

**PRINCIPALS' LEADERSHIP STYLES AND TUTORS' JOB PERFORMANCE:
A COMPARATIVE STUDY OF TEACHERS' TRAINING
INSTITUTIONS IN CENTRAL UGANDA**

BY

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
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DECLARATION

I **Benedick Oguu**, affirm that this research dissertation titled “*Principals’ Leadership Styles and Tutors’ Job Performance: A Comparative Study of Teachers’ Training Institutions in Central Uganda*” is a product of my original work. I have properly acknowledged and referenced all the sources used or quoted in this compilation. Furthermore, I confirm that this dissertation has not been previously submitted to any university or educational institution to obtain an academic qualification.

Signed.....Date.....

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APPROVAL

We confirm that the work in this research dissertation, “*Principals’ Leadership Styles and Tutors’ Job Performance: A Comparative Study of Teachers’ Training Institutions in Central Uganda*,” was done by the Benedick Oguu under our supervision and is now ready for submission with approval

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Date.....

DEDICATION

I would like to express my heartfelt dedication of this work to my mother, Sylvia Akany, and my father, Okany Lameck. I acknowledge and appreciate the immense sacrifices they have made to provide me with a quality education.

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I am thankful to God for granting me the opportunity to reach this level in my academic journey and for guiding me through the research dissertation process with minimal challenges. I would like further to express my heartfelt gratitude to my exceptional supervisors, Dr. Julian Bbuye and Dr. Zaidi Kitagaana, for their consistent intellectual, moral, and various other forms of support. Their dedication, understanding, and generous allocation of time have been instrumental in the completion of this research dissertation. I am immensely grateful for their continuous guidance, advice, and encouragement, which have played a significant role in enabling me to reach this stage.

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ABSTRACT

This study investigated the relationship between principals' leadership styles and tutors' job performance in Teachers' training institutions (TTIs) in Central Uganda. The objectives were on; identifying differences in leadership styles among TTI principals, analyzing variations in tutors' job performance, and examining the relationship between these leadership styles and job performance. The Study followed a cross-sectional study design and optimized on narrative and correlational research design formants. Data was gathered from five primary teachers' training institutions using questionnaires and interviews, involving 191 participants: 140 tutors, 36 heads of departments, 10 deputy principals, and 5 principals. Quantitative data was analyzed with SPSS software, employing Pearson correlation and regression analysis, while qualitative data was analyzed using thematic analysis. The study found minimal differences in leadership styles among the principals. Common leadership traits included decision-making (mean=4.33, Std=1.20), communication (mean=4.30, Std=1.15), and delegation of duties (mean=4.29, Std=1.15). Differences were noted in the delegation of duties and communication methods across the institutions. For instance, TTI-5 utilized additional communication channels like WhatsApp, unlike the others. The findings highlighted that counterproductive work behavior was relatively common among tutors (mean=4.3117, Std=0.44378), followed by contextual performance (mean=4.00, Std=0.46) and task performance (mean=3.83, Std=0.47). Generally, tutors were punctual, and collaborative, and avoided workplace issues, although challenges like lack of cooperation were noted in some instances. A positive correlation ($r=0.475$, $p=0.000$) between principals' leadership styles and tutors' job performance, indicated that leadership style significantly impacts job performance, accounting for 47.5% of the variation in tutors' performance. The qualitative data supported this, showing effective leadership practices like vision sharing, communication, and delegation improved staff commitment and performance. It was concluded that decision making was the major common aspect of leadership styles that cut across all the five TTIs followed by communication and delegation of duties. Such styles influence tutors effectively while on job. The study recommended that TTI principals develop clear visions and involve staff in their implementation, maintain effective communication channels, and foster cross-sectoral collaborations with local governments and the Ministry of Education and Sports. Additionally, principals should establish committees for decision implementation, and tutors should adhere to institutional policies for smooth operations.

CHAPTER ONE

INTRODUCTION

1.0 Preamble

This study sought to investigate the relationship between principals' leadership styles and job performance of tutors in teachers' training institutions within central Uganda. Leadership styles are widely recognized worldwide as a significant factor in the daily experiences within organizations, influencing employee performance (Jony et al., 2019). Consequently, leadership styles are connected to employee performance, making it crucial for leaders to adopt such styles that encourage employees to demonstrate high levels of commitment (Jony et al., 2019). Additionally, appropriate leadership styles motivate employees to willingly exert effort towards achieving the predetermined goals and objectives of the organization (Masevo & Osaro, 2022). This chapter presents the background to the study, statement of the problem, study purpose, objectives of the study, research questions, significance of the study and operational definition of terms

1.1 Background to the Study

In this section, the historical, theoretical, conceptual, and contextual background are discussed.

1.1.1 Historical Background

Kurt Lewin (1939) classified three leadership styles (laissez-faire, democratic, and autocratic) associated with the decision-making approaches leaders in institutions adopt. Over time, leadership styles have emerged as an effective approach for managing employees and organizations (Tiwari, 2023). The role of principals and tutors in Teachers' training institutions is crucial for shaping educational quality. Principals' leadership styles and tutors' job performance significantly impact institutional effectiveness.

In the past, educational leadership emphasized strict discipline and control, with principals acting authoritatively. Spencer (1864) advocated for hierarchical control in educational

institutions, reflecting the prevailing top-down management style of the time (Salahu, 2023). However, in the early 20th century, the progressive education movement shifted the focus towards child-centered and democratic leadership styles. John Dewey, a prominent figure in the movement, advocated for principals who facilitated learning, encouraged student involvement, and engaged them in decision-making processes (Dewey, 1916). Later, transformational leadership gained prominence, aiming to inspire and motivate teachers and students toward higher achievement levels (Burns, 1978).

Historically, tutors' job performance was often evaluated based on their adherence to prescribed curricula and teaching methods, focusing on knowledge transmission. However, this view has evolved to encompass broader criteria for evaluating tutors' effectiveness. In recent decades, competency-based approaches have gained popularity worldwide, evaluating tutors' performance based on their ability to develop necessary competencies in trainee teachers. This approach emphasizes the acquisition of skills, knowledge, and attitudes relevant to effective teaching (UNESCO, 2019).

Efficient leadership styles are a fundamental concern for organizations and institutions globally. Various countries, such as England, Nigeria, and Ethiopia, have emphasized effective leadership styles in their organizational activities and programs. Ethiopia, for example, has seen a rise in awareness and the number of teachers, leading to a strategic integration of new leadership styles in educational institutions (Raza & Sikandar, 2018).

In many African countries, the historical background of principals' leadership styles in Teachers' training institutions has been influenced by colonial legacies. These institutions were initially designed to produce teachers serving colonial interests, resulting in hierarchical and authoritarian leadership approaches (Makgato, 2012). Uganda's Teachers' training institutions have undergone significant changes over time. Initially, the focus was on expanding access to education after independence. However, the quality of teacher training suffered due to inadequate resources and poor governance. Reforms and capacity building initiatives have been implemented to improve leadership styles and tutors' job performance (Kyomuhendo, 2018).

Currently, Uganda has 28 teachers' training institutions (TTIs) in addition to Universities offering teacher training courses. In 2017, changes were made to improve the quality of teachers

after a significant failure rate of 5,600 students in Grade III Certificate Examinations. Admission requirements for TTIs now include a minimum credit in English and Mathematics and two passes in any sciences at the "O" level sitting at grade three level for one to join diploma in education primary program. Previously, candidates were admitted with at least a pass in English and Mathematics and two other science subjects (MoES, 2017). While some aspects of teaching and learning have changed since colonial times, many remain the same

1.1.2 Theoretical Background

This study was anchored on transformational leadership theory to explore the relationship between principals' leadership styles and tutors' job performance. Transformational leadership theory (Bass, 1985), highlights a leader's ability to inspire and guide their followers by sharing a compelling vision. Transformational leadership philosophy emphasizes leaders inspiring and motivating followers to accomplish extraordinary results. It emphasizes how different behaviors and interactions may be used to learn and create successful leadership throughout time. Leadership qualities associated with transformational leaders include inspiration, charm, intellectual stimulation, individuality, idealization, and upholding the highest moral and ethical standards. The achievement of spectacular results, sustained organizational success, and reciprocal influence between leaders and followers are their ultimate objectives (Bass, 1985).

It is thought that transformational leaders have a favorable effect on their followers' motivation, self-worth, and confidence, enabling them to advance both personally and professionally. Transformational leaders have the power to motivate individuals and communities, fostering positive changes in their lives. They lead by example and employ various tools, such as building relationships, providing inspiration, and demonstrating empathy, to captivate their audience. Transformational leaders go beyond self-interest and collaborate with their teams or followers to identify and implement necessary changes. The theory emphasizes the crucial role of leadership styles in driving higher levels of performance. Notably, transformational leadership theory is particularly relevant in educational reforms across diverse countries, including South Africa, Uganda, Asia, America, and Europe (Cheng, 2002). The same need for transformational leadership is recognized in the context of the Teachers' Training Institutions in central Uganda.

1.1.3 Conceptual Background

Different researchers from diverse countries and contexts have defined leadership style differently. According to Malik et al. (2017), leadership style pertains to the personality traits of leaders that sway subordinates to follow their lead. Okumbe (1998) characterizes leadership style as the behaviors demonstrated by a leader to motivate subordinates in attaining organizational goals. Varied definitions of leadership style include the fundamental needs of leaders that drive their conduct (Okeniyi, 1995), the predominant pattern of a leader's actions (Okurumeh, 2001), and the method through which a principal influences teachers or others to achieve educational objectives (Adeyemi, 2006). Consequently, leadership style is rooted in the behaviors of leaders, forming the basis for effective leadership selection (Douglas, 1996).

The concept of leadership has been elucidated across different scenarios and conditions. Okumbe (1998) characterizes leadership as "a distinct attitude adopted by a leader towards subordinates to motivate them to attain the organization's objectives and goals." Western (2013) defines leadership as the capabilities and practical proficiencies of individuals, groups, or entities to guide, influence, or offer guidance to others. Within the American educational context, leadership is outlined as a process of social influence whereby an individual garners assistance and backing from others to achieve shared tasks (Chin, 2015). In the scope of this research, leadership is perceived as a prominent power dynamic wherein one-party influences and guides others, particularly denoting the capability of institution principals to elicit performance from tutors in their roles. In this study, effective leadership is recognized by principals' participation in decision-making, communication, delegation of tasks, provision of support mechanisms, implementation of incentives, fostering career growth, and consistent feedback to tutors (Saleem et al., 2020).

A leader's emphasis on the work or on people is typically regarded as being important to their leadership style, the best performance of tutors however is witnessed in their product which is basically the grades obtained by those he/she teaches though other parameters matter later on while on job. This therefore created a need to compare the principals' leadership styles in the TTIs in central Uganda

The job performance of tutors within educational institutions alludes to their efficacy and productivity in teaching, preparation, and research to produce well-prepared students. Performance is gauged through the execution of assigned responsibilities, meeting deadlines, collaborative

input, and attainment of departmental objectives. This study borrowed the concept of job performance emanating from encompassing engagement in decision-making, communication, and task delegation can lead to efficiency, specialization, valuable feedback, and positive organizational relationships among tutors (Wu et al., 2020).

Within the framework of Uganda's education system, teachers' training institutions possess a pivotal role in training primary school teachers. Teachers' training institutions provide a two-year academic program culminating in Grade V teaching certification, a prerequisite for instructing in Ugandan primary schools. The proficiency of tutors within these institutions can be assessed by the quality of the teachers they produce. Yet, there has been an observed inadequacy in job performance, evident through subpar academic outcomes, within Uganda's TTIs. The leadership styles embraced by principals might contribute to this suboptimal job performance. This research aims to comparatively explore the link between the principals' leadership styles and the job performance of tutors in central Ugandan teachers' training institutions. Additionally, it takes into consideration the context of educational and cultural reforms, growing involvement, the transfer of vision, and the initiation of change (Abbas et al., 2020).

1.1.4 Contextual Background

The education system in Uganda is structured in relatively five segments. These include the preprimary, the primary level, secondary education and tertiary education levels that include colleges, universities and other institutes of learning. In context, Teachers' training institutions (TTIs) are the training ground of teachers that feed in the primary education. These provide a two-year academic program of study under residential training leading to formerly Grade III primary teachers' certificate and currently grade V teaching which is currently a minimum qualification requirement for teaching in primary schools in Uganda according to teacher policy (EMIS, 2018). In Uganda, teachers' training institutions (TTIs) are legally headed by principals, just like secondary and primary schools are headed by head teachers. In Uganda, there are currently twenty-eight government aided teachers' training institutions (TTIs). The Teachers' training institutions offer both pre-service and outreach training services (EMIS, 2018). By the year 2018, there were 750 tutors in government aided TTIs now TTIs in Uganda (EMIS, 2018).

In Uganda, the establishment of the current teachers' training institutions from former core TTIs started in 2019 following teacher policy replacing former Core Primary Teachers' College which came as a reform in 1993, during which period when Teacher Development and Management System (TDMS) was conceived (MoES, 2000). The establishment of core TTIs was purposely to complement the pre-service training programs as a training process and also meet the emergency needs of training large cohorts of teachers who were teaching without mandatory qualifications, thus, the introduction of such programs as TDMS were interventions aimed at bridging gaps in areas of great need (MoES, 2000). It should be noted that in Uganda, the government requires each institution to have 450 students. However, in reality, some institutions have a much smaller population while a few others fill beyond this expectation (Kyeyune, 2013).

In teachers' training institutions, tutors perform the primary role of providing basic training in terms of both content and methodologies. At the core of their work, they guide students by defining what should be taught, how the teaching should be done and how knowledge assimilation and skills transfer should be assessed for all that they do (MoES, 2017). The performance of tutors in terms of their roles and responsibilities can therefore be measured in terms of the quality of teachers they produce. It is not easy, however, to measure and quantify the extent of teacher quality, thus the researcher relied on the academic performance of students in curricular and fields, which vary from time to time. This study is therefore aimed at establishing whether the trend of poor performance by students in the five selected TTIs which is a measure of tutors' job performance has any significant relationship with principals' leadership styles.

Every leader in any organization fulfills a certain job or task that guarantees that the company experiences uninterrupted operations and enhanced performance. As a result, according to Ezeuwa (2005), it is the process of persuading individuals to work voluntarily and joyfully toward the achievement of goals. In a similar vein, Ukeje (1999) notes that leadership entails inspiring others to work voluntarily and passionately toward the accomplishment of organizational goals. A leader needs other individuals to help him influence, guide, carry along, raise awareness of, and organize them in the direction of the corporate goal. The leader's leadership style refers to how he or she carries out these responsibilities and manages the business of the organization. The manner in which a leader leads is therefore defined by their leadership style. While some managers are more concerned with the task at hand than the people they deal with, others are more focused

on their relationships with staff members. A leader's emphasis on the work or on people is typically regarded as being important to their leadership style, the best performance of tutors however is witnessed in their product which is basically the grades obtained by those he/she teaches though other parameters matter later on while on job. This therefore created a need to compare the principals' leadership styles in the TTIs in central Uganda.

1.2 Statement of the Problem

It is of concern that the job performance of tutors in teachers' training institutions in Uganda varies across different institutions. Institutions in Uganda have various leadership styles of the designated principals that bring about varied job performance among their employees (Hajiali et al.,2022). Whereas, performance of tutors in these institutions is characterized by limited innovation, low productivity, and failure to meet performance targets. It is not clear if the poor job performance in particular cases, is attributed to the leadership styles adopted by the principals of these institutions. Incidentally, some tutors have lost motivation and neglected their duties. This may have led to poor performance and inadequate academic output of students. Statistically, a report from the Ministry of Education and Sports (2021), shows that more than 5,600 students out of 16,000 country-wide failed the Grade III Teacher Certificate Examinations. In 2019, Grade III examination results revealed that out of the 9,493 students who took the exams, only 39 obtained distinctions, 7,139 received credits, and 213 got a pass. A total of 1,635 students (17.22 percent) failed and were given a chance to repeat, while 467 were upgraded (MoES, 2020). However, no study has been done yet to find out whether the poor performance in particular institutions is attributed to Principals' leadership styles, tutor's job performance, or any other attributes. If not addressed, there might be continued poor academic performance, which may be associated with high turnover among tutors, burnout, and production of low-quality graduates among others. The subpar performance of tutors necessitated a deeper investigation into whether the principals' leadership styles could potentially affect tutors' job performance amidst these academic challenges. It was thought that conducting a comparative analysis across the institutions being studied would unveil crucial distinctions and parallels among them, offering insights to shape future policies.

1.3 Purpose of the Study

This study sought to investigate the relationship between principals' leadership styles and tutors' job performance in teachers' training institutions in Central Uganda.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the differences in leadership styles that are evident among principals in Teachers' training institutions in central Uganda.
- ii. To analyze the effect of differences in the job performance of tutors in the teachers' training institutions in central Uganda.
- iii. To find out the variance between principals' leadership styles and tutors' job performance in the teachers' training institutions.

1.5 Research Questions

The study was guided by the following research questions:

- i. What are differences in leadership styles applied by principals of the teachers' training institutions in central Uganda?
- ii. What are the differences in the job performance of tutors in teachers' training institutions in central Uganda?
- iii. What is the variance between principals' leadership styles and tutors' job performance in the Teachers' training institutions?

1.6 Hypotheses of the Study

H₁ : There are significant differences in leadership styles among principals in Teachers' Training Institutions in central Uganda.

H₂ : There are significant differences in the job performance of tutors in Teachers' Training Institutions in central Uganda.

H₃ : There is a significant relationship between principals' leadership styles and tutors' job performance in Teachers' Training Institutions in central Uganda.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was conducted in central Uganda, a region that hosts five Teachers' Training Institutions (TTIs). This geographical scope was selected because, like in other parts of Uganda, tutor performance in the TTIs within this central region shows noticeable variation. The justification for focusing on this area lies in the need to establish the extent and nature of performance differences between city-based and rural-based TTIs. Understanding these disparities is crucial for addressing the underlying challenges and informing targeted interventions aimed at improving tutor performance across different settings.

1.7.2 Content Scope:

The content scope of the study was based on the constructs of various principals' leadership styles in Teachers' Training Institutions (TTIs) in relation to tutors' job performance in those specific institutions. Leadership styles in the TTIs were examined in terms of the principals' existing approaches to leadership, particularly in guiding the institutions with reference to the working environment and interpersonal relations. Job performance was assessed based on the effectiveness of teaching, the quality of teaching preparation, evidence of tutors conducting research, and the punctuality of the tutors.

1.7.3 Time Scope:

The study examined the leadership styles of different principals in teachers' training institutions (TTIs) over a four-year period from 2020 to 2024. This time frame accommodates management changes due to transfers and new appointments within the teacher education department and these changes helped to know how leadership styles mattered in the performance of tutors. Analyzing this period allowed for a comprehensive assessment of leadership dynamics in TTIs while minimizing the risk of overlooking significant changes or trends.

1.8 Justification for the Study

Studying effective leadership styles was of utmost importance for institutions responsible for training teachers. This was essential to meet performance objectives established by various stakeholders, especially the government, which supplies the majority of funding for public educational establishments. In an increasingly competitive global economy, having a well-educated workforce is imperative. Educational institutions are expected by society to equip individuals for employment within a swiftly changing landscape. Both instructors and their leaders bear the responsibility of upholding higher educational standards (Chabalala & Naidoo, 2021). The effectiveness of leadership significantly influences the triumph of educational institutions and the growth of teachers' professionalism. Leithwood et al. (2004), robust leadership approaches positively affect the motivation, dedication, and contentment of educators. Principals who demonstrate transformational leadership styles establish an environment that is conducive to teaching and learning, thereby fostering teacher development and advancing overall job performance. Educators play a pivotal part in molding the professional advancement of aspiring teachers, and their performance has a notable impact on the caliber of education provided to trainee teachers. Darling et al. (2017) underscore the significance of adept teacher educators who possess pedagogical knowledge and can exemplify optimal techniques for effective teaching. The leadership methods employed by principals can sway the effectiveness of educators in delivering the requisite knowledge and competencies to aspiring teachers.

Conducting a comparative analysis of principals' leadership styles and tutors' job performance in Teachers' training institutions from different regions provides a comprehensive understanding of the subject. Comparative research, as argued by Hargreaves (2001), offers insights into cultural, social, and contextual factors that shape leadership styles. By examining styles worldwide, including in Africa and Uganda, this study identified commonalities, differences, and effective strategies to improve principals' leadership styles and tutors' job performance.

Research specifically focusing on the relationship between principals' leadership styles and tutors' job performance in Teachers' training institutions is limited. This study aims to fill this research gap and contribute to the existing body of knowledge. By exploring this specific area, valuable insights can be gained into the unique dynamics and challenges of Teachers' training

institutions and their impact on job performance. The findings of this study can have significant implications for policy and practice in Teachers' training institutions. Fullan (2001) argues that effective leadership and job performance are crucial for achieving educational goals. Understanding the leadership styles that positively influence tutors' job performance can inform the development of policies and practices that promote effective leadership and enhance teacher training programs.

Examining leadership styles and job performance in the context of Africa, particularly Uganda, is important due to the specific challenges and opportunities faced by the region. Oduor & Swafford (2010) highlight the need for context-specific research on leadership styles in African educational institutions. Understanding the dynamics of leadership styles and tutors' job performance in Uganda can inform strategies to address the unique challenges faced by Teachers' training institutions in the country.

However, in Uganda, Teachers' training institutions face multiple leadership styles that hinder the performance of their employees. Government grants are insufficient to support programs and do not provide full support for tutors' involvement beyond their engagement with trainees in the classroom. Without allowances, tutors only go to work when they are expected in class. As a result, teacher trainees have limited interaction with tutors and insufficient coverage of course content, leading to poor performance by students.

1.9 Significance of the Study

The study focused on a significant aspect, which was the relationship between leadership styles and tutors' performance in teachers' training institutions. The findings of this study have potential benefits for various stakeholders:

The study findings can offer alternative leadership styles that principals can adopt to enhance tutors' performance, particularly in the face of financial challenges. Effective leadership styles identified in the study may help principals gain the commitment of tutors, encouraging them to contribute their best efforts to the institution's activities.

Stakeholders such as the citizenry, board of governors, and local council leadership can use the study findings as a benchmark to ensure smooth operations and improve performance in TTIs. By aligning their practices with the effective leadership styles identified in the study, they can contribute to the overall success of the institutions.

The findings from this study may be utilized by the line ministry, departments, agencies of education and Sports, as well as donor agencies, to shape the policy-making process and influence the implementation of leadership courses for principals. These courses can be designed to enhance their leadership skills based on the insights gained from the study.

The study findings may contribute new knowledge to future researchers and scholars interested in studying leadership in educational institutions. It can serve as a valuable resource to extend and develop new knowledge in the field of leadership studies, specifically regarding the principals' leadership styles in TTIs and their impact on tutor performance which is also of importance to comparative educationists.

1.10 Operational Definitions of Key Terms

Autocratic Style:

Refers to a leadership approach where leaders have limited involvement in decision-making and communicate infrequently with the teaching staff, while also delegating duties to a lesser extent (Kayode et al., 2014).

Democratic Style:

Represents a leadership approach characterized by regular communication with teaching staff, active participation in decision-making processes, and a higher degree of delegation of responsibilities (Aunga & Masare, 2017).

Laissez-Faire Style:

Leadership approach where leaders advocate for minimal supervision and moderate involvement in the instructional process (Oyugi & Gogo, 2019).

Leadership Styles:

Refer to the methods or approaches used by a leader to guide and influence their team or organization towards a common objective (Al Khajeh, 2018).

Principals' Leadership Style:

This refers to the specific pattern or approach adopted by a principal in carrying out their duties. In this study, leadership styles are examined in terms of how principals involve tutors in decision-making, communicate with them, and delegate responsibilities. It is hypothesized that the principal's behavior in these areas specifically decision-making, communication, and delegation affects the performance of tutors in Teachers' Training Institutions located in central Uganda.

Performance:

According to this study, means the degree of completion of the tasks that make up an employee's job. It's a reflection of how well an employee is achieving the wants of a job and it's measured in terms of results (Deeb, 2020).

Employee Performance:

Refers to the knowledge, skills, competence, and experience an employee possesses to increase efficiency, effectiveness, and productivity in organizations (Inam et al., 2023).

Tutors' Performance:

Denotes their identification with and engagement in the teaching profession. For the purposes of this study, tutors' performance encompasses activities such as lesson planning, designing educational schemes, assessing students through tests and exercises, as well as participating in co-curricular activities within the institutions.

Teachers' Training Institutions:

Are educational institutions where aspiring teachers receive comprehensive education and training to further their careers in the teaching profession.

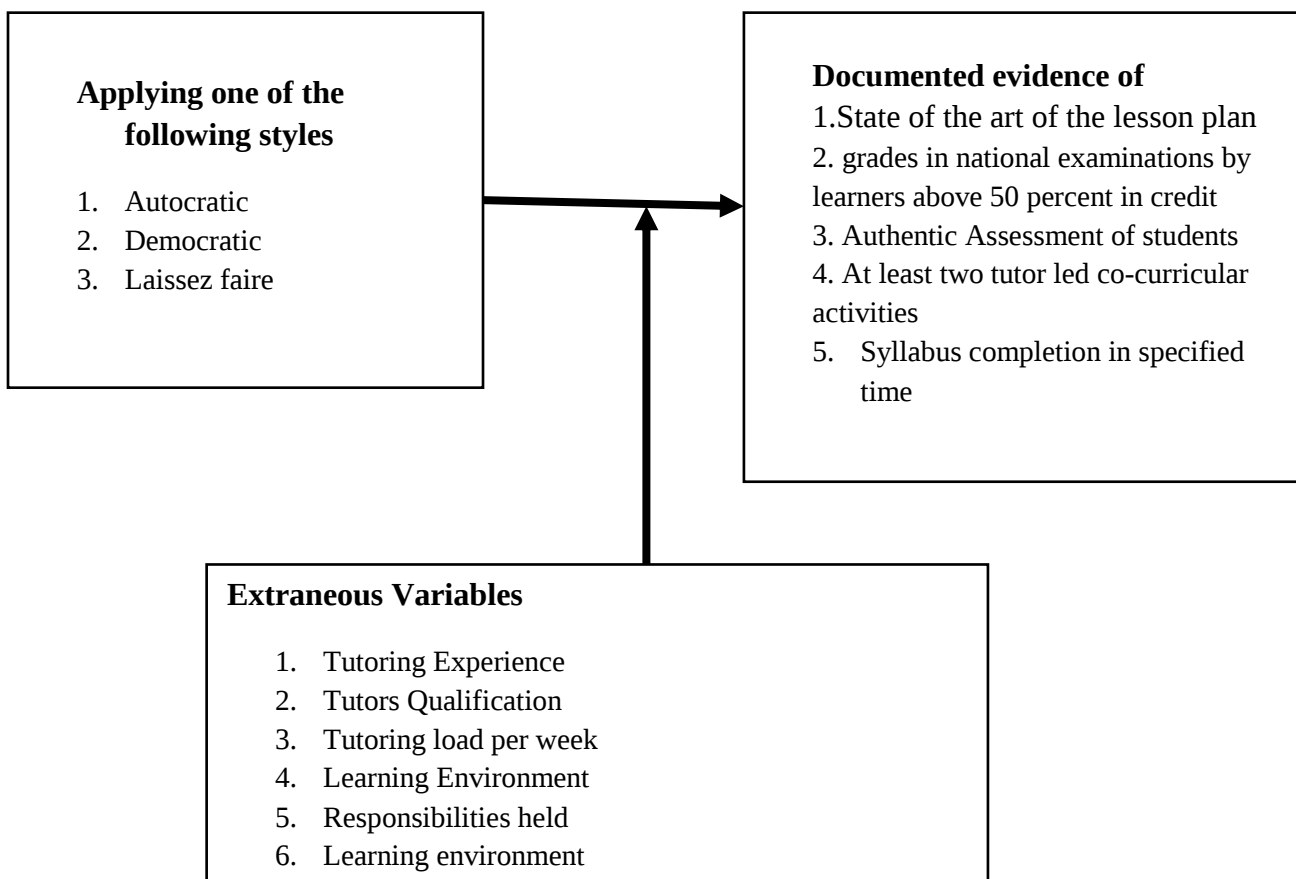
1.11 Conceptual Framework for Principals' Leadership Styles and Tutors' Job Performance in Teachers' Training Institutions.

Independent Variables-

Principals' Leadership Styles

Dependent Variables

Tutors' Job Performance



Source: Adapted from Onen (2010)

Figure 1.1: Conceptual Framework

The preceding information is derived from a study by Onen (2010), focusing on the interplay between leadership styles and employee performance, particularly examining the relationship between principals' leadership styles and tutors' job performance in Teachers' training institutions. The study introduces a conceptual framework, illustrated in Figure 1.1, which delineates three leadership styles: democratic, autocratic, and laissez-faire. These styles are evaluated based on principals' engagement of tutors in decision-making, communication methods,

and delegation of responsibilities. Tutor performance, as the dependent variable, encompasses various aspects, including lesson plan quality, learner grades in national examinations, authentic student assessment, involvement in co-curricular activities, and timely syllabus completion. According to the conceptual model, all three leadership styles are expected to correlate positively with tutor job performance.

However, the framework also acknowledges external factors that may influence tutor performance in conjunction with the independent variables of communication, delegation, and decision-making. These additional variables include tutoring experience, tutor qualifications, tutoring load per week, responsibilities held, and oversight of the learning environment.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provided an overview of several studies examining the correlation among principals' leadership styles and the job performance of tutors. The literature review encompasses a theoretical review, analyses of different leadership styles, evaluations of tutors' job performance, and comparisons among principals' leadership styles and tutors' job performance.

2.1 Theoretical Review

Theory serves as the "blueprint" or roadmap for research (Osanloo & Grant, 2016). It provides a framework rooted in an established theory within a relevant field of study, reflecting or aligning with the research hypotheses. The study was underpinned by the transformational theory
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2.2 Leadership Styles

The concept of leadership styles has been widely explored across different disciplines, including education (Leithwood & Hopkins, 2020). Leadership styles is the capacity to inspire people to willingly and wholeheartedly strive toward objectives that go beyond those of the organization itself (Mbandi, 2020). Leadership styles is a process rather than simply a personal characteristic (Cinnioğlu, 2020). While research has investigated leadership in education and its impact on various outcomes, there was a research gap specifically regarding the examination of how principals' leadership styles influence the job performance of tutors in Teachers' training institutions in central Uganda.

Hadian & Afshari (2019), leadership styles employed in an institution greatly determine the efficiency of employees in performing their roles and responsibilities. Therefore, new leadership theories focus on how leaders influence the values and perceptions of their followers in different analytically distinct but interconnected areas. This investigation specifically examines the relationship between leadership styles and employee efficiency within the context of Teachers' training institutions. Avolio & Popper, (2001) contends that while it is well-established that leadership styles can significantly impact employee performance in various domains like

education, there is a gap in research specifically addressing the influence of leadership styles on tutors' job performance in Teachers' training institutions. Studies further argue that leaders are perceived as individuals who establish appealing and meaningful visions and view themselves as part of a larger collective group (Saloner et al., 2005).

In various economic sectors, appropriate leadership styles enhance the performance of employees and increase their productive capacity (Lewis & Gilman, 2013). New leadership theories, as highlighted by Bryman (1993), depart from previous emphasis on the personality traits of effective leaders or the environmental contingencies of successful leadership. Therefore, institutional leaders need to demonstrate diligent leadership styles, especially as employees are vulnerable to post-disaster situations of uncertainty, such as the unforeseen challenges posed by the Covid-19 pandemic (Rist, 2020). In this study, the researcher aimed at establishing the relationship between two variables: the principals' leadership styles and the job performance of tutors in Teachers' training institutions in Uganda. To ensure the successful completion of this study, the researcher selected Teachers' training institutions in central Uganda for a comparative analysis.

Efficient leadership in the realm of education holds paramount importance in enhancing the effectiveness and pertinence of educational endeavors. It offers insights into the attributes, duties, and obligations of capable leaders (Pont et al., 2008). The literature identifies three primary leadership approaches: transformational, transactional, and laissez-faire. Transformational leadership revolves around articulating a shared vision, fostering intellectual development, and acknowledging individual distinctions (Orphanos & Orr, 2014). Transactional leadership centers on objectives, incentives, and consequences within an organizational structure (Shields, 2010). Laissez-faire leadership signifies a lack of leadership responsibility (Tosunoglu & Ekmekci, 2016).

In order for transformational leaders to be efficacious, they must adhere to their own recommendations and be perceived as doing so (Balyer, 2012). They possess the capability to shape organizational dedication by accentuating goal attainment, individual endeavor, and personal devotion from both leaders and followers (Sayadi, 2016). The efficacy of transformational leadership has been substantiated in numerous contexts and across various countries globally (Anderson, 2017). Transformational leadership's effectiveness has been validated across diverse worldwide scenarios, encompassing scholastic accomplishment (Turan &

Bektas, 2013). Despite the widespread validation of transformational leadership's effectiveness in varied contexts and nations, there was necessity to scrutinize its impact in specific organizational or cultural environments, as exemplified by Teachers' training institutions mentioned in earlier inquiries.

Transactional leadership centers on a reciprocal association, establishing objectives for educators and rewarding them based on their accomplishments (Odumeru & Ifeanyi, 2013). Transactional leaders hold formal authoritative positions and are accountable for overseeing individual and group performance in accordance with predetermined criteria (Nsubuga, 2008). This style is most suitable for employees motivated by reward-penalty systems and possessing well-defined job knowledge.

Autocratic leadership style retains authority and makes decisions to ensure task completion (Dubrin, 2009). Autocratic leaders may seek discussion and agreement (consensus) or allow voting on decisions (democratic), but they ultimately assert their authority. While this style can yield quick results, it may hinder creativity and planning when flexibility is necessary whereas democratic leadership style involves decentralization of authority, participatory planning, and mutual communication (Oyetunyi, 2009). This style emphasizes sharing decision-making, considering diverse viewpoints, coaching subordinates, and negotiating demands (Dubrin, 2010). It is associated with empowerment, teamwork, and collaboration, but can be time-consuming while Laissez-faire leadership represents a lack of leadership involvement, with leaders avoiding decisions, actions, and responsibilities when needed (Chaudhry, Qayyum & Husnain, 2012). It differs from other transactional dimensions due to its absence of any leadership (Avolio, 1999).

Supportive leadership involves attitudes, communication, and actions that enable employees to feel supported in their work (Muller et al., 2009). It encompasses providing freedom, respect, diverse perspectives, and appreciation for contributions (Sandbakken, 2006). Supportive leaders attend to subordinates' needs and well-being (Ratyan & Mohd, 2013). Further investigation is needed to understand how supportive leaders attend to the needs of their subordinates and create an environment that promotes their overall well-being in TTIs and Participative leadership involves sharing influence among individuals despite hierarchical differences (Muindi, 2011). It includes direct involvement in decision-making related to immediate work and indirect

involvement through organizational structures (Spillane, 2006). Participative leadership has been associated with motivation and improved performance (Elele & Fields, 2010).

Servant leadership places the good of followers above the self-interest of the leader (Namusonge & Iravo, 2013). Servant leaders focus on others, fulfill their needs, provide vision and empowerment, and prioritize service (Melcher & Bosco, 2010). Employee engagement leadership involves creating a work environment that enables employees to concentrate, balance work with personal interests, and providing career opportunities (Haid & Sims, 2009). It emphasizes learning and development, respect for all, and ownership of work.

The supportive leadership style, as defined by Ngongvoralath (2019), encompasses attitudes, communication, behavior, and actions by managers and supervisors that make tutors feel supported and enable them to work effectively. "Modeling the way" refers to leaders ensuring that actions align with plans, values, and standards, actively developing plans, setting achievable goals and milestones, and setting a personal example for others (Ramdas & Patrick, 2019). Transforming leadership involves taking risks, envisioning the future, communicating a vision, gaining buy-in from others, and motivating the team to pursue future opportunities (Sandbakken, 2006). Transactional leadership employs a "carrot and stick" approach (Abebe & Singh, 2023), while laissez-faire leadership refers to situations where the leader provides no or minimal guidance and avoids leadership responsibilities (Abebe & Singh, 2023). Participative leadership, as described by Birbirs & Lakew (2020), involves a leader influencing a shared vision among individuals who may have hierarchical differences.

Participative leadership is a leadership style identified by scholars, where influence is shared among individuals who have hierarchical inequality. It involves direct involvement of individuals in decision-making related to their immediate work and indirect involvement through representatives in the organization's wider structures. This style of leadership stretches across all individuals in the organization, as stated by Spillane (2006). A study by Nawab (2011) in private schools in Pakistan highlighted that the absence of participative leadership led to decreased motivation among tutors and a gap between the principal's expectations and the tutors' performance. Elele & Fields (2010) found that participation increased commitment and improved performance among Nigerian and American employees. However, it is important to consider

unique circumstances such as low compensation in Uganda when examining the impact of participative leadership on employee performance.

Namusonge & Iravo (2013) define servant leadership as a type of leadership that prioritizes the well-being of those being led over the self-interest of the leader. Servant leaders are committed to their followers and primarily serve their needs, providing vision, empowerment, and engaging in service-oriented activities. Melcher & Bosco (2010) emphasize that servant leaders focus on others rather than themselves, working towards the development and well-being of employees for the common good. This style requires leaders to use power, influence, and position to empower and encourage those within their sphere of influence. However, in Ugandan institutions where a power-focused culture exists, it is uncertain whether principals in technical training institutes (TTIs) act as servant leaders. This study aims to investigate whether principals in TTIs employ the principles of servant leadership.

Additionally, Haid & Sims (2009) identify a leadership style centered around employee engagement. This style involves providing employees with the necessary resources, support, and opportunities for career development and creating a respectful work environment. However, due to the lack of infrastructures and scholarships for staff, as well as the presence of dictatorial leaders in Ugandan institutions, it is unclear whether principals in TTIs practice this leadership style. This study seeks to examine whether principals utilize the engagement leadership style.

2.3 Tutors' Job Performance

Leadership qualities and characteristics are crucial for principals in their role as leaders, requiring intellectual qualities such as sound judgment, resourcefulness, sacrifice, broad-mindedness, initiative, and problem-solving abilities (Ezeocha, 2014). Principals need to possess technical skills and modest personality traits to effectively organize and delegate responsibilities to tutors (Ezeocha, 2014). They are coordinators who ensure smooth, quick, and effective functioning of activities within the institution (Ezeocha, 1990). Principals also have a legal responsibility to keep the board informed and enforce local regulations (Campbell et al., 2012). To fulfill these responsibilities, principals should have a well-rounded general education with specialized study in educational administration and supervision (Campbell et al., 2012).

Several studies explore the relationship between principals' leadership styles and tutors' performance in colleges. Effective principals' leadership styles are important for achieving the performance goals of tutors (Muhammad & Norfariza, 2018). Principals with the knowledge of leadership, instructional aspects, and operational support contribute to tutors' performance (Mustamin & Muzzammil, 2013). The dedication of tutors in fulfilling their responsibilities is significantly influenced by the principals' leadership styles (bin, Mustafa, & Razzaq, 2019). The democratic leadership style, characterized by creating a favorable environment, is found to be more effective in enabling tutors to fulfill their duties (Abid et al., 2017). Transformational leadership, with its dimensions of charisma, individual concern, intellectual stimulation, and influence, positively impacts tutors' performance (Karabina, 2016). On the other hand, autocratic leadership has a negative impact on tutors' job performance, leading to avoidance and neglect of responsibilities (Rosni, 2014). Positive relationships among principals and tutors can create job satisfaction and influence performance (Ivana & Nebojsa, 2014).

Leadership is a hierarchical relationship within an institution, giving meaning to administrative decisions and policies (Harold, 2013). It involves managing factors of production, including principals, tutors, students, and non-teaching staff, to achieve specific goals (Nwankwo, 2014). Effective leadership incorporates humanitarian principles, prudential principles, principles of change, process principles, and executive leadership principles (Mgbodile et al., 2012). These principles focus on general well-being, rational judgment, change management, administrative processes, decision-making, and dynamic interactions within various groups.

Tutors' performance is influenced by how they view their principal's potential as a leader. With its coaching and advisory roles, transformational leadership fosters followers' ability and commitment while also assisting in their complete actualization (Carroll et al., 2017). Students eventually gain from transformational leaders because they place a strong emphasis on personal goals, boost followers' competency, and encourage improvement. (Allen et al., 2015)

2.4 Leadership Styles and Tutor Job Performance

The academic achievement of students is significantly influenced by the leadership styles and guidance provided by principals (Sebastian & Allensworth, 2019). The administration of

educational institutions plays a crucial role in facilitating knowledge management and classroom instructions, which ultimately optimize educational achievement and enhance tutor job performance (Parveen et al., 2022). Several empirical studies have demonstrated a significant association between leaders' behaviors, leadership styles, and employee job performance, including tutor performance (Younas et al., 2022). Notably, there is a considerable link between principal leadership styles and tutor job performance (Saleem et al., 2020). However, further investigation is required within the specific contexts of Teachers' training institutions in central Uganda to explore this relationship and contribute to existing literature. By conducting a study in this specific context, the research gap can be addressed, shedding light on how principal leadership styles specifically impact tutor job performance in these institutions. This study aimed to provide a more context-specific understanding of the relationship between leadership styles and its implications for academic achievement in Teachers' training institutions.

Research findings indicate that tutor performance positively influences student success when there is a shared vision and cooperation within the leadership (Gumus et al., 2013). Principals have a direct influence on both instructional and non-instructional aspects of tutor responsibilities, which directly contribute to student achievement (Leithwood et al., 2010). Effective leadership interventions, such as setting directions, counseling services, mentoring, coaching, and faculty development, are crucial for enhancing tutor job performance and addressing institutional challenges (Saleem et al., 2020). Principals play a vital role in preparing tutors for future challenges and inspiring them with a clear vision (Phuc et al., 2021). However, an unfavorable leadership style adopted by a principal can hinder tutors from achieving shared objectives, leading to voluntary attrition and a decline in performance (Bickmore & Dowell, 2018). When principals fail to provide effective leadership, tutors may struggle to deliver excellent performance and educate students (Oplatka & Arar, 2018). Consequently, TTIs may experience a shortage of strong leadership and qualified tutors, resulting in decreased performance and outcomes.

Therefore, investigating the specific impact of principal leadership styles on tutor job performance and student success within the context of Teachers' training institutions in central Uganda is crucial. This study aims to fill the research gap by providing insights into how principal leadership styles specifically affect tutor job performance and subsequently impact student

success. The findings of this study will contribute to a more nuanced understanding of the relationship between leadership styles, tutor performance, and student outcomes in these particular institutions. It has the potential to identify areas for improvement and intervention to enhance overall performance and outcomes.

Supportive leadership styles, where principals care for employees' well-being, support their socio-emotional needs, and provide rewards, have been found to positively support performance (Gokul et al., 2012). Supportive leadership fosters the release of co-workers' potential, innovation, and creativity (Sandbakken, 2006). In return, tutors reciprocate the support by engaging in behaviors that benefit their leaders and colleagues (Melchar & Bosco, 2010). Supportive relationships are less likely to create workplace stress (MacLean & Biggs, 2009). However, due to resource constraints in Ugandan TTIs, principals may struggle to support tutors' well-being through rewards and other means.

Transformational leadership styles have been associated with influencing organizational performance. Transformational leaders stimulate and encourage creativity in followers, enhancing their motivation, morale, and performance (Odumeru & Ogbonna, 2013). Studies conducted in different contexts have shown a significant relationship between transformational leadership styles and performance outcomes (Pradeep & Prabhu, 2011). However, it remains to be seen whether transformational leadership styles influence employee performance in the context of TTIs in Uganda.

Leadership styles can also incorporate employee engagement, where leaders provide career opportunities, invest in learning and development, encourage ownership of work, and foster a respectful work environment (Haid & Sims, 2012). Engaged leadership styles aim to influence performance by creating an environment where employees are fully committed and empowered. However, it is important to recognize that leadership styles can vary depending on the organization and the situation at hand. There is no universally effective leadership style that fits all organizations (Houghton & Yoho, 2005). Each organization faces unique circumstances and requires tailored management approaches. Contingency factors such as follower development, situational urgency, and task structure play a role in determining the effectiveness of different leadership styles,

including directive, transactional, transformational, and empowering approaches (Houghton & Yoho, 2005).

Therefore, when considering leadership styles for improving tutor performance in TTIs, it is crucial to take into account the specific context of these institutions. The most effective leadership styles depend on the unique circumstances and needs of TTIs, including the development level of the tutors, the urgency of the situation, and the nature of the tasks involved.

2.5 Summary of the Literature

From the literature review, it can be concluded that communication plays a crucial role in principals' leadership styles and tutor job performance. Effective communication is associated with democratic leadership styles, while the absence or restriction of communication leads to autocratic or laissez-faire leadership styles. However, the concept of communication as a crucial aspect of leadership style requires further investigation. Not all studies found a positive correlation between leaders' communication with teaching staff and tutor performance, leaving a research gap that this study aims to address. Additionally, previous studies were not conducted in the specific context of Uganda, particularly in the central region. Therefore, this study examined the positive influence of principal communication on tutors' job performance in TTIs in central Uganda.

The literature review highlights the importance of leadership styles and their impact on tutor job performance and student success in educational institutions, specifically focusing on Teachers' training institutions. The concept of leadership is defined as the ability to motivate individuals towards achieving objectives beyond those of the organization. Different leadership styles, such as transformational, transactional, autocratic, democratic, laissez-faire, supportive, participative, servant, and employee engagement, are discussed.

The research gap identified in the study is the lack of research specifically exploring how principals' leadership styles influence the job performance of tutors in Teachers' training institutions. Previous studies have shown the relationship between leadership styles and employee job performance, but there is a need to investigate this relationship within the specific context of Teachers' training institutions in central Uganda.

The review also highlights the significance of principal leadership styles in enhancing tutor job performance and student achievement. Effective leadership interventions, such as setting directions, counseling services, mentoring, coaching, and faculty development, are crucial for addressing institutional challenges and improving tutor performance. Principals play a vital role in preparing tutors for future challenges and inspiring them with a clear vision. Unfavorable leadership styles can hinder tutors from achieving shared objectives, leading to voluntary attrition and a decline in performance.

The literature review emphasizes the importance of supportive leadership styles, transformational leadership styles, and employee engagement in fostering positive performance outcomes. However, the specific impact of these leadership styles in the context of Teachers' training institutions needs further exploration.

It is also noted that leadership styles may vary depending on the specific organization and situation, and there is no universally effective leadership style. Contingency factors, follower development, situational urgency, and task structure should be considered when determining the most effective leadership styles for improving tutor performance.

Overall, the literature review provides a foundation for the study by identifying the research gap and emphasizing the importance of investigating the specific impact of principal leadership styles on tutor job performance and student success in the Teachers' training institutions in central Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provided an overview of the methodology that was used in the study. It includes the study design, study population, sample size and selection, sampling techniques, research methods, research instruments, measurement of variables, reliability and validity, data analysis, ethical considerations, limitations and delimitation of the study.

3.1 Study Approach

The researcher utilized both quantitative and qualitative approaches, with dominance of quantitative approach. The reason for employing a mixed-methods approach was to ensure a thorough investigation, address any shortcomings of singular methods, compare findings, explore various aspects of principals' leadership styles and tutors' job performance, gain a broader understanding of complex issues, and establish a robust basis for concluding (McKim, 2017).

3.2 Research Design

The researcher used a cross-sectional study design to observe different subjects at a single point in time and to examine the relationship between principals' leadership styles and tutors' job performance.

3.3 Study Population

The target population of this study consisted of 285 participants. This included 5 principals, 10 deputy principals (both in-service and pre-service), 40 heads of departments, and 220 tutors.

3.4 Sample Size and Selection

The sample consisted of 191 respondents drawn from a population of 285. It included 5 principals, 10 deputy principals, 36 heads of departments, and 140 tutors. The sample size was determined using Krejcie & Morgan's (1970) sample size determination table.

Table 3.1 Population Sample Size, Sampling Techniques and Data Collection Tools

Category of respondents	Target Population	Sample Size	Sampling technique	Applicable data collection tool
Principals	5	5	Purposive	Interview Guide
Deputy Principals	10	10	Purposive	Interview Guide
Heads of Department	40	36	Simple Random	Questionnaires
Tutors	220	140	Simple Random	Questionnaires
Total	285	191		

3.5 Sampling Procedures

A mixed-methods approach to sampling simple random sampling and purposively sampling techniques were used. The study also employed both concurrent and sequential mixed approaches.

Concurrent Mixed Sampling

Concurrent mixed sampling was utilized to enable the combination of results and validation of findings within a single study (Cohen et al., 2018). This approach involves using a single sample that is generated through a combination of probability (random) and non-probability (purposive) techniques to collect data for both the quantitative and qualitative components of the study.

3.6 Sampling Techniques

Simple Random Sampling

Simple random sampling was used to select heads of department and tutors for the study, taking into account their various backgrounds, such as work experience, appointment by the Education Service Commission, and age. Tutors who have taught in TTIs for seven years or more

were particularly important for the study because of their extensive experience with the principal's leadership style. This method ensures that all segments of the tutor population are fairly represented in the sample, providing a comprehensive view for analysis. This approach offered several advantages, including unbiased selection of participants and increased generalizability of findings to the wider population of tutors (Bhardwaj, 2019).

Purposive Sampling

Purposive sampling was also used to sample principals and deputy principals. This method allowed for the selection of a small number of rich cases that can provide in-depth information and knowledge about the phenomenon of interest (Patton, 2003) of which principal and deputy principals were capable of providing the information.

3.7 Data Collection Instruments

3.7.1 Questionnaires

I collected data by use of questionnaires and interview guides. A self-administered questionnaire which measures principals' leadership styles and tutors' job performance was used to measure the quantitative part of this study among tutors and heads of department whereas a self-constructed interview guide was used to gather information/ideas on the qualitative dimension during the interview session with the key informants

The questionnaire was arranged in three sections i.e. sections A, B, and C. Section A captured the background information of the respondents, section B contained items that measure Principals' leadership styles whereas Section C contained items that measure tutors' job performance. The questionnaire included a combination of open-ended and closed-ended questions. Open-ended questions allowed for insights from participants' perspectives, capturing feedback in their own words rather than standardized responses. These questions were utilized to collect responses from the selected respondents, (Cohen et al., 2018). The questionnaire was chosen because it collects appropriate data, allows for comparability and analysis, minimizes bias in formulating and asking questions, and engages respondents with varied and engaging questions. The questionnaire was self-administered, has the same set of items for all respondents, minimized errors, and ensures respondent confidentiality (Burns, 2000). This was because using this item

allows for convenient surveying and efficient gathering of information from a large group of participants within a short timeframe. Additionally, it enabled time and cost savings while yielding a significant portion of valuable responses (Best & Kahn, 2003).

3.7.2 Interview Guide

A self-constructed interview guide was used in the study with a section that captured the demographic information of the informants and explored the leadership styles used by principals in TTIs. To collect qualitative data, face-to-face interviews were conducted using an interview guide. The interview guide included open-ended questions, as this approach is preferred for eliciting candid responses from participants during live interactions. Oral responses are generally more convenient when using open-ended questions, as opposed to written responses (Aziza, 2021). The interviews focused on obtaining detailed qualitative data from a total of 5 principals, and 10 deputy principals. Interviews were chosen because I had the opportunity to observe non-verbal behavior, clarify any misunderstandings, and adapt to different situations (Denzin & Lincoln, 2018). I conducted the interviews.

3.8 Measures of Variables

The independent variable for the study was the principals' leadership styles. The variables under this section was measured by a five-point likert scale (1-5) where 5=Strongly Agree (SA), 4=Agree (A), 3=Neutral (N), 2=Disagree (D), and 1=Strongly Disagree (SD).

The dependent variable for the study is tutor's job performance. The variables under this section was also measured by a five point likert scale (1-5) where; 1=Very Rarely, 2=Rarely; 3=Not Sure; 4=Regularly, 5=Very Regularly

3.9 Quality Control

The quality of research instruments has a significant impact on the study's findings (Creswell, 2014). Both the questionnaires and interview guides underwent validity and reliability tests conducted by expert raters.

3.9.1 Validity and Reliability of Research Instruments

The reliability and validity of the questionnaire were tested using Cronbach's alpha coefficient and the following reliability results were realized. The scales were examined using Cronbach's coefficient and the composite reliabilities for the scales met the minimum recommended cut-off of 0.7 (Nunnally, 1998). Therefore, the scales had adequate internal consistency yielding the same meaning of the measurement items to the respondents. For content validity, ten individual experts were used and only the items ranked as relevant and very relevant were retained with the outcome, CVI ranging between 0.813 and 0.875.

Table 3.2: Reliability and Validity

Variable	Cronbach Alpha Coefficient	Content Validity Index
Principals' leadership styles	.937	.813
Tutors' job performance	.883	.875

Source: *Primary data, 2024*

3.10 Data Collection Procedure

Upon approval of the research proposal and instruments by the Directorate of Research and Graduate Training at Kyambogo University, an introductory letter was obtained from the university's graduate school to proceed with the study. This letter was presented to the principals of the TTIs, who introduced the researcher to the respondents. The respondents were briefed on the study's topic and objectives, and their voluntary informed consent to participate was sought. After collecting data from the required sample of 191 respondents, the questionnaires were collected and used for data analysis.

3.11 Data Management

After data collection, data was kept under safe and lock to keep the data untouched or disorganized in any way. Data was edited to eliminate errors and after, tallying was done. For qualitative data, responses from interviewees were recorded with key areas noted word by word.

The data was then coded using common phrases or words. An inductive approach of qualitative analysis was used.

3.12 Data Processing and Analysis

A series of steps were performed on the data to be collected to verify, organize, transform, integrate and extract the data collected into a meaningful pattern

3.12.1 Data Analysis

Qualitative Data Analysis

Qualitative data was gathered, transcribed, and analyzed for saturation, potentially ensuring the credibility and authenticity of the data (Creswell, 2006) put it. Qualitative data in this study was specifically subjected to a thorough 'cleaning up' from the interview guide, categorizing it into themes and patterns, and then making a narrative analysis to determine the adequacy of the information, credibility, usefulness, and consistency. This was done by identifying the thematic context in the text. These themes surfaced as I undertook a close reading of a text. The themes were identified when I embarked on looking for thematic patterns in the text and the documentation of data was put in a tabular table indicating responses as per institution to identify key differences. (Silver & Lewins, 2014). Here, differences and similarities in the leadership styles were established across different Teachers' training institutions.

Quantitative Data Analysis

The information obtained through the Questionnaire format were structured, arranged, assigned codes, labeled, and inputted into a computer-based statistical software package for social sciences known as SPSS, version 25. Descriptive statistics was used to analyze the independent and dependent variables with the measures of central tendency (means and standard deviation). Here, measures of central tendency were used in form of mean and standard deviations. Specifically, Pearson's correlation coefficient was used to establish the relationship between the variables. The decision to employ correlation analysis was founded on its capacity to measure and elucidate the connection between variables. Finally, a regression analysis was performed to ascertain the degree to which the principals' leadership styles' influence tutors' job performance.

3.13 Ethical Concerns

An approved research study requires adherence to ethical procedures in all stages of the research process, professionalism is key in the conduct of research (Cowan, 2012). Ethical considerations were observed throughout the study. Upon approval of this research dissertation and instruments by the directorate of research and graduate training at Kyambogo University, Voluntary informed consent was sought from the respondents through letters explaining the research purpose.

Respondents were assured that the information collected was used only for research purposes and that their identities remained confidential. Respect and dignity were maintained throughout the research process, and participants were appreciated for their role in the study. Ethical principles and the constitutional rights of individuals were observed, ensuring the confidentiality of data and information collected.

3.14 Limitations of the Study

The study anticipated several limitations as follows;

Firstly, the study was conducted in only central Uganda Teachers' training institutions, raising concerns about the generalizability of the findings to all Teachers' training institutions in Uganda.

Additionally, as a cross-sectional study, respondents did not accurately recall past events, which could introduce measurement error.

There was a challenge of non-response among some of the respondents that I encountered. Some of the respondents decided not to share the information required by the study and this may limit data collection.

3.15 Delimitation of the study

The limitations were addressed as follows;

However, much data was collected in teachers' training institutions in central Uganda, primary data was extensively collected to make sure that the problem is investigated in depth in the institutions.

To address the challenges of adopting a cross-sectional research design, efforts were made to ensure accurate data collection through prolonged engagement and a holistic approach.

To overcome the challenge of non-response, I used friendly language while approaching the respondents in the study. The respondents were first informed about the nature and objectives that the study is indeed to fulfill (academic).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the study findings, and interpretation in line with the objectives of the study which included; establishing the differences in leadership styles that are evident among principals in Teachers' training institutions in central Uganda, analyzing the differences in the job performance of tutors in the Teachers' training institutions in central Uganda and to find out the variance between principals' leadership styles and tutors' job performance in the Teachers' training institutions.

4.1 Findings on Demographic Characteristics of Respondents

Data was collected on gender, age group, academic qualification, tutoring experience, tutoring load per week and learning environment. This was done to get background information of respondents that could be used to measure the validity and reliability of the data they provided. Data collected is presented below;

Table 4.1: Sex of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	108	61.4	61.4	61.4
Female	68	38.6	38.6	100.0
Total	176	100.0	100.0	

Source: Primary data, 2024

From table 4.1, most respondents 61.4% were male whereas 38.6% were female. This is an indication that there are more male than female tutors in the TTIs where the study was conducted. Therefore, views concerning students' performance, the relationship between principals' leadership styles and tutors' job performance in Teachers' training institutions in Central Uganda were collected from both male and female participants which cater for gender sensitivity during the study

Table 4.1.2: Age of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29 years	21	11.9	11.9	11.9
	30-39 years	66	37.5	37.5	49.4
	40-49 years	67	38.1	38.1	87.5
	50 years and above	22	12.5	12.5	100.0
	Total	176	100.0	100.0	

Source: Primary data, 2024

From table 4.2 above, the largest proportion 38.1% were between 40-49 years followed by 37.5% who were between the age of 30-39 years, 12.5% were between 50 years and above, 11.9% were 20-29 years. This shows that there was a fair representation of the population as all the classes were represented and the data reflected the views of the entire population sects who gave out their views on the relationship between principals' leadership styles and tutors' job performance in Teachers' training institutions in Central Uganda were collected from both male and female.

Table 4.1.3: Qualification of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	11	6.2	6.2	6.2
	Bachelor's degree	122	69.3	69.3	75.6
	Master's degree	36	20.5	20.5	96.0
	PhD	7	4.0	4.0	100.0
	Total	176	100.0	100.0	

Source: Primary data, 2024

From the table 4.3, the largest proportion of respondents 69.3% had bachelor's degree and these were mainly tutors, 20.5% had diplomas, 6.2% had diplomas and least 4% had PhD level. It can be seen that majority of the participants had attained a minimum level of education hence

provided vital information on the study under investigation however most of the tutors might meet the current teacher due to their qualification

4.1.4 Years Spent in Teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 years	15	8.5	8.5	8.5
	3-4 years	30	17.0	17.0	25.6
	5-6 years	44	25.0	25.0	50.6
	6 Years and above	87	49.4	49.4	100.0
	Total	176	100.0	100.0	

Source: Primary data, 2024

According to table 4.4 above, the majority of the respondents 49.4% had worked in the TTIs for over 6 years, 25% of them had worked between 5-6 years, 17% had worked between 3-4 years while 8.5% had spent 1-2 years. This shows that the working experience for the categories of workers was enough to get conclusive results since it's assumed that by their positions, they know about the variables under study.

Table 4.1.5 Information on Tutoring Load

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-3 lessons	15	8.5	8.5	8.5
	3-5 lessons	74	42.0	42.0	50.6
	5-7lessons	74	42.0	42.0	92.6
	Over 7 lessons	13	7.4	7.4	100.0
	Total	176	100.0	100.0	

Source: Primary data, 2024

According to table 4.2.5 above, the majority of the respondents 42% had teaching load between 3-7 lessons followed by 7.4% who over 7 lessons whereas 8.5% had 2-3. This means that most tutors are overloaded and this can affect their performance.

Table 4.1.6: Information on Learning Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Favorable	129	73.3	73.3	73.3
	Unfavorable	40	22.7	22.7	96.0
	Not sure	7	4.0	4.0	100.0
	Total	176	100.0	100.0	

Source: Primary data, 2024

According to table 4.2.6 above, the majority of the respondents 73.3% indicated that the learning environment in the selected TTIs was favorable 22.7% indicated that it was unfavorable whereas least 4% indicated that they were not sure. This implies that there are irregularities or variations on ways of payment

4.2 Descriptive Statistics on Leadership Styles

This was the independent variable for the study. The researcher was interested in identifying the nature of leadership styles among different Teacher Training colleges in central Uganda in order to establish differences if any. Data collected is presented below;

Table 4.3: Descriptive Statistics on Leadership Styles

Item	N	Mean	Std. Deviation
My administrators always consider tutors' suggestions and thoughts in decision-making for training criteria in institution	176	4.37	1.23
My view in Meeting of policy is considered in final decision-making of the institution administration	176	4.27	1.24
My principal consults me whenever he/she wants to pass final resolution in institution meetings	176	4.37	1.16

My principal allows me to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the institution	176	4.20	1.38
My principal encourages co-operation among the teaching staff during the decision- making process of the institution.	176	4.44	1.08
My principal uncomfortable with the decision I made for promotion in staff meeting	176	4.36	1.12
Decision making	176	4.33	1.20
My principal sends memos when he wants to communicate to me	176	4.44	.96
My principal makes telephone calls when he/she want to talk to me	176	4.07	1.43
My principal organizes meeting went he/she wants to talk to me	176	4.40	1.13
My principal writes a note in the staff notice board when he/she wants to talk to me	176	4.27	1.08
Communication	176	4.30	1.15
I am delegated duties by institution's principal.	176	4.27	1.36
I am directed by the institution leaders on how to perform the delegated duties.	176	4.16	1.30
I am guided by the institution leaders on how to perform the delegated duties	176	4.36	.98
I am supervised by the institution principal on duties delegated to me.	176	4.47	.95
I am rewarded by my principal for the duties delegated to me.	176	4.11	1.32
My principals delegated me duties that I am knowledge about.	176	4.52	.81
My principal delegates me duties I am skilled at.	176	4.21	1.44
My principal delegates duties that I am talented at	176	4.37	1.23
My principal delegates me duties I have no idea about	176	4.41	.85
My principal delegates me duties I have no experience at all.	176	4.03	1.21
Delegation of duties	175	4.30	1.15
Leadership styles	175	4.31	1.66
Valid N (listwise)	175		

Source: Primary data, 2024

Leadership styles (**M=4.31, SD=1.66**) in Tutors' job performance for selected TTIs in

central Uganda had mixed feelings from respondents with the respondents torn between not being sure and agreeing with its impact on Tutor Job Performance as shown by the mean and rated on a scale of 1 to 5 where 1 represented “strongly disagree” and 5 represented “strongly agree”. This was a view that was homogenously held by the majority of the respondents as shown in the low standard deviation statistic which infers a low dispersion of values from the mean.

Consequently, **decision-making (M=4.33, SD=1.20)** was the most agreed component of Leadership styles as shown by the mean and the bulk of the respondents held this view which is contingent on the standard deviation statistic’s homogenous nature and low level of dispersion from the mean. However, the respondents were not too keen about how strong the component of communication (**M=4.03, SD=1.21**) as to decision making (**M=4.30, SD=15**) as shown by the mean and it was a view supported by most of them as evidenced by the homogenous standard deviation which reckons that there is a small variance from the mean.

From the qualitative results, it was deduced that there exist few differences in the leadership styles adopted by Principals among Teachers’ training institutions in Central Uganda. Most of the leadership traits are by large similar. Among the five selected TTIs namely, the Principal TTI-1 revealed that;

“Decision-making is key in managing any educational institution. Decision-making skills go hand in hand with problem-solving abilities. School managers need to know how to analyze situations, consider different perspectives, and weigh the pros and cons of various options...”

Similarly, another participant from TTI-3 when asked how he tries to manage the TTI, he gave similar views citing *“decision making, effective communication channels, delegation and being friendly to the subordinates.”*

At TTI-1 for example, the principal reported that they always consider the tutor’s suggestions and thoughts in decision-making and also reported being friendly to the Tutors. The principal was quoted saying; *“...the principal is required to be friendly to all the Tutors, be able to create teamwork, consult from the tutors in order to know what they are going through, make Institute policies to effectively manage the institution...”*

This was the same with TTI-4, TTI-3 and TTI-5 with only differences being recorded under delegation of duties as some Principals were rigid as regards to delegation of duties to their Deputies and to the Tutors mostly at TTI-4, TTI-3. At TTI-5, the principal accepted that they send memos, use telephone calls to communicate, organize meetings, and write staff notices. This was similar to 3 other TTIs with only differences recorded at TTI-4 where whatsapp had been added as another communication channel.

4.3 Descriptive Statistics on Tutors' Job Performance

This was the major dependent variable for the study. The researcher was interested in identifying the nature of Tutors' job performance in order to establish differences if any colleges in central Uganda. Data collected is presented below;

Table 4.5: Descriptive statistics on Tutors' Job Performance

Item	N	Mean	Std. Deviation
I always manage to plan my work so that I finish it on time	176	4.55	.50
I keep in mind the work result I need to achieve	175	4.62	.49
I can set priorities in all that I do	175	4.28	.45
I am capable of performing my tasks effectively.	175	4.32	.47
I manage my time well	175	4.26	.44
On my initiative, I start new task when my old tasks were completed	175	4.33	.47
I take on challenging tasks when they were available	176	4.30	.46
I work on keeping my job-related knowledge up-to-date	176	4.28	.45
Task performance		3.83	.47
I work on keeping my job-related knowledge up-to-date	176	4.28	.45
I work on keeping my work skills up-to-date	176	4.29	.45
I take on extra responsibilities	176	4.33	.47
I continually sought new challenges in my work	176	4.27	.45
I actively participate in meetings and/or consultations	176	4.32	.47
Contextual performance	176	4.30	.46

I don't complain about minor work-related issues at work	176	4.15	.36
I don't make problems at work bigger than they were	176	4.28	.45
I don't focus on the negative aspects of the situation at work instead of the positive aspects	176	4.32	.47
I talk to colleagues about the negative aspects of my work	176	4.28	.45
I don't talk to people outside the organization about the negative aspects of my work	176	4.38	.49
Counter-productive work behavior	176	4.31	.44
Tutors' Job Performance	176	3.15	.46
Valid N (listwise)			

Source: Primary data, 2024

Tutor's Job Performance ($M=3.15$, $SD=0.46$) of **TTIs in central** Uganda was considered with mixed reactions wherein the perception by respondents lay between “not sure” and “Regularly” basing on a scale of 1 to 5 where 1 represented “Very Rarely” and 5 “Very Regularly” which is evidenced by the mean statistical value as shown in **Table 4.8**. This agreement was fondly held by most of the respondents from the TTIs as reflected in the standard deviation statistic which infers that there was a small and homogenous distribution of values from the mean.

Subsequently, **Task performance** ($M=3.83$, $SD=0.47$) as a component of **Tutor's job performance** was moderately agreed with as shown by the mean and this agreement was held by the bulk of the respondents as reflected in the standard deviation which infers a small and homogenous dispersion of results from the mean. On the other hand, **Contextual performance** ($M=4.30$, $SD=0.46$) was the least agreed with component of **Tutor's job performance** as shown by the mean and this agreement was as well strongly held by a bulk of the respondents reflected by the homogenous standard deviation which shows minimal dispersion of results from the mean.

From the qualitative results, it was revealed that counterproductive work behavior as an aspect of a tutor's job performance is very common among the five selected TTIs namely, TTI-1, TTI-2, TTI-3, TTI-4, TTI-5 but at varying levels. While conducting the surveys, most of the Tutors and their Deputies reported minimal complaints about “*minor work-related issues, increased staff cooperation and reduced workers' strikes*”.

Implying that if this is maintained the tutors' job performance can be achieved by all TTIs

As regards contextual performance, the majority of the principals indicated that tutors are committed, result-oriented, fulfill the set objective, and also prioritize their jobs though at varying degrees across different TTIs. For example, in TTI-1, the principal noted that *"tutors prepare their lesson plans and teach according to them,"* a sentiment echoed by the principals in TTI-3 and TTI-5. This suggests that if tutors consistently deliver their planned lessons, it would enhance the academic performance of students.

Regarding task performance, the majority of principals and their deputies indicated that it is common for tutors to report early for work, share ideas with colleagues, and avoid creating problems in the workplace. For instance, the principal of TTI-2 stated, *"most tutors are always at the college at the required time,"* implying that punctuality among tutors would enable them to complete the syllabus as scheduled. This observation was similarly noted in three out of the five TTIs, including TTI-1, TTI-2, TTI-3, TTI-4, and TTI-5. At TTI-3, qualitative results revealed challenges such as a lack of cooperation among tutors, leading to the suspension of some tutors. The deputy principal of TTI-3 reported that two tutors were suspended for rumor-mongering. Despite these issues, overall tutor performance was effective across the five TTIs, as noted by the principal. This suggests that discouraging rumor-mongering can foster greater harmony among tutors, thereby improving performance through enhanced interpersonal relationships.

4.4 Relationship between variables

A Pearson correlation analysis was done to determine the relationship between the variables. A correlation analysis is a statistical function used for testing a relationship between two or more variables.

4.4.1 Principals' Leadership Styles and Tutors' Job Performance

Table 4.9: Descriptive statistics on the Relationship between Leadership Styles and Tutors' Job performance

		Correlations	
		Principals' Leadership Styles	Tutors' Job Performance
Principals' Leadership Styles	Pearson	1	.475**
	Correlation		
	Sig. (2-tailed)		.000
	N	176	176
Tutors' Job Performance	Pearson	.475**	1
	Correlation		
	Sig. (2-tailed)	.000	
	N	176	176

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data, 2024

The results of the correlation analysis, presented in Table 4.9, reveal a positive correlation ($r=0.475$, < 0.05) between Principals' Leadership Styles and Tutors' Job Performance among TTIs in central Uganda. This finding implies that there is perfection in the principals' leadership styles improves the performance of tutors. similarly, if the leadership styles are unfavorable tutors' performance reduces. The statistical significance $p\text{-value}=0.000$ solidifies the impact of Principals' Leadership Styles on employee Tutors' Job Performance among TTIs in central Uganda.

4.4.2 Regression Model

Table 4.10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Significance ($\alpha=0.05$)
1	.475 ^a	.226	.222	0.604	0.03

- a. Predictors: (Constant), Principals' Leadership Styles
(Decision making, Communication, Delegation of duties)
- b. Dependent variable: Tutors' Job Performance

Source: Primary data, 2024

In this regression, the "**R Square**" (coefficient of determination), which represents the proportion of variance in the dependent variable explained by the independent variables, stands at 47.5% ($R^2 = 0.475$, $\text{Sig} = 0.03 < 0.05$). With a significance level of $0.03 < \alpha = 0.05$, it implies that principals' leadership styles have a significant effect on tutors' job performance. The R^2 value of 47.5% indicates that other factors, aside from those identified by the researcher, likely contribute to overall tutors' job performance among TTIs in central Uganda.

Table 4.7: Regression ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1744.708	1	1744.708	50.543	.000 ^a
	Residual	5971.846	173	34.519		
	Total	7716.554	174			

a. Predictors: (Constant), Principals' Leadership Styles
(Decision-making, Communication, Delegation of duties)

b. Dependent Variable: Tutors' Job Performance

Source: Primary data, 2024

The study further revealed that Principals' leadership styles as a dimension of the independent variable significantly affect the dependent variable; Tutor's Job Performance among TTIs in Central Uganda P-value ($P=0.00<0.05$).

Table 4.8: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	57.130	1.795		31.827	.000
Principals' Leadership Styles	.150	.021	.475	7.109	.000

a. Dependent Variable: Tutors' Job Performance

Source: Primary data, 2024

The study further revealed that Principals' Leadership Styles as a dimension of the independent variable has a Standardized Coefficient Beta of .475. The positive results indicate that Principals' Leadership Styles accounts for 47.5% to tutor's job performance among TTIs in central Uganda. The study results further indicated a significant statistical relationship between the study variables given that P-value ($P=0.00<0.05$).

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents discussions and conclusions arising from the findings on the relationship between principals' leadership styles and tutors' job performance in teachers' training institutions in Central Uganda. The chapter also gives recommendations based on the study objectives and concludes with advice on areas that can be considered for further research.

5.2 Discussion of findings

5.2.1 Differences in leadership styles that are evident among principals in Teachers' training institutions in central Uganda

Based on the data collected, it was deduced that there are few differences in the leadership styles adopted by principals among teacher training institutions in central Uganda. Most leadership traits are largely similar. Among the five selected TTIs (TTI-1, TTI-2, TTI-3, TTI-4, and TTI-5), decision-making (mean = 4.33, SD = 1.20) was the most common aspect of leadership style, followed by communication (mean = 4.30, SD = 1.15) and delegation of duties (mean = 4.29, SD = 1.15). For instance, at TTI-1, the principal reported always considering tutors' suggestions in decision-making and maintaining a friendly relationship with them. This approach was similar at TTI-4, TTI-3, and TTI-5. However, variations were noted in the delegation of duties, with some principals at TTI-4 and TTI-3 being more rigid in delegating responsibilities to their deputies and tutors. At TTI-5, the principal mentioned using memos, telephone calls, meetings, and staff notices for communication, a practice consistent with three other TTIs, except TTI-4, where WhatsApp had been additionally used as a communication channel. This is similar to the concept of leadership styles that has been widely explored across different disciplines, including education which was similar to the study done by Leithwood & Hopkins, 2020. Also leadership style is the capacity to inspire people to willingly and wholeheartedly strive toward objectives that go beyond those of the organization itself (Mbandi, 2020). This is in line with the study by (Cinnioğlu, 2020). Leadership styles is a process rather than simply a personal characteristic. While research has investigated leadership in education and its impact on various outcomes, there is a research gap specifically regarding the examination of how principals' leadership styles influence the job

performance of tutors in Teachers' training institutions in central Uganda. This is in congruence with the study by Hadian & Afshari (2019) on leadership styles employed in an institution greatly determine the efficiency of employees in performing their roles and responsibilities. Therefore, new leadership theories focus on how leaders influence the values and perceptions of their followers in different analytically distinct but interconnected areas. This investigation specifically examines the relationship between leadership styles and employee efficiency within the context of teachers' training institutions this is also in line with Avolio & Popper, (2001) who contends that while it is well-established that leadership styles can significantly impact employee performance in various domains like education, there is a gap in research specifically addressing the influence of leadership styles on tutors' job performance in teachers' training institutions. Studies further argue that leaders are perceived as individuals who establish appealing and meaningful visions and view themselves as part of a larger collective group (Saloner et al., 2005). This is also in agreement with studies in various economic sectors, appropriate leadership styles enhance the performance of employees and increase their productive capacity (Lewis & Gilman, 2013). This is also in line with new leadership theories, as highlighted by Bryman (1993) that depart from previous emphasis on the personality traits of effective leaders or the environmental contingencies of successful leadership. Therefore, institutional leaders need to demonstrate diligent leadership styles, especially as employees are vulnerable to post-disaster situations of uncertainty, such as the unforeseen challenges posed by the Covid-19 pandemic (Rist, 2020).

5.2.2 Differences in the job performance of tutors in the Teachers' training institutions in central Uganda.

The data collected from the descriptive statistics indicate that counter productive work behavior as an aspect of Tutor's job performance is relatively common among the five selected TTIs namely, TTI-1, TTI-2, TTI-4, TTI-3 and TTI-5, (mean=4.31, Std.0.44) but at varying levels. This is followed by contextual performance at (mean=4.00, Std. 0.46) and lastly task performance (mean=3.83, Std. 0.47). While asked about the nature of Tutor job performance, majority of the Principals and their Deputies revealed that it's a common phenomenon for Tutors to report early for work, and share ideas among colleagues and the majority desist from creating problems at places of work. This was the same for four out of five TTIs. These included TTI-1, TTI-2, TTI-4 and TTI-5. At TTI-3, qualitative results revealed that there are some challenges of lack of

cooperation among tutor performance which prompted the suspension of some 2 Tutors over rumor-mongering but generally, tutor performance was very effective across the five TTIs.

These findings are in agreement with (Gokul et al., 2012) whose findings reveal that supportive leadership styles, where principals care for employees' well-being, support their socio-emotional needs, and provide rewards, have been found to positively support performance (Gokul et al., 2012). Supportive leadership fosters the release of co-worker's potential, innovation, and creativity (Sandbakken, 2006). In return, tutors reciprocate the support by engaging in behaviors that benefit their leaders and colleagues (Melchar & Bosco, 2010). This is in line with the study by (Melchar & Bosco, 2010) that Supportive relationships are less likely to create workplace stress. Also transformational leadership styles have been associated with influencing organizational performance. Besides transformational leaders stimulate and encourage creativity in followers, enhancing their motivation, morale, and performance (Odumeru & Ogbonna, 2013). This is also in agreement with a study conducted in different contexts have shown a significant relationship between transformational leadership styles and performance outcomes (Pradeep & Prabhu, 2011).

According to (Haid & Sims, 2012), leadership styles can also incorporate employee engagement, where leaders provide career opportunities, invest in learning and development, encourage ownership of work, and foster a respectful work environment this is also in line with Haid & Sims (2012) who suggested engaged leadership styles aim to influence performance by creating an environment where employees are fully committed and empowered. However, it is important to recognize that leadership styles can vary depending on the organization and the situation at hand. There is no universally effective leadership style that fits all organizations (Houghton & Yoho, 2005). Each organization faces unique circumstances and requires tailored management approaches. Contingency factors such as follower development, situational urgency, and task structure play a role in determining the effectiveness of different leadership styles, including directive, transactional, transformational, and empowering approaches.

5.3.3 Variance between principals' leadership styles and tutors' job performance in the Teachers' training institutions

The results of the correlation analysis, presented in Table 4.9, reveal a positive correlation ($r=0.475$, >0.05) between Principals' Leadership Styles and Tutors' Job Performance among TTIs in central Uganda. This finding implies that there is a positive relationship between Principals' Leadership Styles and Tutors' Job Performance among TTIs in central Uganda. The statistical significance $p\text{-value}=0.000$ solidifies the impact of Principals' Leadership Styles on employee Tutors' Job Performance among TTIs in central Uganda.

Similarly, the regression coefficients also revealed that Principals' Leadership Styles as a dimension of the independent variable has a Standardized Coefficient Beta of .475. The positive results indicate that Principals' Leadership Styles accounts for 47.5% to tutor's job performance among TTIs in central Uganda. The study results further indicated a significant statistical relationship between the study variables given that $P\text{-value}$ ($P=0.00<0.05$).

From the qualitative data collected, few variations exist while comparing the predictive nature of leadership styles and tutor's job performance across the five selected TTIs (TTIs namely, TTI-1, TTI-2, TTI-4, TTI-3 and TTI-5) because majority of the key informants reported that issues like improved staff commitment as a result of sharing vision and mission by the principals, effective communication, making staff meetings to consult tutors and repeated delegation of authority. This is similar to studies by Hadian and Afshari (2019) who revealed that leadership styles employed in an institution greatly determine the efficiency of employees in performing their roles and responsibilities. Therefore, new leadership theories focus on how leaders influence the values and perceptions of their followers in different analytically distinct but interconnected areas. This investigation specifically examines the relationship between leadership styles and employee efficiency within the context of teachers' training institutions. In the same vein, Avolio & Popper, (2001) contends that while it is well-established that leadership styles can significantly impact employee performance in various domains like education, there is a gap in research specifically addressing the influence of leadership styles on tutors' job performance in Teachers' training

institutions. Studies further argue that leaders are perceived as individuals who establish appealing and meaningful visions and view themselves as part of a larger collective group.

In various economic sectors, appropriate leadership styles enhance the performance of employees and increase their productive capacity (Lewis & Gilman, 2013). This is similar to new leadership theories, as highlighted by Bryman (1993), depart from previous emphasis on the personality traits of effective leaders or the environmental contingencies of successful leadership. Therefore, institutional leaders need to demonstrate diligent leadership styles, especially as employees are vulnerable to post-disaster situations of uncertainty, such as the unforeseen challenges posed by the Covid-19 pandemic (Rist, 2020).

5.3 Conclusion

5.3.1 Differences in leadership styles that are evident among principals in Teachers' training institutions in central Uganda

The study concluded that there are few differences in the leadership styles adopted by principals among Teachers' Training Institutes (TTIs) in central Uganda, with most leadership traits being largely similar. Among the five selected TTIs (TTI-1, TTI-2, TTI-3, TTI-4, and TTI-5), decision-making was the most common aspect of leadership style, followed by communication and delegation of duties. For instance, at TTI-1, the principal reported considering tutors' suggestions in decision-making and maintaining a friendly rapport with them. This approach was similar at TTI-4, TTI-3, and TTI-5. However, variations were noted in the delegation of duties, with some principals at TTI-4 and TTI-3 being more rigid in delegating responsibilities to their deputies and tutors. At TTI-5, the principal mentioned using memos, telephone calls, meetings, and staff notices for communication, a practice consistent with three other TTIs, except TTI-4, where WhatsApp was additionally used as a communication channel and conclusively these differences point out to the required interventions.

5.3.2 Differences in the job performance of tutors in the Teachers' training institutions in central Uganda.

The study also concluded that counterproductive work behavior, as an aspect of tutors' job performance, is relatively common among the five selected TTIs (TTI-1, TTI-2, TTI-3, TTI-4, and TTI-5), although it varies in intensity. Contextual performance followed, with task performance being the least prevalent. When asked about the nature of tutors' job performance, the majority of principals and their deputies reported that it is common for tutors to arrive early for work, share ideas with colleagues, and refrain from creating problems in the workplace. This pattern was observed in four of the five TTIs (TTI-1, TTI-2, TTI-3, and TTI-5). At TTI-1, qualitative results indicated some challenges, such as a lack of cooperation among tutors, leading to the suspension of two tutors due to rumor-mongering. Despite these issues, tutor performance was generally effective across all five TTIs.

5.3.3 Variance between principals' leadership styles and tutors' job performance in the Teachers' training institutions.

The study revealed a positive correlation between principals' leadership styles and tutors' job performance in Teachers' Training Institutions (TTIs) in central Uganda. There were few variations in the predictive relationship between leadership styles and job performance across the five selected TTIs (TTI-1, TTI-2, TTI-3, TTI-4, and TTI-5). Most key informants noted that factors such as enhanced staff commitment through the principals' sharing of vision and mission, effective communication, consultative staff meetings, and frequent delegation of authority contributed to this correlation.

5.4 Recommendations

The study recommendations are as highlighted below;

1. There is need for Principal in TTIs to have a proper and clear vision and involvement of the people in development and implementing the vision. This is important if they are to spearhead growth among these TTIs.

2. It's imperative of PTC principals to challenge the status quo so that they can correctly assess how the TTIs function so that they can be able to come up with more improved and better ways of running these TTIs to their survival and growth. Achieving this requires institutional leadership to be willing to accept new ideas, think outside the box, discard practices or ways of doing things that are no longer working, looking out for new opportunities, take risks and learn from mistakes.
3. PTC principals should make all ways possible to maintain proper communication channels as the study has revealed that these stimulate the performance of tutors across all colleges. This can be done through using all the formal ways possible for communication and always making it timely.
4. There is need for cross-sectoral collaborations by partnering with professionals in the education sector from the TTIs, local governments and the Ministry of Education and Sports. These collaborations will improve tutor job performance and the general performance of the TTIs.
5. It is recommended that the Principals in the TTIs put in place design and implementation committees that can steer the decision implementation within their channel of institutional leadership in order to influence tutor job performance.
6. Tutors in TTIs are advised to adhere to institutional policies and procedures set by the principals for effective running of these colleges.

5.5 Areas for Further Research

- i. Longitudinal analysis of the relationship between principal's leadership style and tutor's job performance in Uganda.
- ii. Factors affecting tutor's job performance among TTIs in Uganda.

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APPENDICES

APPENDIX I; QUESTIONNAIRE FOR TUTORS

Dear respondent,

I am Oguu Benedick, a student from Kyambogo University pursuing a Master in Education. I am currently researching the topic entitled *"Principals' Leadership Styles and Tutors' Job Performance: A Comparative Study of Teachers' Training Institutions in Central Uganda"*. The purpose of this study is purely academic, and I am requesting you to voluntarily participate in this research. Your honest and truthful responses are highly valued, and please be assured that all information provided herein will be treated with the utmost confidentiality.

Thank you in advance for your cooperation.

Sincerely,

Benedick Oguu

Section A: Background Information of Respondent

Tick the appropriate answer in the basic information as required

1. Sex

1. Male ☐ 2. Female ☐

2. Age group

1. 20-29 years ☐ 2. 30-39 years ☐ 3. 40-49 years ☐ 4. 50 Years and above ☐

3. Qualification

1. Diploma ☐ 2. Bachelor's ☐ 3. Degree ☐ 4. Master's Degree ☐ 5. Doctorate ☐

4. Tutoring Experience

1. 1-2 years ☐ 2. 3-4 years ☐ 3. 5-6 years ☐ 4. 6 Years and above ☐

5. Tutoring load per week

1. 2- 3 lessons ☐ 2. 3-5 ☐ 3. 5-7 ☐ 4. 7 and above ☐

6. Learning Environment

1. Favourable ☐ 2. Unfavourable ☐ 3. Not sure ☐

7. What responsibility do you hold in the institution?

1. Tutor ☐ 2. Senior Tutor ☐ 3. Deputy Principal ☐ 4. Principal ☐

Section B: Principals' Leadership Styles

PART I: This part focuses on the leadership styles of institutional administrators. Please tick the option that directly represents your opinion about the leadership styles commonly used by your administrators using the scale given below;

Strongly Agree =5, Agree =4, Neutral =3, Disagree =2, and Strongly Disagree=1

Code	Items	1	2	3	4	5
Decision-making						
B1	My administrators always consider tutors' suggestions and thoughts in decision-making for training criteria in institution					
B2	My view in Meeting of policy is considered in final decision-making of the institution administration					
B3	My principal consults me whenever he/she wants to pass final resolution in institution meeting					
B4	My principal allows me to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the institution					
B5	My principal encourages co-operation among the teaching staff during the decision-making process of the institution.					
B6	My principal uncomfortable with the decision I made for promotion in staff meeting					

Communication						
B7	My principal sends memos when he wants to communicate to me					
B8	My principal makes telephone calls when he/she want to talk to me					
B9	My principal organizes meeting when he/she wants to talk to me					
B10	My principal writes a note in the staff noticeboard when he/she wants to talk to me					
Delegation of duties						
B11	I am delegated duties by the institution's principal.					
B12	I am directed by the institution leaders on how to perform the delegated duties.					
B13	I am guided by the institution leaders on how to perform the delegated duties.					
B14	I am supervised by the institution's principal on the duties delegated to me.					
B15	I am rewarded by my principal for the duties delegated to me.					
B16	My principals delegated me duties that I am knowledgeable about.					
B17	My principal delegates me duties I am skilled at.					
B18	My principal delegates duties that I am talented at					
B19	my principal delegates me duties I have no idea about					
B20	My principal delegates me duties I have no experience at all.					

Section C: Tutors' Job Performance

This section specifically measures the performance of the tutors. Please circle the option that best reflects your performance using the scale provided below:

1=Very Rarely, 2=Rarely; 3=Not Sure; 4=Regularly, 5=Very Regularly

Code	Items	1	2	3	4	5
Task Performance						
C1	I always managed to plan my work so that I finish it on time	1	2	3	4	5
C2	I keep in mind the work result I need to achieve	1	2	3	4	5
C3	I can set priorities in all that I do	1	2	3	4	5
C4	I am capable of performing my tasks effectively.	1	2	3	4	5
C5	I manage my time well	1	2	3	4	5
C6	On my initiative, I start new task when my old tasks were completed	1	2	3	4	5
C7	I take on challenging tasks when they were available	1	2	3	4	5
C8	I work on keeping my job-related knowledge up-to-date	1	2	3	4	5
Contextual Performance						
C9	I work on keeping my work skills up-to-date	1	2	3	4	5
C10	I come up with creative solutions for new problems	1	2	3	4	5
C11	I take on extra responsibilities	1	2	3	4	5
C12	I continually sought new challenges in my work	1	2	3	4	5
C13	I actively participate in meetings and/or consultations	1	2	3	4	5

Counterproductive Work Behavior						
C14	I don't complain about minor work-related issues at work	1	2	3	4	5
C15	I don't make problems at work bigger than they were	1	2	3	4	5
C16	I don't focus on the negative aspects of the situation at work instead of the positive aspects	1	2	3	4	5
C17	I talk to colleagues about the negative aspects of my work	1	2	3	4	5
C18	I don't talk to people outside the organization about the negative aspects of my work	1	2	3	4	5

Appendix II: Interview Guide for Principals and Deputy Principals

Section B: Background Information of Respondent

Tick the appropriate answer in the basic information as required

1. Sex

1. Male ☐ 2. Female ☐

2. Age group

1. 20-29 years ☐ 2. 30-39 years ☐ 3. 40-49 years ☐ 4. 50 Years and above ☐

3. Qualification

1. Diploma ☐ 2. Bachelor's ☐ 3. Degree ☐ 4. Master's Degree ☐ 5. Doctorate ☐

4. Tutoring Experience

1. 1-2 years ☐ 3-4 years ☐ 5-6 years ☐ 6 Years and above ☐

5. Tutoring load per week

1. 2- 3 lessons ☐ 2. 3-5 ☐ 3. 5-7 ☐ 4. 7 and above ☐

6. Learning Environment

1. Favourable ☐ 2. Unfavourable ☐ 3. Not sure ☐

7. What responsibility do you hold in the institution?

1. Tutor ☐ 2. Senior Tutor ☐ 3. Deputy Principal ☐ 4. Principal ☐

1. How do you promote an environment where tutors feel comfortable making decisions with minimal guidance from your leadership?
2. Can you provide an example of a situation where you allowed staff members to exercise their decision-making abilities effectively?
3. Could you share an instance where a staff member successfully resolved a significant issue independently? How did you support their autonomy in problem-solving?
4. What steps do you take to ensure that tutors have access to the necessary resources and tools to excel in their roles?

5. How do you provide constructive criticism to support the growth and development of your tutors?
6. Describe a situation where you needed to take charge and provide direction during a challenging circumstance within the institution.
7. Can you share a successful delegation experience where tasks were delegated effectively, resulting in positive outcomes for the institution?
8. How do you foster a collaborative work environment among staff members?
9. Describe a time when you supported a staff member's creative idea that positively impacted the school.
10. How do you ensure transparency and open communication within the institution community?
11. How do you ensure fairness in decision-making processes within the institution?
12. Describe initiatives you have implemented to enhance employee engagement and satisfaction.
13. How do you handle situations where staff members have limited input into decision-making processes?
14. Can you discuss a challenge you faced due to limited input from tutors and how you addressed it?
15. Describe the structured environment you create within the institution. How does it impact productivity and efficiency?
16. Can you share an instance where your leadership style dictated work methods and processes?
17. How do you ensure that staff members feel trusted and valued despite limited input into decision-making?

Thank you for your responses

Appendix III: Research Budget

	Items	Amount (UGX)	Remarks
1	Internet	150,000	Online resources and online communication
2	Transport	500,000	To and from the research field and also to the University.
3	Airtime	100,000	Necessary communication.
4	Software	50,000	SPSS software purchase
5	Stationary	300,000	Necessary printing, photocopying and binding
7	Miscellaneous	400,000	
	Total	1,500,000ugx	

Appendix IV: Research Work Plan

S/NO	ACTIVITY	DURATION	REMARKS
01	Submission of research topic	March,2023	Submitted and approved
02	Allocation of supervisors	April, 2023	Done
03	Research proposal writing	April,2023-september-2023	Done
04	Submission of research proposal for marking	September,2023	Done
05	Research proposal defense	October,2023	Done
06	Correction of work after defense	November2023-March, 2024	Done
07	Data collection	May-June, 2024	Done
08	Data analysis	June, 2024	Done
09	Dissertation writing	June-July, 2024	Done
10	Submission for marking	July, 2024	Done
11	Defense	November, 2024	Done

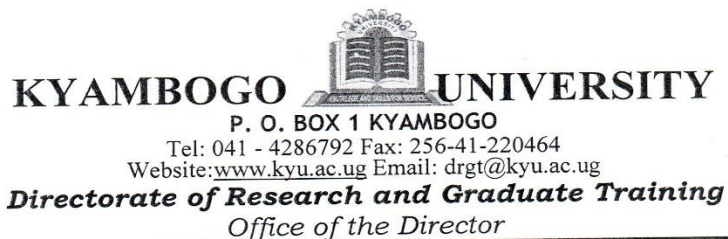
**Appendix V: Krejcie and Morgan Table for Determining Sample Size for a Given
Population**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

S is sample size.

Appendix VI: Introductory Letter



Date: 23/04/2024

TO WHOM IT MAY CONCERN

RE: OGUU BENEDICK

Dear Sir/Madam,

This is to introduce to you the above-named student Reg: No **21/U/GMEF/14529/PE** pursuing Master of Education in Educational Foundations, Department of Foundations and Psychology, Kyambogo University.

He intends to carry out research on **“Principal Leadership Styles and Tutors’ Job Performance: A Comparative Study of Training Institutions in Central Uganda.”** in partial fulfillment of the requirements for the award of Master of Education in Educational Foundations of Kyambogo University.

The purpose of this letter therefore is to request you to grant him permission to carry out his study in your institution.

Any assistance rendered to him will be highly appreciated.

Yours sincerely


Prof. Bosco Bua
AG. DIRECTOR

