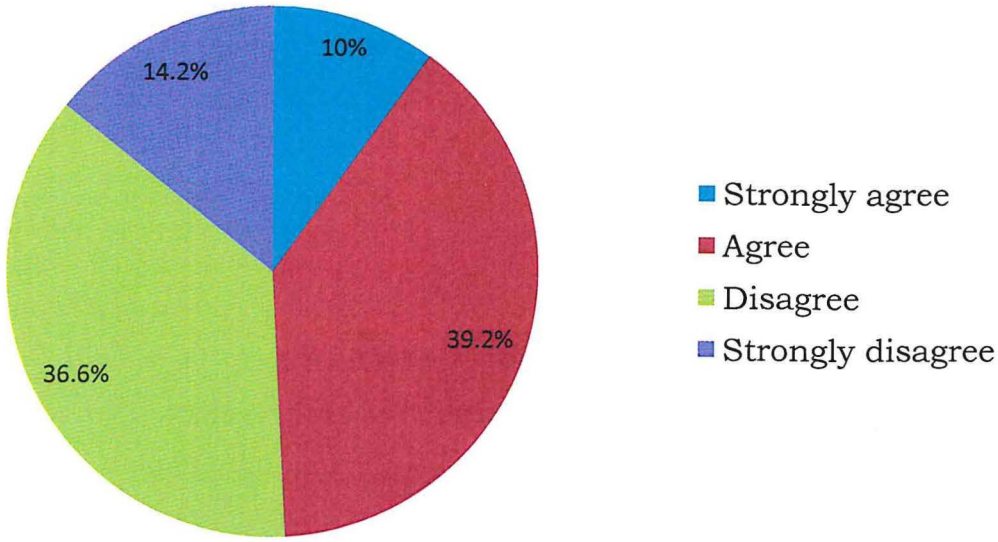
4.1 Principals' leadership styles

The Principals' leadership styles were mainly categorized as democratic, autocratic and laissez-faire.

4.1.1 Democratic leadership attributes of the Principals' approach

The respondents were asked to indicate as to whether the Principals seek for the views of staff, students and whether they use them for making decisions. The findings were presented in Pie chart 4.1(a) as follows:

Pie chart 4.1(a): Showing whether Principals seek the views of staff and uses them for decision making



Source: Field data, (2011)

Pie chart 4.1(a) shows that of all the respondents considered for the study 12 (10%) strongly agreed that Principals seek the views of staff and students and used them for making decisions for the institute. Similarly 47 (39.2%) respondents agreed that Heads of vocational training institutions consult staff and students. On the contrary, 44 (36.7%) of the respondents disagreed while 17 (14.2%) strongly disagreed indicating that Principals did not seek for the views of instructors or even use them for decision making.

The Principals indicated that instructors were often encouraged to give their views so that they could be used in decision making, because with a set of personalities that were interdependent on one another but working for an organization as a whole.

The findings further indicated that this might not be true. As much as Principals tried to indicate that they involve instructors in

administrative matters, their claims however were not confirmed. Actually the views of the instructors and parents differed. Some of the Board members of Nakawa and Lugogo vocational training institutions indicated that they were never consulted.

The focused group indicated that they had never witnessed any consultation be it a meeting or any other form of communication. Effective student involvement was a vital element of the democratic leadership process. It serves as a means through which authority is shared, information is passed, builds trust and helps to avoid misinformation and uncertainty. Basing on this, the instructors, students and parents were also asked as to whether their respective Principals value and recognize the role of student leadership.
The findings for these were presented in table 4.1 as follows:

Table 4.1: Showing whether Principals' value students' leadership roles

Response	**Frequency**	**Percentage**
Strongly agree	5	4.2
Agree	45	37.5
Disagree	51	42.5
Strongly disagree	19	15.8
Total	**120**	**100**

Source: Field data, (2011)

Table 4.1 shows that 5 (4.2%) of the respondents considered for the study indicated that their respective Principals value the role of student leadership and 45 (37.5%) did the same. On the contrary 51 (42.5%) of the respondents disagreed and 19 (15.8%) strongly disagreed, indicating that their respective Principals did not value the role of student leadership, thus the students were not effectively involved in the matters concerning them. Some of the Principals and their deputies confirmed that student involvement was not effective.

This was most especially on matters regarding the financial stand of the respective institutes. It was mentioned that it was because both monetary and non monetary sources for salaries, allowances, food allocation, and transport allowances were still inadequate. This implied that any communication on the matters caused a lot of anxiety.

Being friendly and approachable is a crucial concern for a democratic leader. The instructors, students and parents were therefore asked to comment on whether their respective Principals were friendly and approachable. The findings were as presented in table 4.2 below:

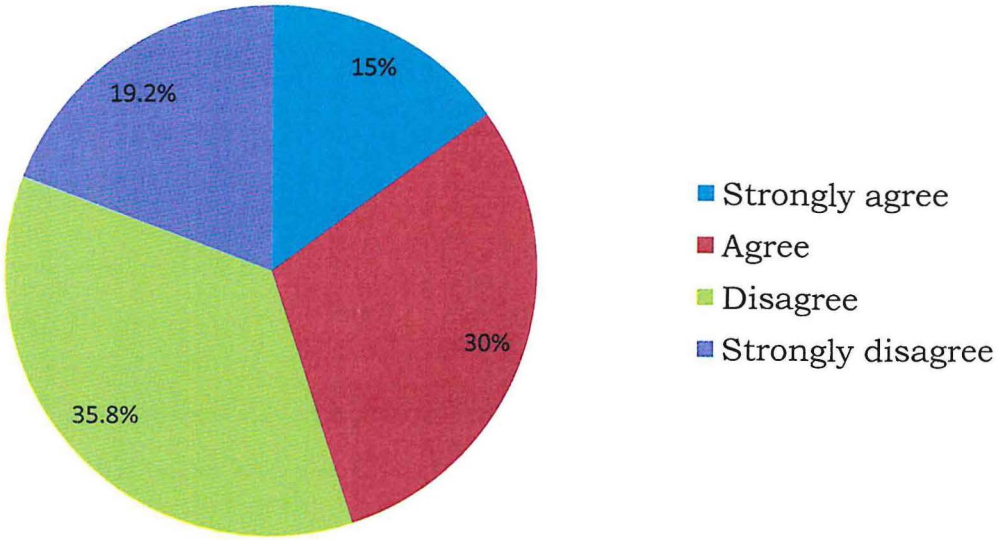
Table 4.2: Views of respondents on whether Principals are friendly and approachable

Response	**Frequency**	**Percentage**
Strongly agree	54	45.0
Agree	39	32.5
Disagree	16	13.3
Strongly disagree	11	9.2
Total	**120**	**100.0**

Source: Field data, (2011)

Table 4.2 shows that 54 (45%) of the respondents strongly indicated that Principals were friendly and approachable. Similarly 39 (32.5%) of the respondents agreed. On the contrary 16 (13.3%) disagreed and 11 (9.2%) strongly disagreed, indicating that Principals were not friendly and approachable but these were small percentages as compared with strongly agree and agree which were 45% and 32.5% respectively, indicating that the Principals were friendly and approachable.

Pie chart 4.2(b): Showing whether Principals use reward as a means of compliance and motivation



Source: Field data, (2011)

Pie chart 4.2(b) shows that 18 (15%) of the respondents strongly indicated that their respective Principals use rewards as a means of compliance and 36 (30%) of the respondents agreed. On the contrary 43 (35.8%) disagreed and 23 (19.2%) strongly disagreed, indicating that Principals did not perceive rewarding as a means of compliance.

Respondents were asked whether their respective Principals take recognition of their good work. The findings were presented in table 4.3.

Table 4.3: Showing whether Principals recognize good work done by instructors

Response	Frequency	Percentage
Strongly agree	13	10.8
Agree	15	12.5
Disagree	49	40.8
Strongly disagree	39	32.5
Total	**120**	**100.0**

Source: Field data, (2011)

Table 4.3 shows that 13 (10.8%) of the respondents indicated that the Principals take recognition of good work and 15 (12.5%) agreed. On the contrary 49 (40.8%) disagreed and 39 (32.5%) strongly disagreed. Here the majority of the respondents disagreed by saying that the majority of the Principals of vocational training institutions did not recognize the good work done by their instructors.

From the focused group discussion with instructors it was found out that as a common practice, leaders with a democratic approach initiate meetings and act as agreed upon in meetings.

The respondents were asked to indicate if Principals initiate meetings and act on what was agreed in the meetings. The findings were presented in table 4.4 below:

Table 4.4: Views of Principals towards initiating meetings and acting as agreed

Response	Frequency	Percentage
Strongly agree	19	15.8
Agree	36	30
Disagree	35	29.2
Strongly disagree	30	25
Total	**120**	**100.0**

Source: Field data, (2011)

Table 4.4 shows that 19 (15.8%) of the respondents strongly indicated that Principals initiate meetings and act as agreed in the meetings while 36 (30%) also agreed. On the contrary 35 (29.2%) disagreed and 30 (25%) strongly disagreed, indicating that the Principals do not initiate meetings or even act according to the positions agreed upon in meetings.

60% of the administrators interviewed indicated that meetings might be called "As rare as they were, the nature of the meeting was such that it would be a form of communication from the Principal"; one of the administrators was quoted as saying that issues were deliberated upon as required by the Principal. "It looks as if the Principal is the overall at any institute..." The researcher asked why the government organs could not check this scenario and the respondent said "these administrators would easily connive with the government officials like the Commissioners, since they eat together".

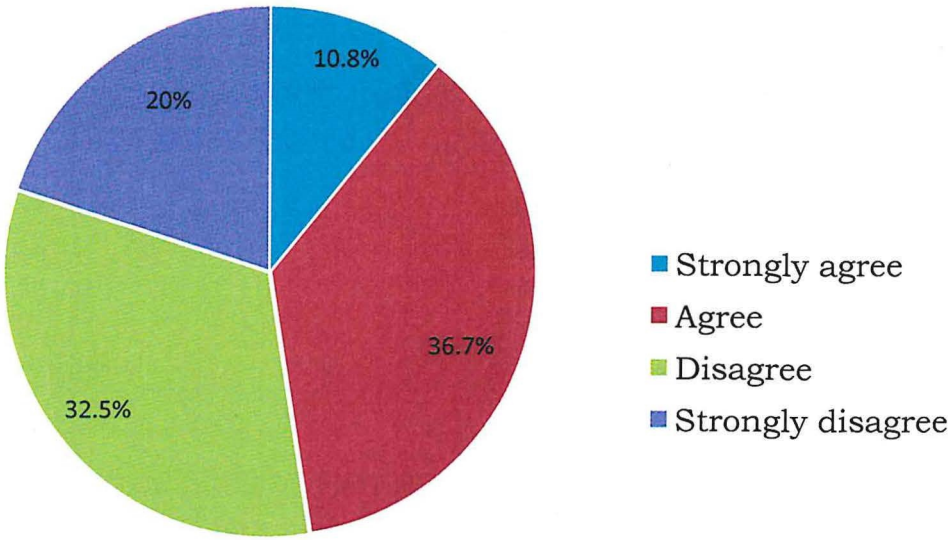
It was revealed in all the focus group discussions that if any meeting really happened, they were rare. "A meeting might be summoned once in three or even five months and only when there were burning matters". Most probably for the purposes of communicating the Principal's position".

It was further revealed that parents were not actively involved since most of the institutes did not conduct general parents meetings.

The views expressed by the parents of Lugogo and Nakawa vocational training institutes showed that meetings with staff and parents were rare unlike in Masulita where they conducted staff and parents meetings once in a term and acted on the outcomes of the meetings.

Respondents were asked as to whether the respective Principals listen to the complaints of subordinates. The findings were indicated in pie chart 4.3(c) to follow:

Pie chart 4.3(c): Principals' response to instructors' compliance



Source: Field data, (2011)

Pie chart 4.3(c) shows that 13 (10.8%) of the respondents indicated that the Principals were concerned with staffs' complaints and 44 (36.7%) of the respondents agreed. On the contrary 39 (32.5%) disagreed, indicating that the Principals are not concerned with staffs' complaints and 24 (20%) of the respondents strongly disagreed.

The findings from interviews and focus group discussions showed that staff complaints were taken with dislike. Most of the members in the

focused group discussions argued that they 'feared saying anything' when consulted or in meetings, because they fear being transferred.

It was also raised in one of the interviews that Principals needed to be sensitive to the feelings of others and at the same time considerate, helpful, responsible and friendly. As the findings from the interviews and the focus group discussion indicated that this was not the case, at least in most of the institutes. This was "merely because" as one administrator put it that "Some Principals were simply too inconsiderate and arrogant"... "Some of their complaint(s) might not have been attended to because someone was arrogant". The respondents were asked if the Principals treated instructors as responsible people. The findings were as contained in table 4.5 below.

Table 4.5: Views of respondents on whether Principals treat instructors as responsible people

Response	Frequency	Percentage
Strongly agree	21	17.5
Agree	34	28.3
Disagree	52	43.3
Strongly disagree	13	10.8
Total	**120**	**100.0**

Source: Field data, (2011)

Table 4.5 shows that 21 (17.5%) of the respondents indicated that the Principals generally treat instructors as responsible while 34 (28.3%) of the respondents also agreed. On the contrary, 52 (43.3%) disagreed and 13 (10.8%) strongly disagreed, indicating that the Principals did not treat instructors as responsible people. The findings on democratic leadership attributes were summarized in table 4 .6.

Table 4.6: Summary of the findings on democratic leadership style

Strongly agree (SA), agree (A), disagree (D) and strongly disagree (SDA)

Response	**Frequency/Percentage**				**Total**
	SA	**A**	**D**	**SDA**	
Seeks the views of staff	12 (10%)	47 (39.2%)	44 (36.7%)	17 (14.2%)	120 (100%)
Value student leadership	5 (4.2%)	45 (37.5%)	51 (42.5%)	19 (15.8%)	120 (100%)
Friendly & approachable	54 (45%)	39 (32.5%)	16 (13.3%)	11 (9.2%)	120 (100%)
Rewards as a means of motivating staff	18 (15%)	36 (30%)	43 (35.8%)	23 (19.2%)	120 (100%)
Recognition of good work	13 (10.8%)	15 (12.5%)	49 (40.8%)	39 (32.5%)	120 (100%)
Initiates meetings	19 (15.8%)	36 (30%)	35 (29.2%)	30 (25%)	120 (100%)
Responsive to complaints	13 (10.8%)	44 (36.7%)	39 (32.5%)	24 (20%)	120 (100%)
Treatment of instructors well	21 (17.5%)	34 (28.3%)	52 (43.3%)	13 (10.8%)	120 (100%)
Mean	**16.2%**	**30.8%**	**34.3%**	**18.7%**	**100%**

Source: Field data, (2011)

Table 4.6 shows that overall, (47%) of the respondents agreed that the Principals used democratic leadership style while (53%) disagreed. It was noted that the majority of the respondents here disagreed with the democratic leadership style, implying that the leadership style

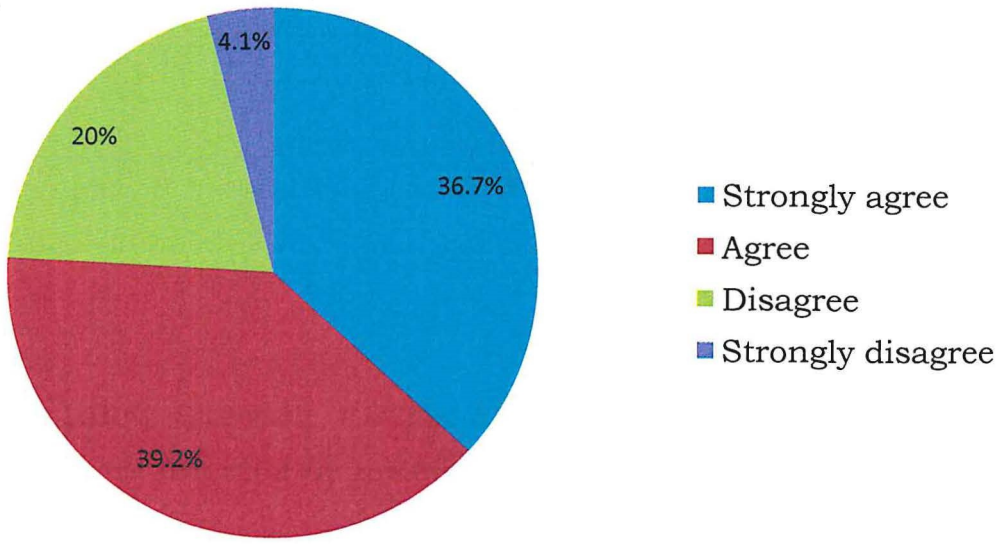
employed by most of the Principals in the vocational training institutions was not democratic.

4.1.2 Autocratic leadership attributes of the Principals' approach

Responses to the questions on autocratic (authoritative) attributes of the Principals' style of leadership were considered and presented as follows. It was presumed that autocratic leaders usually emphasized 'formality' as a means of having the work done.

The respondents were thus asked whether the Principals of respective institutes were reluctant to allow instructors any freedom of action. The findings were as shown on pie chart 4.1.0(d).

Pie chart 4.1.0(d): Showing whether Principals are reluctant to allow instructors freedom of action



Source: Field data, (2011)

Pie chart 4.1.0(d) shows that 44 (36.7%) of the respondents indicated that the Principals were reluctant to allow instructors any freedom of action and 47 (39.2%) of the respondents also agreed. On the contrary 24 (20%) disagreed while 5 (4.1%) strongly disagreed. This implied that the Principals were reluctant to allow instructors freedom to do their work.

The Principals, their deputies and parents interviewed confirmed that it was normal for a head of an institution to exercise authority within his means. Some further argued that authority was necessary if things were to move.

The respondents were further asked if the Principals had effective control over staff under their jurisdiction. The findings were contained in table 4.1.0 below:

Table 4.1.0: Instructors', students' and parents' perception of the Principals' control over instructors

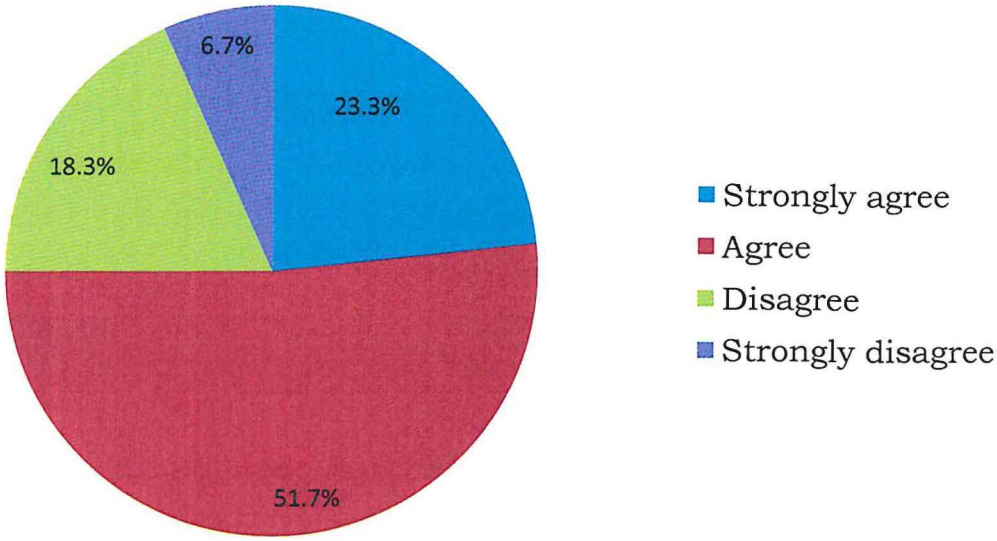
Response	**Frequency**	**Percentage**
Strongly agree	28	23.3
Agree	62	51.7
Disagree	22	18.3
Strongly disagree	8	6.7
Total	**120**	**100**

Source: Field data, (2011)

Table 4.1.0 shows that 28 (23.3%) of the respondents indicated that the Principals had excessive control over staff while 62 (51.7%) of the respondents also agreed on the same. On the contrary 22 (18.3%) of the respondents disagreed, indicating that the Principals did not have excessive control over staff and 8 (6.7%) strongly disagreed. The majority of the respondents agreed that Principals controlled the instructors in the day today activities being executed. This probably might delay decision making since they could not implement anything without the permission of the heads of institutions.

Also relative to effective control was strictness with which autocratic leaders handled issues and activities. The respondents were asked if the Principals were very strict with the issues and activities. The findings were presented in a pie chart as shown in 4.1.1(e).

Pie chart 4.1.1(e): Showing whether Principals are very strict



Source: Field data, (2011)

The findings showed that 28 (23.3%) of the respondents strongly agreed that the Principals were very strict and 62 (51.7%) of the respondents also agreed. On the contrary, 22 (18.3%) disagreed and 8 (6.7%) strongly disagreed, indicating that the Principals were not very strict. The majority of the respondents agreed that Principals were strict with instructors and this probably affected instructors' freedom of expression.

It was a common practice that leaders with an autocratic approach might not initiate meetings or even disregard positions agreed upon in meetings. He/she acted according to his/her own feelings and positions. The respondents were asked to indicate if they had ever witnessed incidences where the Principals disregarded any positions agreed upon in meetings. The findings were presented in table 4.1.1 as follows:

Table 4.1.1: Showing whether Principals disregard positions agreed upon in meetings

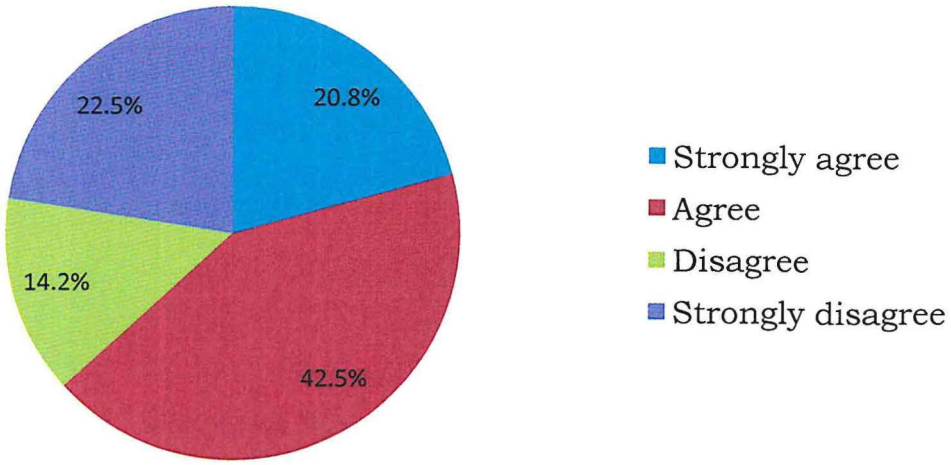
Response	Frequency	Percentage
Strongly agree	23	19.2
Agree	54	45.0
Disagree	16	13.3
Strongly disagree	27	22.5
Total	**120**	**100.0**

Source: Field data, (2011)

Table 4.1.1 shows that 23 (19.2%) of the respondents strongly indicated that the Principals disregarded positions taken in meetings while 54 (45%) of the respondents agreed. On the contrary, 16 (13.3%) disagreed and 27 (22.5%) strongly disagreed. The majority of the respondents agreed that Principals were disregarding views agreed upon in meetings. This possibly demoralizes instructors and might end up keeping quiet on issues directly affecting the institution.

Subordinates' dignities were often one of the concerns of effective and efficient leaders. The respondents were asked to indicate if the Principals were vulnerable to incidences of disrespect of human dignity for example; where the Principals reprimand, shout or bark at instructors in the presence of students. The findings were presented in pie chart 4.1.2(f) to follow.

Pie chart 4.1.2(f): Showing whether Principals have disregard for human dignity



Source: Field data, (2011)

Pie chart 4.1.2(f) shows that 25 (20.8%) of the respondents strongly indicated that at one point or the other Principals had some disrespect for human dignity while 51 (42.5%) of the respondents also agreed. On the contrary 17 (14.2%) disagreed and 27 (22.5%) strongly disagreed indicating that the Principals had regard for human dignity.

The findings from interview indicated that they were not satisfied with some of the Principals' leadership styles. "He intimidates the instructors". "He always reminds them that he has authority to transfer them". He actually terminates some of them...others have opted to keep quiet because of the fear to lose jobs".

The findings from focus group discussion further revealed that some instructors opted for private work alongside the work of the institute in order to survive.

The findings on autocratic leadership style were summarized in table 4.1.2 below.

Table 4.1.2: Summary of the findings on autocratic leadership style by the Principals

Strongly agree (SA), agree (A), disagree (D) and strongly disagree (SDA)

Response	**Frequency/Percentage**				**Total**
	SA	**A**	**D**	**SDA**	
Reluctant to allow freedom of action	44 (36.7%)	47 (39.2%)	24 (20%)	5 (4.2%)	120 (100%)
Control over instructors	28 (23.3%)	62 (51.7%)	22 (18.3%)	8 (6.7%)	120 (100%)
Principal is very strict	28 (23.3%)	62 (51.7%)	22 (18.3%)	8 (6.7%)	120 (100%)
Disregard Positions agreed upon in meetings	23 (19.2%)	54 (45%)	16 (13.3%)	27 (22.5%)	120 (100%)
Disregard for human dignity	25 (20.8%)	51 (42.5%)	17 (14.2%)	27 (22.5%)	120 (100%)
Mean	24.7%	46.0%	16.8%	12.5%	100%

Source: Field data, (2011)

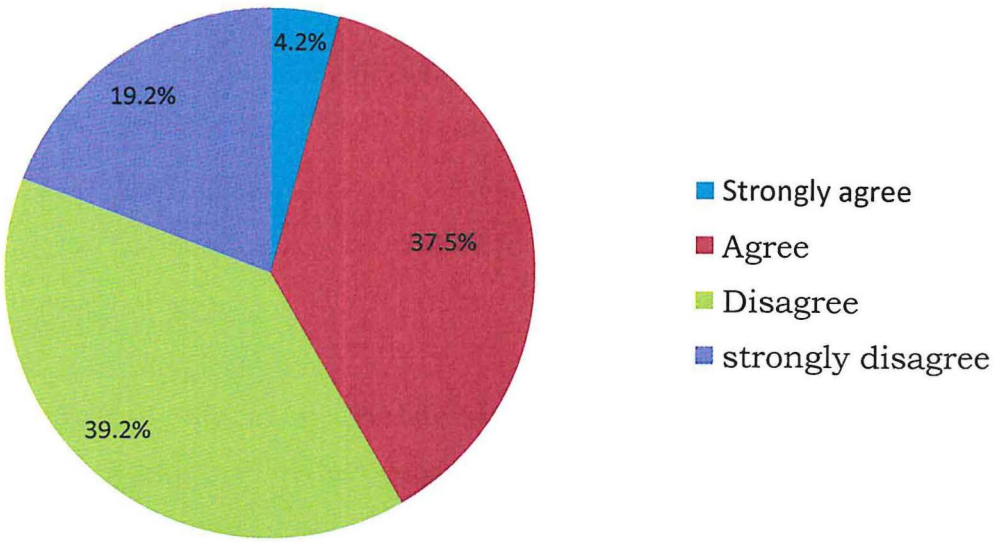
Table 4.1.2 shows that a total of 70.7% of the respondents agreed that the Principals exercise autocratic leadership style. Contrary to these, a total of 29.3% disagreed indicating that the Principals did not exhibit autocratic leadership style. It was noted that the majority of the respondents here agreed that Principals in vocational training institutions employed autocratic leadership style. This implied that the leadership style employed by most of the Principals in vocational training institutions was not democratic.

4.1.3 Laissez- faire leadership traits of the Principals' approach

Elements of ' laissez-faire leadership style' was explored using the responses to the questions administered by the instructors, students and parents and the views expressed in the interviews and focus group discussions. Responses to each category of respondents were presented.

Central to laissez-faire approach was the leader's tactful approach to allow subordinates the freedom to try out their own way of doing things and made their own decisions. On this premise, the instructors, students and parents were asked if the Principals allow instructors the freedom to make and enforce their own decisions. The responses were contained in a pie chart 4.1.3(g) below.

Pie chart 4.1.3(g): Showing whether Principals give freedom to instructors to make and enforce their own decisions



Source: Field data, (2011)

Pie chart 4.1.3(g) shows that 5 (4.2%) of the respondents indicated that their respective Principals allowed instructors the freedom to make and implement their own decisions. Similarly 45 (37.5%) of the respondents agreed while on the contrary, 47 (39.2%) disagreed and

23 (19.2%) strongly disagreed, indicating that the Principals did not allow the instructors freedom to make and implement their own decisions. The majority of the respondents (58%) agreed that Principals did not give freedom to instructors to make and enforce their own decisions which could significantly affect instructors' performance since they felt that they were not actively involved.

The researcher believed that laissez-faire leaders were likely to delegate as a means of building trust and team work. On this basis, respondents were asked whether the Principals often delegate some of the duties. The findings were as presented in table 4.1.3.

Table 4.1.3: Presenting views on the Principals' towards delegation of duties

Response	**Frequency**	**Percentage**
Strongly agree	11	9.2
Agree	44	36.7
Disagree	43	35.8
Strongly disagree	22	18.3
Total	**120**	**100.0**

Source: Field data, (2011)

Table 4.1.3 shows that 11 (9.2%) of the respondents indicated that the Principals delegated some of their duties, 44 (36.7%) agreed to the same.

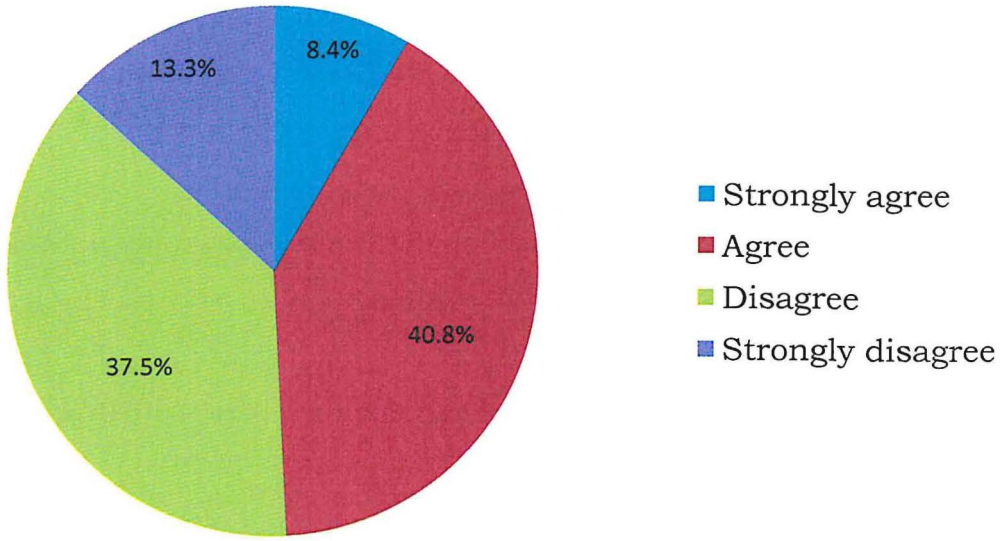
On the contrary 43 (35.8%) disagreed and 22(18.3%) strongly disagreed, indicating that the Principals did not delegate some of their duties.

5 (63%) of the parents interviewed had this to say, "He/ she (Principal) must delegate certain responsibilities to the Deputy or even other instructors. Of course this might be on the basis of ability and trust. Delegation also provided opportunities for team work. Unfortunately this was not the case because most of the Principals

wanted to have firm control over the institute. Some of the Principals did not seem to trust everyone" they mentioned.

Leaders using the laissez-faire approach were likely to lead better if they consulted widely. Consultation enhanced unity of direction, information and knowledge and coordination that would lead to clearly articulated values and outcomes. On this basis, the respondents were asked whether they find consultation with the Principals more effective. The findings were as presented in 4.1.4(h) below.

Pie chart 4.1.4(h): Views on whether Principals consult with the instructors



Source: Field data, (2011)

Pie chart 4.1.4(h) shows that 10 (8.4%) of the respondents indicated that the Principals effectively consult with instructors while 49 (40.8%) of the respondents agreed and these were the majority. On the contrary 45 (37.5%) of the respondents disagreed while 16 (13.3%) strongly disagreed, indicating that the Principals did not effectively consult with the instructors.

Instructors pointed out that such action deliberately taken to consult with instructors enhance the feeling of belonging and contribution to the achievement of organizational goals, while others said that this was what they were supposed to do as administrators. The respondents advocated for close contact between instructors and their Principals because it affected their performance. Some of those students interviewed indicated that the Principals did not generally bother to find out what the instructors felt about important decisions.

4 (50%) of the parents interviewed figured out that the consultation made was only an effort to ensure that negative reactions were minimized. 10 (36%) of the instructors interviewed pointed out that "... they had never been consulted on any matter pertaining to administration of the institute... the annual meetings were sometimes not called. "narrated the respondents"

Responses obtained from the parents generally indicated that neither the Principal nor the Board members bother to consult them even on crucial matters like increasing school fees yet they were the ones to pay.

Table 4.1.4: Summary of the findings on laissez-faire leadership style of the Principals

Strongly agree (SA), agree (A), disagree (D) and strongly disagree (SDA)

Response	**Frequency/Percentage**				**Total**
	SA	**A**	**D**	**SDA**	
Freedom to instructors	5 (4.2%)	45 (37.5%)	47 (39.2%)	23 (19.2%)	120 (100%)
Delegates duties	11 (9.2%)	44 (36.7%)	43 (35.8%)	22 (18.3%)	120 (100%)
Consults instructors	10 (8.3%)	49 (40.8%)	45 (37.5%)	16 (13.3%)	120 (100%)
Mean	**7.3%**	**38.3%**	**37.5%**	**16.9%**	**100%**

Source: Field data, (2011)

Table 4.1.4 showed that 45.6% of the respondents agreed that Principals exercise Laissez-faire leadership style. Contrary to these 54.4% disagreed (strongly or disagreed) that the Principals exercise laissez-faire leadership style. Here, the majority of the respondents indicated that Principals in vocational training institutions did not employ laissez-faire leadership style.

4.2 The level of instructors' performance

It was principally one of the aims of this study to find out the level of the instructors' performance. The respondents were asked to comment on the performance of the instructors and findings were tabulated as follows:

Table 4.2.0: Level of instructors' performance

Strongly agree (SA), agree (A), disagree (D) and strongly disagree (SDA)

Response	**Frequency/Percentage**				**Total**
	SA	**A**	**D**	**SDA**	
Instructors are good at time keeping	21 (17.5%)	61 (50.8%	25 (20.8%)	13 (10.8%)	120 (100%
Instructors evaluate students well	17 (14.2%)	53 (44.2%	31 (25.8%)	19 (15.8%)	120 (100%
Instructors are disciplined	19 (15.8%)	48 (40.0%	40 (33.3%)	13 (10.8%)	120 (100%
Instructors' conduct	9 (7.5%)	45 (37.5%	51 (42.5%)	15 (12.5%)	120 (100%
Mean	**13.8%**	**43.1%**	**30.6%**	**12.5%**	**100%**

Source: Field data, (2011)

The findings in table 4.2.0 showed the measure of instructors' performance in terms of time keeping, students' evaluation, instructor's discipline and respect for others. In terms of time keeping, majority of the respondents (68.3%) agreed that the

instructors were good at time keeping. This time keeping was exhibited in teaching, general attendance and during the evaluation process of the students. However, (31.6%) of the respondents disagreed that instructors did not manage time well.

In evaluating and examining students, majority of the respondents (58.4%) agreed that instructors were evaluating and examining students appropriately. In this case, a number of course works and assignments would be given. It was established that much as some instructors were not always consulted on how the institute was managed, they could still do their work of teaching more professionally to a greater extent.

Research findings on the instructors' discipline, indicated that slightly more than half of the respondents (55.8%) agreed that instructors were generally disciplined. Specifically the discipline was exhibited in three categories; respect for colleagues, students and administrators. With these specific cases, minority of the respondents (45%) agreed with the fact that instructors had respect for colleagues, students and administrators.

The major cause of this was that some staff members were promoting division against each other supported by administrators which resulted into mistrust amongst staff members. In summary, it was observed that time keeping was the best component in terms of instructors' performance.

4.3 Relationship between the leadership styles and performance of instructors in vocational training institutions

It was one of the objectives of this study to establish the relationship between the leadership styles and instructors' performance. Regression analysis was used to analyze the effect of leadership styles on instructors' performance. All the testable elements on leadership styles were considered together (in one equation) as predictors of instructors' performance (dependent

variables) to test the joint effects of the leadership traits upon instructors performance. This was tabulated in table 4.3.0 to follow.

Table 4.3.0: Showing regression analysis; Effect of leadership style on instructors' performance

Independent Variables	Coefficient (B)	Std. Error
(Constant)	-10.471	0.000
Democratic leadership (D)	3.663	0.000
Autocratic leadership (A)	2.192	0.000
Laissez-faire leadership (L)	1.637	0.000

Dependent variable: Instructors' performance

Regression analysis was conducted to establish the mathematical relationship between the dependent variable and the independent variables (predictors). Table 4.3.0 shows the coefficient values of -10.471, 3.663, 2.192 and 1.637 for the constant, democratic leadership (D), autocratic leadership (A) and Laissez-faire respectively (L). Therefore, the regression equation became.

P = 3.663D + 2.192A + 1.637L - 10.471

This indicates that by keeping other factors constant, P increased by 3.663, 2.192 and 1.637 units of performance when D, A and L increased by one unit respectively and P is predicted to be -10.471 when the predictors are zero. The results further showed that D had a bigger impact on instructors' performance compared to A and L.

4.4 Recommended leadership style(s)

It was one of the objectives of this study to recommend the appropriate leadership styles. The respondents were asked to indicate what style was deemed suitable for instructors' performance.
From table 4.3.0 above, the regression analysis showed that democratic leadership had a bigger impact on instructors' performance. This was followed by autocratic leadership and lastly laissez-faire. However, most respondents argued that you might not get a single leadership style to use in training institutions but all styles could be used interchangeably.

The focus group discussions further recommended having Principals who were approachable, those who did not treat staff with tough words, need for working as a team by involving every member of staff, and having regular meetings with all the stakeholders and implementing what was agreed in the meetings would greatly improve instructors' performance. Contrary to these however, most of the respondents interviewed recommended a leadership style that varied with circumstance that was a style that at times gave freedom of action.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study was to establish the leadership styles adopted by Principals in vocational training institutions, establish the level of instructors' performance in vocational training institutions, find out the relationship between the leadership styles and performance of instructors in vocational training institutions and recommend appropriate leadership style(s) for vocational training institutions.

5.1 Discussions

The discussion of this study was carried out in line with the set research objectives.

5.1.0 Leadership styles adopted by Principals in the vocational training institutions

The findings in table4.6 in chapter four revealed that 47% of the respondents agreed that the Principals used democratic leadership style while 53% disagreed. In this leadership style, instructors were often consulted, encouraged to give their views so that they could be used in decision making. Several writers on leadership (Cole, 2004), Nsubuga, (2008), South Worth, (1994) argued that responsiveness and listening to the views, concerns and complaints of subordinates created a conducive atmosphere for teaching and learning. Since a democratic leader ought to lead by consent of the group, the researcher found out that Principals' democratic personality had implications on managerial effectiveness and consequently on the instructors' performance.

This was in agreement with Saleemi et al, (1997) who further asserted that as opposed to autocratic leadership, democratic or participatory

leadership improves job satisfaction, motivation, loyalty and morale of instructors. Ideally, instructors feel comfortable when given opportunity to show their talents. Participation in the planning and decision making were a few things instructors looked for in realizing their own ideas. Their satisfaction with this was measured in terms of productivity which was likely to be high. This was likely to improve instructor's performance but in situations where instructors were not allowed to actively participate in decision making of their institutions, then they were likely to feel demotivated which might affect their level of performance hence affecting the general performance of students in their respective institutions.

Some Principals involve instructors in administrative meetings more especially the one of Masulita vocational training institute in order to find solutions to some administrative issues.
This view was in support of Nsubuga, (2008) who believed that the role of a Principal was to mobilize both financial and human resources and put them to proper use and at the same time set direction for instructors. This implied that if the Principals failed to use the best leadership style, then instructors would not have direction thus leading to poor performance.
This was in agreement with James and Cannoly, (2000) who articulated that Principals were very essential and had an impact on instructors' performance in the institutions.

This study further established that Principals who used laissez faire type of leadership tended to fail to follow up on those they had delegated tasks to and consequently instructors' performance declines. They tended to leave everything in the hands of their subordinates and some of whom might lack the necessary skills, knowledge and competence to execute the work.
This could be the reason why the findings revealed that 53.3% of the respondents in table 4.1.3 of chapter four indicated that Principals did not usually delegate some of their duties because they were not sure

of the ability, trust and competence of their instructors. This was in agreement with Mac Donalds (2007) study of laissez faire leadership which revealed that this style is associated with the highest rate of truancy and delinquency and with the slowest modification in performance which leads to unproductive attitudes and disempowerment of instructors.

5.1.1 Level of instructors' performance

The findings in table 4.2.0 of chapter four showed that the level of instructors' performance in terms of time keeping, students' evaluation, instructors' discipline and respect for others was relatively high.

Research findings on the side of instructors' discipline indicated that slightly more than half of the respondents (55.8%) in table 4.2.0 of chapter four agreed that instructors were generally disciplined. Specifically, the discipline was exhibited in three categories; respect for colleagues, students and administrators. It was further observed that time keeping was the best component in terms of instructors' performance.

This highest level of instructors' performance was attributed to good leadership style more especially democratic leadership style which encouraged everybody to participate in the affairs of the institution as a whole and this made instructors feel that they were part of the institutions' leadership. This was in agreement with Naluwemba, (2007) who asserted that the Principals who use the democratic style of leadership in their institutions were composed of intelligent people whose ideas were crucial in the day to day running of the same institution. She further articulated that instructors have the capacity to advise effectively on academic matters in the institution.

In such a situation where instructors and students build trust, respect and commitment as they were allowed to have a say in decisions that affect their goals and how they would do their work then the level of productivity would likely be high both for instructors

and students. This implied that alongside the general discipline of instructors, they could easily do their work better if their Principals applied democratic and situational leadership styles. This study therefore, revealed that Principals of vocational training institutes in particular be encouraged to use these styles of leadership in the day to day management of institutions for purposes of improving instructors' performance.

5.1.2 Relationship between the leadership styles and performance of instructors in vocational training institutions

It was one of the objectives of this study to establish the relationship between the leadership styles and instructors' performance. Regression analysis was used to analyze the effect of leadership styles on instructors' performance. All the testable elements on leadership styles were considered together (in one equation) as predictors of instructors' performance (dependent variables) to test the joint effects of the leadership traits upon instructors performance.

Regression analysis was conducted to establish the mathematical relationship between the dependent variable and the independent variables (predictors) which indicated that performance could easily be improved by leaders who use democratic leadership style as compared to those Principals who used autocratic and laissez faire leadership styles.

This was in agreement with Lacere, (2002) who noted that students spent more than three quarters of their learning only in theory without practical approaches and at the end of the course could not produce any tangible product work for self reliance which was attributed to poor management.

This implied that in order to improve both students' and instructors' performance, then an appropriate leadership style of Principals was desirable.

This was in agreement with Naluwemba, (2007) who asserted that the Principals who used the democratic style of leadership in their

institutions were composed of intelligent people whose ideas were crucial in the day to day running of the same institutions.
She further articulated that instructors had the capacity to advise effectively on academic matters in the institution which was likely to improve their performance

5.1.3 Recommended leadership style

It was one of the objectives of the study to recommend the suitable leadership styles. The findings showed that democratic leadership had a bigger impact on instructors' performance. This was followed by autocratic leadership style and laissez-faire came later. The researcher basing on the above, agreed with the findings that a Principal might not get a single leadership style to use in vocational training institutions but all styles could be used interchangeably.
Mullins, (2002) agrees with the researcher that leadership style was dictated by environmental changes within and outside the institution. This was also supported by Cheng, (2002) who asserted that the relationship between instructors' performance and leadership style was moderated by the situational factors. This was because different situations demand to be handled differently. For example, effective teaching takes place when instructors are regularly supervised. If not most of the instructors just sign the attendance book and move out of the institution for their private work and at the end of the day, students ended up losing. This could easily affect their syllabus coverage. The researcher also believed that for proper management of vocational training institutions, Principals should manage according to the situation at hand.

5.2 Conclusions

The study findings revealed that there were many leadership styles employed by Principals in managing the institutions they head.

The researcher concluded that Principals' leadership styles used were varied depending on the circumstance.

The study further found out that the level of instructors' performance was fairly good, an indicator that the Principals were using leadership styles that could compel the instructors to perform up to their expectations.

It was further observed that most of the Principals were using democratic leadership style which motivated the instructors to unleash all their energy hence leading to high levels of performance.

The researcher finally concluded that there was a significant relationship between leadership styles and instructors' performance and that if vocational training institutions hope to operate as successful entities, then Principals would need to adopt leadership styles that take into consideration the diverse needs of all stake-holders.

5.3 Recommendations

Having established from research findings how leadership styles affected the performance of instructors in Nakawa, Lugogo and Masulita vocational training institutions, the researcher made the following recommendations:

i) The Ministry of Education and Sports should give refresher courses about management of institutions to Principals in the country since the study revealed that the Heads of vocational institutions need training in management of their institutions.

ii) The Ministry of Education and Sports should regularly conduct workshops for Heads of institutions since from the study's findings Principals' leadership styles significantly affect instructors' performance in vocational training institutions.

iii) Principals of vocational training institutions should involve instructors in the decision making process at all levels. This could be

done by involving instructors' participation in committees like finance, disciplinary, security, academic, procurement and welfare.

iv) Principals of vocational training institutions should communicate with instructors at all times. This could be done through organizing regular meetings for example thrice a term.

v) The Ministry of Education and Sports should regularly monitor and evaluate the performance of both Principals and instructors. This could be done by using performance appraisals to implement changes where desirable.

5.4 Areas of further research

Further study could be carried out on the following.

- The relationship between academic qualifications and management styles of Principals in vocational training institutions in Uganda.
- The relationship between students' attitudes towards technical education and their academic performance in vocational training institutions in Uganda.

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APPENDICES

Appendix 1: Interview schedule for heads of vocational training institutions and their deputies

Good morning/afternoon respondent?

Iam Turyamwesimira Johnson Byambara a student of Master of Education in Policy, Planning and Management of Kyambogo University. Am conducting a research study entitled "leadership styles and instructors' performance in vocational training institutions". I would like to ask you some questions to enable me come up with necessary information as regards my study. All information given shall be kept confidential and used only for academic purposes. Thank you for accepting my request.

1. What is the name of this vocational training institute?
2. When did this institution start?
3. What is your job title as far as running this institute is concerned?
4. How many years have you worked in this institution?
5. What is your highest level of education attained?
6. Which leadership style(s) do you use in order to improve your instructors' performance?
7. Give reasons for the answer(s) given in question (6) above.
8. Do you find it necessary to supervise your staff and guide them in all that they do?
9. Do you find it useful to consult your staff before taking decisions about the institution?

10. Are there some challenges you encounter with instructors' in running the institute?

11. Do your staff willingly provide solution to the institution's challenges?

12. Do you think your instructors are satisfied with your leadership styles you use to lead them?

If yes explain how?

If no, give reasons why?

13. In your own opinion what are the factors that influence instructors' performance in this institute?

14. What improvement would you like to see in your institution especially in improving instructors' performance?

Thank you very much for time and cooperation

Appendix 11: Questionnaire for instructors

Dear respondent,

Iam Turyamwesimira Johnson Byambara a student of Master of Education in Policy, Planning and Management of Kyambogo University. Am conducting a research study entitled "leadership styles and instructors' performance in vocational training institutions". Here are some questions you are requested kindly to answer as honestly as possible. All information given shall be kept confidential and used only for academic purposes.

The answers given should express your personal views and opinions.

Please, accept the researcher's sincere gratitude for filling in the questionnaire

Instructions

Tick the correct box or fill the black space where applicable.

Here are some examples

Give the answers that best describe the Principal of your institution

1. He spends most of his time at the institute

(a) Strongly agree ( ) (b) Agree ( )

(c) Disagree ( ) (d) strongly disagree ( )

SECTION A GENERAL INFORMATION

Name of the institution.....

Sex. Male ( ) Female ( )

Qualification Grade V ( ) Graduate ( ) others specify.....

For how long have you been in this institution? .....

SECTION B

Choose the answers that best describe the leadership styles of your Principal.

2. He/she is friendly and approachable

(a)Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

3. He/she treats instructors well

(a)Strongly agree (c) Agree

(b)Disagree (d) strongly disagree

4. He/she gets views of staff members before taking decision

(a)Strongly agree (c) Agree

(b)Disagree (d) strongly disagree

5. He/she assigns tasks and lets members of staff handle them

(a)Strongly agree (c) Agree

(b)Disagree (d) strongly disagree

6. He/she recommends staff /instructors whenever they have done well

(a)Strongly agree (c) Agree

(b)Disagree (d) strongly disagree

7. He initiates instructors' development programs

(a)Strongly agree (c) Agree

(b)Disagree (d) strongly disagree

8. He/she forces the instructors to work as he/she wants

(a) Strongly agree (c) Agree

(b)Disagree (d) strongly disagree

9. He/she acts without consulting the instructors

(a) Strongly agree (c) Agree

(b)Disagree (d) strongly disagree

10. He/she is reluctant to allow instructors any freedom of action

(a) Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

11. He/she criticizes instructors in public in front of students

(a)Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

12. He/she does not care of what is happening in the institution

(a) Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

13. He/she leaves the instructors to do as they wish

(a) Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

14. He/she hardly takes any disciplinary action against anybody in the institution

(a) Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

15. Instructors are good at keeping time

(a) Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

16. Instructors evaluate and examine students appropriately

(a)Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

17. Instructors are disciplined

(a)Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

18. Instructors have respect for colleagues, students and administrators

(a)Strongly agree (c) Agree

(b) Disagree (d) strongly disagree

19. If your answer above is yes, what reasons would make you leave?

.....

.....

.....

20. In your own view are you satisfied with your fellow instructors work?

(a) If yes give reasons why?

.....

.....

.....

(b) If no give reasons as to why?

.....

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21. Which of the following description of a Principal would you prefer to work under?

(a) Care free, leaves you to work as you wish, gives no rules or alternatives to your work ( )

(b) Cares for your work, respect, ask for your opinion and involves you in running the institution ( )

(c) Pushes you to work, give you strict rules on what to do and decides on what is to be done without consulting you, criticizing you before your colleagues and does not consider your personal problems( )

22. In your own opinion suggest the best ways of developing and strengthening the quality of leadership in this vocational training institution that will improve instructors' performance

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Thank you very much for your time and cooperation

Appendix 111: Questionnaire for students

Dear respondent,

Iam Turyamwesimira Johnson Byambara a student of Master of Education in Policy, Planning and Management of Kyambogo University. Am conducting a research study entitled "leadership styles and instructors' performance in vocational training institutions". Here are some questions you are requested kindly to answer as honestly as possible. All information given shall be kept confidential and used only for academic purposes.

The answers given should express your personal views and opinions.

Please, accept the researcher's sincere gratitude for filling in the questionnaire.

Instructions

Tick the correct box or fill the black space. Here are some examples

Give the answers that best describe the principal of your institution

1. He spends most of his time at the institute

(a) Strongly agree ( ) (b) Agree ( )

(c) Disagree ( ) (d) strongly disagree ( )

SECTION A GENERAL INFORMATION

(i) Name of the institution.....

(ii) Sex. Male ( ) Female ( )

(iii) Year of study.....

SECTION B

Choose the answers that best describe the leadership style of your principal.

He/she is friendly and approachable

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

He/she treats students equally well

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

He/she gets views of students and uses them in making decisions of the institute?

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

4. He/she assigns tasks and recognizes the role of students' leadership.

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

5. He/she forces students to work as he /she wants

(a) Strongly agree (b) Agree

(c)Disagree (d) strongly disagree

6. He initiates instructors' development programs

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

7. He/she forces the instructors to work as he/she wants

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

8. He/she gives students freedom of action

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

9. He/she is reluctant to allow instructors any freedom of action

(a)Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

10. He/she does not care of what is happening in the institution

(a)Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

11. He/she leaves the students to do as they wish

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

12. He/she hardly takes any disciplinary action against any student in the institution

(a) Strongly agree (b) Agree

(c) Disagree (d) strongly disagree

13. In your own opinion would you say your fellow students are happy with the leadership of their principal?

(a) If yes give reasons why?

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(b) If No give reasons as to why?

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14. Which of the following description of a principal would you prefer to head your vocational training Institution?

(a) Care free, leaves you to work as you wish, gives no rules or alternatives to your performance

(b) Cares for your work, respect, ask for your opinion and involves you in running the institution

(c) Pushes you to work, give you strict rules on what to do and follow decides on what is to be done without consulting you, criticizing you before your colleagues and does not consider your personal problems

15. In your own opinion suggest the best ways of developing and strengthening the quality of leadership in this vocational training institution that will improve instructors' performance

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Thank you very much for your time and cooperation

Appendix VI: Guide for focused group discussions for instructors

Iam Turyamwesimira Johnson Byambara a student of Master of Education in Policy, Planning and Management of Kyambogo University. Am conducting a research study entitled "leadership styles and instructors' performance in vocational training institutions". Here are some questions you are requested kindly to answer as honestly as possible. All information given shall be kept confidential and used only for academic purposes.

The answers given should express your personal views and opinions.

1. In your own view, which type of leadership style(s) should be adopted by your institutional head that significantly influence instructors' performance in this vocational training institution?

2. Do you agree with the statement that the Principal of this institute effectively involve the following people in running this institution?

a) Board of Governors

b) Parents,

c) Instructors,

d) Government organs,

f) Foundation bodies

If yes how does he involve each of them?

If no why does he not involve them?

3. What are some of the best ways of developing and strengthening the quality of leadership in this vocational training institute that improves instructors' performance?

4. In your own opinion what could be the preferred leadership style(s) that you would recommend as the most appropriate for improving instructors' performance in this institution?

5. As instructors are you satisfied with leadership styles adopted by the Principal of this institute in running the institution?

If yes tell us how?

If no give us reasons why?

6. In your view, do you think high morals and discipline are observed among the management, staff and students in this institute?

Thank you very much for your time

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Department of Educational Planning Management

22 August 2011

TO WHOM IT MAY CONCERN

This is to certify that **Mr. TURYAMWESIMIRA Johnson Byambara, Reg. No. 09/U/HD/41/MEPPM** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Leadership Styles and Instructors' Performance in Vocational Training Institutions: A Case Study of Kampala and Wakiso Districts in Uganda.

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

Thank you

Kyambogo University
FACULTY OF EDUCATION
★ 22 AUG 2011 ★
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.

Okongo Wilberforce
HEAD OF DEPARTMENT