

**AN ASSESSMENT OF TASK-ORIENTED LEADERSHIP ON EMPLOYEE  
PERFORMANCE IN UGANDA: A CASE STUDY OF BUHOMA MUKONO  
COMMUNITY DEVELOPMENT ASSOCIATION (BMCDA) IN KANUNGU DISTRICT.**

**BY**

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**MAY 2022**

## DECLARATION

I, Orikyiriza Elli declare that the work presented in this dissertation is original and has never been presented to any other University or institution for any award. Where other people's research is used, the references have been provided.

Signature... 

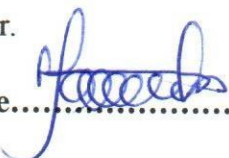
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## APPROVAL

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## CO-SUPERVISOR

## **DEDICATION**

To the people without whom this research would not have been possible: My great friends: Bob Sullivan, Jim Moore, Ian Sendagala, Denis Nyanbworo, and my brother Mr. Moses Musiimenta.

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## **LIST OF ABBREVIATIONS**

BCHS:	Buhoma Community High School (BCHS)
BCNPS:	Buhoma Community Nursery and Primary School (BCNPS)
BMCDA:	Buhoma Mukono Community Development Association (BMCDA),
DV:	Dependent variable (DV).
HODs:	Heads of Departments (HODS)
IV:	Independent variable (IV),
LBDQ:	Leader Behavior Description Questionnaire (LBDQ)
LPC:	Least Preferred Coworker (LPC)

## ABSTRACT

The purpose of the study was to assess the relationship between Task-oriented Leadership and Employee Performance at Buhoma Mukono Community Development Association (BMCDA). The study objectives were: to determine the relationship between task structure and employee performance; to investigate the influence of level of authority on employee performance at BMCDA; and, to examine the influence of leader-member relations on employee performance at BMCDA. The study employed a cross-sectional research design whereby both quantitative and qualitative approaches were used. The target population of the study was 120 respondents. Ninety-two (92) respondents were selected using simple random sampling, and 12 key informants (leaders/managers) were selected using purposive sampling. Subsequently, the researcher used questionnaire and interview methods to collect data from employees and leaders/managers respectively. The study findings revealed a correlation coefficient of  $r=.682$  which shows a significant relationship between task-structure and employee performance. The study findings also revealed that there was relationship between level of authority and employee performance as shown by a correlation coefficient of  $r=.490$ . The study findings revealed a weak correlation coefficient of  $r=.171$  which implies a weak positive relationship between leader-member relations and employee performance. The conclusion for the study, therefore, was that task-oriented leadership has a greater positive relationship on employee performance, in which situation leader's behaviors which involve: inspiring a shared vision through timely communication, emphasizing development and recognizing accomplishments explains some of the determinants in whether employees will ensure timeliness, quality, quantity of work and cost effectiveness at BMCDA. The researcher recommends that greater and more positive focus should be put on leadership behaviors that involve giving constructive feedback about performance, providing resources to employees to help them accomplish tasks, and implementing procedures to improve work processes, so as to improve employee performance. Such changes should be properly and carefully implemented to guide, and motivate subordinates and ensure organizational effectiveness.

## **CHAPTER ONE**

### **1.0 Introduction**

The study aimed at assessing the relationship between task-oriented leadership on employee performance at Buhoma Mukono Community Development Association (BMCDA)

Task-oriented leadership in this study was conceived as the independent variable (IV), while employee performance was the dependent variable (DV). Task-oriented leadership was assessed in form of: task structure, level of authority and leader-member relation, while employee performance was measured in form of: quality of work, quantity of work, timeliness and cost effectiveness as described in the conceptual framework.

Task-oriented leadership is a behavioral approach in which the leader focuses on the tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard. According to Northouse (2010), task-oriented leadership is primarily concerned with attaining objectives for organizational success. While Performance (work performance) is defined as the work quality and quantity achieved by an employee in carrying out his/her obligations in accordance with the tasks given to him by a supervisor. Performance includes the resulting outcomes of the performed actions of employees based on their technical knowledge and skills. (Ellinger et al, 2003).

In addition, this chapter also deals with the background of the study, the statement of the problem, the general objective, the objectives of the study, research questions, hypothesis, the scope, and significance of the study. Several researches have generated different ideas and opinions about leadership style and employee performance; however, different gaps remain about whether task-oriented leadership is greatly related to performance of employees. Therefore, the researcher undertook the research to establish the relationship between Task-oriented leadership and employee performance in specific reference to Buhoma Mukono Community Development Association (BMCDA)

Buhoma Mukono Community Development Association (BMCDA) is a non-profit organization founded in 1992 by members of Mukono parish, Kanungu District, with the help of John Dubois (an American Peace Corps volunteer). BMCDA began its operations in 1993 with a mission of “starting a development process directed to empowering children, women and all other people in

its operational area, through providing quality health, education and encouraging conservation, with created sustainable resource base from its projects. BMCDA is located in Buhoma Town Council, Kanungu District, south-western part of Uganda.

Being a community-driven enterprise, BMCDA is managed by a Board of Directors elected by the general assembly every three years. The Board of Directors (BOD) is the supreme body of the organization and is responsible for hiring and firing employees, mobilizing and allocating funds to the different projects owned by the association. Projects owned by BMCDA include: Buhoma Community Rest Camp (BCRC) initiated in 1993, Buhoma Community Nursery and Primary school (BCNPS) initiated in 1998, Buhoma Community High School (BCHS) initiated in 2011, Buhoma Community Village Walk (BCVW) initiated in 2000, and Buhoma Community Haven Lodge (BCHL) initiated in 2015. The association is currently venturing into a community-based tour and travel company called Bwindi Eco-tours with an intention of raising income to support the community.

## **1.1 Background to the study**

The background of the study is divided into historical, theoretical, conceptual and contextual perspectives as follows;

### **1.1.1. Historical Perspective**

For much of its history, leadership research has been regarded as a divided and confusing set of contradicting findings and opinions which are very difficult to interpret.

A reasonable number of well-accepted findings points the way toward a successful and useful integration of existing knowledge, based on the different functions and roles performed by effective leaders, begins to answer the question of how well leaders behave and raises interesting questions about the personal characteristics of leaders that facilitate those behaviors.

Leadership is defined as "a process of social influence in which one person is able to gain the aid and support of others in the accomplishment of a common task." The emphasis of this definition is that people should be encouraged to develop not only willingness to work but also willingness to work with zeal and confidence. Several researchers have had a long-standing interest in both organizational and political leadership. This has been generally interpreted as the use of authority

in decision making exercised as a characteristic of position, personal knowledge or wisdom. Mullin (2002) says that there are over 400 definitions of leadership. As Burns (1978) acknowledges, “leadership is the most observed and least understood phenomenon on earth”.

Western European philosophers focused strongly on an individualistic cultural environment, where they looked primarily on the characteristics of leaders to explain leadership. For example, Carlyle (1841-1907) proposed the great man theory of leadership, which emphasized that successful leaders possessed traits or personality qualities and character that set them apart from their subordinates. The interest in individual characteristics of leaders was boosted by the development of intelligence tests in the early 20th century.

Traits considered to be strongly associated with leadership, such as dominance, assertiveness, intelligence, physical stature, social sensitivity, and many others, became key factors in explaining leadership. Stogdill (1948) provided an extensive review of 30 years of the trait studies. He reported that a few traits (mostly intelligence) were sometimes associated with reliable differences between leaders and followers (that is, about 35% of the time), but there was no single variable or even group of variables that was related to leadership across a variety of situations. Stogdill concluded that although individual characteristics were very important in describing effective leaders, the different situations in which leaders operated made it unlikely that any one characteristic would be a general determining factor. Although it was not immediately recognized, Stogdill’s analysis set the foundation for theories of leadership that were predicated on an interaction between leader traits and situational contingencies.

Outcomes of the effects of leadership style (i.e., autocratic vs. democratic) on the atmosphere of small groups (Lewin, Lippitt, & White, 1939), process analyses of interactions in laboratory discussion tasks (Bales & Slater, 1955), and reports of industrial workers on the behavioral styles of their supervisors (Kahn, 1951) sought to identify patterns of leader behavior associated with high productivity or willingness to work. The most productive of these research programmes and the one with the most reliable impact on the field of leadership was the set of studies surrounding the development of the Leader Behavior Description Questionnaire (LBDQ) at Ohio State University (Hemphill, 1950). This 150-item behavioral list was used to collect ratings of military and industrial leaders by supervisors, subordinates, and observers. Following the study, different factor analyses revealed that a major part of the differences in leader behavior could be explained



by two important factors (Halpin & Winer, 1957). The most key factor, labelled Consideration, included behaviors such as showing concern for the feelings and welfare of subordinates, making sure that their suggestions were considered in decision making, and attempting to reduce conflict in the work environment. These behaviors seemed to show leader intentions to support positive group morale and employee satisfaction. A strong second factor, named Initiation of Structure, included items measuring the leader's use of standard operating procedures, criticism of poor work, and emphasis on high levels of performance. These behaviors appeared to be related to a leader's focus on building a work plan or structure for task accomplishment.

Although the LBDQ factors were found reliable in ratings of leader behavior across a wide range of settings, they were less than completely successful at predicting the important outcomes associated with leadership effectiveness, that is, employee satisfaction and performance (Fleishmann & Harris, 1962; Korman, 1966). Considerate leadership was often related to employee satisfaction or morale, and Consideration and Initiation of Structure were sometimes but not always predictive of group performance. The failure of this carefully researched behavioral measure to predict leadership led many researchers to begin new investigations.

These new investigations started with Fiedler's first articles (1964) and thereafter, a book (1967), which presented a new approach to understanding leadership effectiveness. The contingency model of leadership effectiveness was developed in response to Stogdill's (1948) call for an approach based on the interaction of leader personal qualities with situational factors. Early work (Cleven & Fiedler, 1956; Fiedler, 1955, 1958) tested the possible validity of a leadership trait measure on the basis of the leader's views of coworkers. The measure, which later came to be known as the Least Preferred Coworker (LPC) scale, differentiated leaders who viewed poorly performing coworkers in very negative terms, and therefore thought to reveal a very strong concern with effective task performance, from those who viewed poorly performing coworkers in less negative terms; found out to reflect a greater emphasis on interpersonal relationships.

Fiedler re-analyzed a large number of studies—this time classifying the group settings in terms of the degree of support and cooperation offered by followers, the clarity and definition of the group's task, and the leader's power and authority to direct and reward followers. These three

variables were combined into a dimension of "situational favorableness" (Fiedler, 1967) or "situational control" (Fiedler, Chemers, & Maher, 1976), thought to reflect the degree to which the overall situation gave the leader a feeling of certainty, predictability, and control over group processes. Fiedler (1996), also provided recent information on the importance of leadership by saying that the effectiveness of a leader is a major determinant of the success or failure of a group, an organization or even a country. Indeed, it has been argued that one way in which organizations have sought to cope with the increasing competition and changes in the external environment is by training and developing leaders and equipping them with the skill to cope (Darcy and Kleiner 1991; Hennesy1998).

Several different types of leadership styles have been suggested by various researches, for example: Bass (1985) pointed out that there are four dimensions of transformational leadership, three dimensions of transactional leadership, and a non-leadership dimension of laissez faire leadership. Avery (2004) suggested categorizing leadership into four leadership styles. The business writer Daniel (2002) categorized different leadership styles. They suggested that leadership styles could be explained on a scale ranging from autocratic through democratic to participative to show the extent of authority and decision-making power of leaders and employees. Although the facts above show that research about leadership has developed over many years, current focus has been put on the importance of leadership styles and behavior towards the development of employee and success of the organization.

In Africa, Mohammed, Yusuf, Sanni, Ifeyinwa, Bature, & Kazeem (2014) used the path-goal theory of leadership to establish the relationship between leadership styles and employees' performance in selected business organizations in the federal capital territory of Abuja, Nigeria. The findings showed that there was a significant relationship between leadership style and employee performance in selected business organizations. This study observed that leaders and leadership style in organizations have an effect on the ability of their employees to achieve corporate goals and objectives (Menz, 2012). The study recommended that for superior employee performance to be attained, a good reward system must be put in place (Northouse, 2014).

In Uganda, employees especially in government agencies have long been criticized for poor performance, lack of flexibility, inefficiency, and less accountability (Said, et al., 2015). Leadership in Uganda has long been linked with preference for hierarchy and relationship (Ansari, et al., 2004). According to Soha, Osman, Manaf, & Abdullah (2016), Uganda is best known as a place where leaders have the highest authority and power, laws and regulations are set and controlled by the leaders, and leaders are mostly the decision makers. As stated by Asari, et al., (2004), Ugandan employees are expected to obey, implement, and are not allowed to disagree with their leaders. Seniors (supervisors or elders) are respected and obeyed. They are the decision makers, and subordinates are supposed to implement any tasks assigned to them. In general, societal norms dictate that juniors do not disagree with seniors.

### **1.1.2. Theoretical perspective.**

The study was directed by Fiedler's contingency theory (1967). Fiedler's Contingency Model emphasizes that there is no one best style of leadership. The model suggests that a leader's success and effectiveness is determined by whether the leader's style and the environment in which the leader is performing complement each other.

Fiedler's Contingency Concept is based on a theory developed in the mid-1960s by Austrian psychologist Professor Fred Fiedler after studying the personalities and characteristics of leaders. In his study, he found out that a leader's readiness level came down to two factors: Natural leadership style and Situational favorableness. Fiedler also found out that the Situational Favorableness of a particular situation depends on three distinct factors, and these include:

**Leader-Member Relations** – This is the level of trust and confidence that your team has in you. It is therefore the assurance that followers have on a leader. A leader who is more trusted and has more influence within the group is in a more favorable situation than a leader who is not trusted.

**Task Structure** – This refers to the type of task you are doing: clear and structured, or vague and unstructured. Unstructured tasks, or tasks where the team and leader have little knowledge of how to achieve them, are viewed unfavorably.

**Leader's Position Power** – This is the level of the leader's authority and power to direct the group, and provide reward or punishment. The more power the leader has, the more favorable the situation. Fiedler identifies power as being either strong or weak. Fiedler identified two different styles of leadership behavior based on a test called the Least Preferred Co-worker (LPC) scale.

Whereby Leaders think of the person they would least like to work with. They then rate their least-preferred co-worker from 1-8 on a variety of different criteria,

This contingency theory directed the study variables by the assertion that; the leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the potentials and behavior of workers that depend heavily on the situational factors. This theory puts forward an idea for consideration of a friendly approach to management by focusing on situation first rather than organizational means to apply a specific leadership style that will improve employee performance.

### **1.1.3 Conceptual perspective**

In the study, the key concepts were employee performance as a dependent variable and task-oriented leadership as an independent variable.

Task-oriented leadership is a behavioral approach in which the leader focuses on the tasks that he/she needs to be performed in order to meet certain goals, or to achieve a certain performance standard. Task-oriented leaders focus on getting the necessary task, or series of tasks at hand, in order to achieve a goal. These leaders are typically less concerned with the idea of catering for employees, and more concerned with finding a step-by-step solution required to meeting specific goals. They will often actively define the work and the roles required, put structures in place, and plan, organize, and monitor progress within the team (Manktelow, 2012).

This type of behavior is primarily concerned with accomplishing the task, utilizing personnel and resources efficiently, and maintaining orderly reliable operations. Three specific types of task-oriented behaviors are planning, clarifying and monitoring (Yukl, 2002). In this study, Task-oriented leadership was assessed using three dimensions. These dimensions included: task structure, level of Authority, and Leader member relation.

On the other hand, the dependent variable in the study was employee performance, which was perceived as the ability of employees to perform organizational tasks, meet expectations in terms of goals and objectives, by identifying long-term investment to means of achieving them (that is; organizing, executing and accomplishing roles and duties in the minimum time possible (Adair 2005). Employee performance has always looked at in terms of outcomes. It can, however, also be measured in terms of behavior (Armstrong, 2000). Kenney, et al., (1992) pointed out that

employees' performance is measured in relation to performance standards set by the organization. There are a number of indicators that can be taken into consideration when measuring performance: for example, using of quality, efficiency, productivity, effectiveness and efficiency, and profitability measures, (Ahuja, 1992 as cited in Nassazi, 2013). Efficiency is the ability to produce the required results by using minimal resources possible, while effectiveness is the ability of employees to meet the set objectives or targets (Stoner, 1996). Productivity (quantity) can be conveyed as a ratio of output to that of input (Stoner, et al., 1995). Quality is the characteristic of products or services that have the potential to satisfy the buyer's needs (Kotler & Armstrong, 2002). Therefore, in the study employee performance was evaluated with the help of different standards namely: quality of work, quantity of work, timeliness and cost effectiveness, as defined above.

#### **1.1.4 Contextual perspective**

Employee performance is key to the attainment of BMCDA's mission which is to: start a development process directed to the empowerment of children and women, quality health, education, conservation and communication, by creating a sustainable resource base. Employees' performance at BMCDA has fallen due to different challenges ranging from organizational politics, bureaucracy, and applying administrative ways to manage their projects (as stated in the Annual performance report, 2019). Employee performance in BMCDA projects has also been limited by poor organizational structures which have caused a decline in employees' commitment towards performing their tasks.

The recent adoption of task-oriented leadership was seen as an intervention to improve employee performance. This is currently being implemented by leaders through coaching, guiding, and supporting their employees in a manner that permits them to give full support to group goal achievement while also fulfilling their own personal needs and goals. To implement this, leaders at BMCDA were trying to identify the potentials, values, and personalities of the different employees in different projects, so that they can design a clear performance strategy that is possible to do easily and convenient to all stakeholders (Annual performance report 2019)

It was therefore important to assess how task-oriented leadership has been executed to face the challenges existing at BMCDA, that is: poor communication, weak management, leadership gaps within the board, and financial irregularities, so as to help the organization improve its

employees' performance. The researcher therefore aimed at assessing the relationship between task-oriented leadership and employee's performance in specific reference to BMCDA.

## **1.2 Problem statement**

For more than four decades, the impact of leadership style on employee performance has been a topic of interest among academics and people working in leadership positions (Rowe et al, 2005). The most common reason for this interest is the wide-spread belief that leaders can affect the performance of employees depending on the particular leadership style adopted (Berson, et al, 2001). Keeping in view, the above debate in BMCDA's perspective, managers and leaders are expected to exhibit the right behaviour towards employees according to a set of leadership guidelines with the view of achieving organizational goals and improving performance of employees. This therefore led leaders at BMCDA to adopt a task-oriented leadership style where it was realized that in most departments in the organization, work schedules were task-focused and routine, sometimes with no flexibility, and decisions and policies were imposed on subordinates by their leaders.

Despite the interventions through task-oriented leadership to ensure efficiency and effectiveness in employee performance, the quantity and quality of services, and cost effectiveness has remained below expectations as highlighted in the Annual performance report of 2019. During the year 2018, a total of 10 guests who had stayed at Buhoma Community Rest Camp (BCRC) complained of poor hospitality services. This number increased to 22 guests by the end of 2019. The Annual performance report of 2019 also highlighted that Performance in BMCDA owned schools had also dropped, the number of pupils passing with first grade had reduced from 7 to 2 at Buhoma Community Nursery and Primary School (BCNPS) for the years 2018 and 2019 respectively. The poor employee performance was also indicated by a fall in sales amounting to 150 million Ugandan shillings in 2018 and 200 million in 2019(Financial statement 2018/2019). In 2020, there was a reduction in total income by almost 70% due to closure of schools and tourism business, leading to a decline of profits and increase of debts (Audited financial report of 2020).

The above evidence describes the existence of the problem of employee performance which according to the Annual performance report (2019) was being handled by leaders at BMCDA through using their skills and abilities, to create a sense of trust in personal control thus

encouraging each employee to be self-confident about the tasks assigned to them. The leaders were also directing resources towards creating an atmosphere that would be suitable for the employees to meet targets and performance demands while ensuring a smooth flow of information from supervisors and proper decision making. The continued poor employee performance could be as a result of lack of integration of the leadership style used by managers and leaders in performance guidelines at BMCDA. Therefore, it was against this performance background that this study was conducted to assess the relationship between task-oriented leadership and employee's performance at BMCDA.

### **1.3 Objectives of the study**

The study was directed by both general and specific objectives as mentioned below.

#### **1.3.1 General objective**

The study assessed the relationship between task-oriented leadership and employee performance, in specific reference to BMCDA.

#### **1.3.2 Specific objectives**

The study was guided by the following objectives:

- i. To determine the relationship between task structure and employee performance at BMCDA:
- ii. To investigate the influence of level of authority on employee performance at BMCDA:
- iii. To examine the influence of leader-member relation on employee performance at BMCDA.

### **1.4 Research questions**

- i. What is the relationship between task structure and employee performance at BMCDA?
- ii. To what extent does level of authority influence employee performance at BMCDA?
- iii. To what extent does leader-member relation influence employee performance at BMCDA?

### **Hypotheses**

The study was based on the assumptions that;

**H1-** There is a relationship between task structure and employee performance at BMCDA

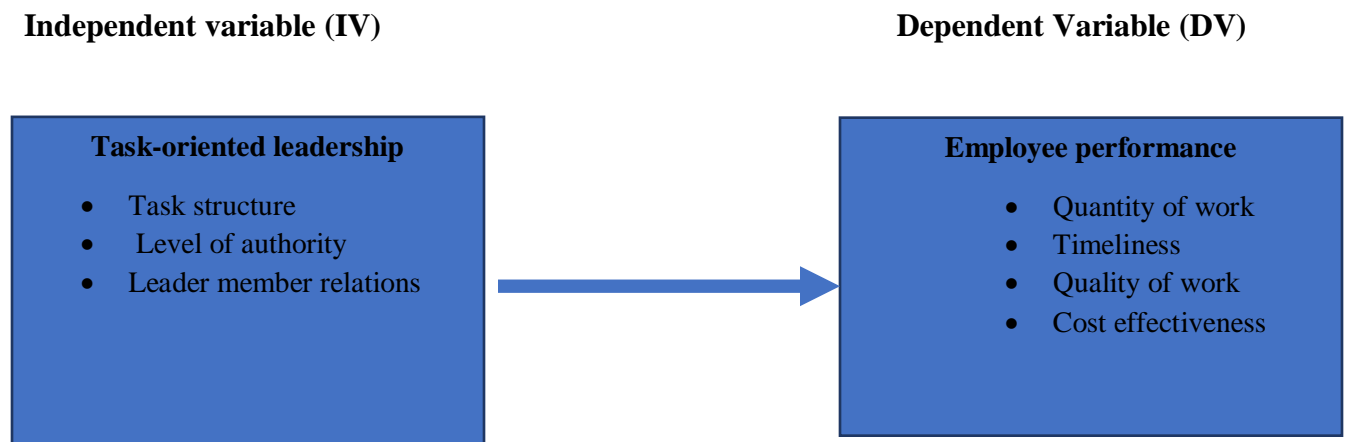
**H2-**There is an influence of level of authority on employee performance at BMCD A.

**H3-** There is an influence of leader-member relation on employee performance at BMCD A.

### 1.5 Conceptual Framework of the Study

The conceptual framework was hinged on the idea of (Amin, 2005) who requires that a conceptual framework is relevant to adequately present the relationship between the independent and dependent variables in a study. The study included two variables as perceived in Figure 1.1 below. The first variable was task-oriented leadership which was an independent variable (IV) that was viewed in three dimensions. These dimensions included: task structure, level of authority, and leader member relation(trust). The second variable was employee performance- a Dependent Variable (DV). Employee performance was evaluated with the help of different performance measures, namely: quantity of work, timeliness, quality of work, and cost effectiveness. The relationship between both variables was identified by linking the two variables, that is: using the dimensions of task-oriented leadership and different standards for measuring employee performance at BMCD A.

**Figure 1.1 summary of the conceptual framework**



**Source: Fiedler's contingency theory (1967) and modified according to the study by the researcher 2022**

### 1.6 Scope of the study

The study focused on the geographical scope, content scope and time scope



### **1.6.1 Geographical scope**

The study was restricted to Buhoma Mukono Community Development Association (BMCDA), located in Buhoma Town council, Kanungu District. The study involved the assessment of employees's perspective on the behavior of their leaders and employee performance. BMCDA was considered because the performance of its projects had been poor as indicated by comments of their customers, and fall of their income (Financial Report 2019).

### **1.6.2 Content scope**

The study was about assessing the relationship between task-oriented leadership and employee performance at BMCDA, where in the study, the opinions of 92 respondents working with the organization in different projects were considered. These were investigated with the help of questionnaires and interview guide. Task-oriented leadership was assessed in terms of task structure, level of authority and leader-member relation, and employee performance was assessed using four performance indicators which include: Quantity of work, timeliness, quality of work and cost effectiveness.

### **1.6.3 Time scope**

The study assessed the relationship between task-oriented leadership and employee performance over the time period of nine years ranging from 2010 to 2019, and this helped to understand the relationship between task-oriented leadership on employee performance at BMCDA.

## **1.7 Significance of the study**

The study will be of benefit to different stakeholders in the following ways:

### **To BMCDA**

The findings of the study would help the management of BMCDA to realize the importance of task-oriented leadership to the performance of employees, and achievement of organizational goals. This will provide them with a foundation for strengthening their leadership strategies so as to ensure that the right leaders are recruited and retained in the projects.

### **To other private business enterprises**

It was hoped the study findings would act as a starting point for evaluating task-oriented leadership in other enterprises in Uganda. This would enable these enterprises to develop

appropriate leadership policies that could be used to attract skilled employees who could contribute to the attainment of their business goals.

### **To leaders and supervisors at BMCDA**

The Leaders and Heads of Departments (HODs) in BMCDA projects were expected to be able understand the effect of their leadership behavior on employee performance, the study findings were expected to help them to generate best leadership principles to which their leadership would be carried on so as to improve employee performance in the organization.

### **Other Researchers and Academicians**

The study results were expected to be used by other researchers and academicians as a benchmark for further research. Other researchers were expected to use the research findings for literature review and as a point of reference. The research findings were expected to be useful in identifying gaps that the current study may not have addressed. The study findings were therefore expected to strengthen the body of knowledge in the field of organizational leadership and employee performance of private business enterprises in Uganda

### **To the Student**

Successful completion of study would enhance the researchers' knowledge and understanding of various issues that we as humans face. Submission of the research findings to the Directorate of Postgraduate Training would be important to the researcher as it would be in partial fulfilment of requirements for the award of a Master's Degree in Business Administration (Management) of Kabale University.

### **1.8 Definitions of key terms**

**Leadership;** According to Dran (2004), leadership is a process by which goals and directions are set by one person for their group.

**Performance:** was defined as the degree of success attained by a person as result of executing various tasks compared to expected outcomes, such as: work standards, or set criteria that have been agreed upon by the stakeholders.

**Employees' performance:** was perceived as the possession of the means by employees to perform assigned tasks, requirements and achieve objectives, through planned investment in organizing, executing and accomplishing roles and duties in the possible minimum time.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the review of existing literature that has explored the relationship between task-oriented leadership and employee performance. The literature in this section was basically derived from the works of previous researchers and scholars, observations and experiences noted in text-books, journals, and other related literature. It was done according to the research objectives.

#### **2.1 Concept of Task-oriented leadership**

Different studies provide an understanding about task-oriented leadership behavior as a course action to improve employee performance. Moreover, through various studies, it has been found out that the inquiry about a connection between leadership and employee performance is very difficult to understand because there are always many other factors affecting the situation an organization (Powell, 2004).

In his study, Holloway (2012) stated that a task-oriented leader majorly focuses on the organizational performance according to goals with the teamwork. Employees' issues are not important for him. However; the leader's ability to make considered decisions is dependent on employees so that he may be able to use the best ways and time for the accomplishment of the tasks.

Kellett, Humphrey, and Sleeth (2006) studied the connection between a task-oriented leader and cognitive abilities, and they put forward that performance of the different tasks in the organization has a significant relationship with leaders' behavior. The chances for performing a simple and complex task were allowed to the employees depending on their choice. The different tasks include: organizing, planning, controlling and problem solving. This study put forward the fact that with the help of cognitive abilities a task-oriented leader has a positive influence on the accomplishment of different tasks in an organization. The authors measured the cognitive ability with the Wonderlic Personnel Test. The cognitive ability and complex tasks achieved high ratings with a task-oriented leadership behavior.

Stogdill (1963) also investigated about the types of behaviors that included consideration and initiating structure. He generated the following descriptions following his study findings: employees' comfort, status, well-being, and contributions from followers in form of suggestions; while initiating structure involves-applying pressure to ensure maximum output, clearly defining his/her level of authority and power, and letting followers know what is expected in terms of performance.

In additional discussions about consideration and initiating structure, Akhtar & Haleem (1979) raised the following comment about the different terminologies:

*“Review of the literature in this area brings to light a few facts. Firstly, ‘employee oriented’, ‘employee-centered,’ ‘supportive,’ and ‘considerate’ are the various terms that have been used interchangeably. Similarly, ‘production-centered,’ ‘job-centered,’ and ‘initiating structure’ have been used to refer to relations-oriented and task-oriented”. (p. 90)*

## **2.2 The Leadership theory**

While behavioral theories may help managers develop different leadership behaviors, they provide limited guidance as to what makes effective leadership in different operational situations. Indeed, most researchers today have concluded that no one leadership style is right for every manager under all conditions. Instead, contingency-situational theories were developed to explain that the style of leadership to be used is subject to such factors as the situation, the people, the task, the organization, and other environmental variables. The major theory contributing towards this school of thought is described below:

### **Contingency Leadership Theory**

Contingency leadership theory is part of the general contingent approach to organizational management. This was put forward for consideration by Fred E. Fielder and associates. The theory assumes that there is no single leadership style that can fit different types of organization.

According to Achunine (1998), Contingency leadership theory encourages the manager to consider the nature and characteristics of an organization in order to decide on which leadership behavior is applicable under a given situation. In this connection, Levine and Hogg (2012) stated that the contingency approach to management is built on the idea that there is no one best way to

manage and that to be successful in leadership, controlling, leading, and organizing, must be changed so to suit particular situations faced by an organization. In support of the contingency theory, Gupta (2009), stated that contingency theory of leadership highlights that the degree of successfulness of leadership is determined by corresponding a leader's style to right situation. Contingency leadership theory as understood from the above explanations dismisses the insistent and inflexible attitude of using one leadership style at the expense of others. Instead, it encourages the leader to apply different leadership approaches in different organizational situations. The theory suggests that no single leadership pattern is applicable in all organizations.

In relation to contingency theory, Cole (1986) mentioned that the most causing factors for using one leadership style or another are: group norms, size of the group, classification of the task, and the responsibilities of individuals within the group, as well as type of the environment. Possibly, the insight behind using different leadership styles in managing different organizations is that changes in tasks, people and situations means the need for different approach where success and efficiency of leadership are concerned. Thus, relying on a particular leadership style in managing an organization could be a disadvantage.

The contingency leadership theory assumes that personality qualities/traits are not the only key factors for distinguishing a successful leader from others. Even if the leader is endowed with these special qualities; he or she has to be aware of the situation in the organization, and a form of interaction existing between members of a group and the leader. It is based on this understanding of difference in organizational situations and qualities of group members that the leader would work towards establishing positive means to relate with the organization's existing challenges, the needs of the employees and the leadership requirements. It is possibly due to the significance of this theory on meeting employers' needs that the theory can be regarded as being in agreement with the Follower theory which according to Koontz and Weihrich (1988) explains a situation whereby people try to follow those whom they view as offering them a way of achieving their own individual desires.

As observed by Weihrich, Cannice and Koontz (2011), the contingency theory of leadership comprises three principles which include: power position, task structure and leader- member relations. The power position is the level to which the power of a position, as differentiated from other sources of power, such as personality or expertise, helps a leader to get members of a group

to act in accordance with the directions and specified standards. The principle of task structure in the contingency theory of leadership indicates a clear explanation of tasks and people responsible for them. Thus, the task structure explains a process through which organizational tasks are clearly outlined and delegated to responsible members in a clear and concise way. So, if tasks in an organization are well explained and divided among members of a group, there would be a possibility for successful evaluation of employee's performance. The leader-member relations principle can simply be defined as a situation in which the leader concerns himself with positive ways to acquire trust from his followers, and this supposedly calls for knowing the needs, and desires of the subordinates. Wehrich et al., (2011) observed in this connection that leader-member relations are more important than position power and task structure because of the fact that the principle of leader-member relations has to do with the degree to which group members like and trust a leader.

In general, contingency leadership theory is based on one underlying assumption of a positive relationship between organizational contingent situations and the leadership styles. Thus, the success of any leadership style depends heavily on the organization's existing situation, task and the people.

### **2.3 Employee performance**

The performance of any organization puts it in a better position from other organizations. Employee performance is one the critical factors that contributes significantly to the success of an organization.

The term performance is often used to give detail of productivity and effectiveness (Stannack, 1996). Previous studies relating to performance and leadership style show evidence of positive correlation these two variables.

Different researchers have defined employee performance and also highlighted factors affecting it as mentioned below:

According to Al Mehrzi and Singh (2016), Performance is defined as the level of success of a person during a given period in carrying out tasks compared to expected standards or outcomes. Yang, et al., (2016), state that performance is basically what employees do or do not do. According to Shmailan (2016), employee performance is an action that employees do in carrying

out the work done by the company. According to Anitha (2013), performance of an individual or an organization depends heavily on all organizational activities, operating procedures, employee engagement and knowledge management practices. These factors are all key determinants for ensuring high levels of employee performance. Islami, Mulolli and Mustafa (2018) accept that managing performance involves a series of actions or steps taken to achieve targeted performance level. These actions include: establishing and encouraging feedback, providing support, measurement, and agreement, which shape outcomes in terms of performance requirements.

Performance is not independent, but always relates to the level of employee job satisfaction. If employees are satisfied with their job, as well as, the organization, then they are more committed to perform their duties well, thus achieving organizational goals (Harter, et al., 2002). According to Bataineh (2017), employee performance is also a combination of efficiency and effectiveness of employees' daily activities to achieve the expectations of the stakeholders.

Learning in organizations plays a key role in improving employee performance. Providing trainings to employees helps in developing their abilities to accomplish delegated tasks (Gitongu, et al, 2016). Management standards to assess employee performance also play an important role in promoting employee performance, as this provides the image of actual performance and its position in terms of set standards. If differences are established, these standards help bring the outcomes back to their required levels (Mackay et al, 2004).

#### **2.4 Employee Performance Indicators and Measurement Techniques.**

Different indicators can be considered to establish the level to which task-oriented leadership behaviour influence employee performance.

Milkorwich and Bondream (1997) recognized performance indicators under different headings of: traits, skills abilities, and business results. In addition, acquiring higher quality production levels, achieving long-term customer satisfaction, attaining enough job and business knowledge, leading successfully, being reliable and dependable, to mention a few. This is important for the organization's survival and success.

A number of techniques are used to ascertain the level of employee performance, these include: the comparative approach, which uses ranking, forces distribution and paired comparison

techniques to measure employee performance; the attribute approach which uses graphic rating scales and the mixed standard scales to measure employee performance, and then the behavioral approach which employs critical incidents behavioral observation scale and organizational behavioral modification techniques to measure employee performance (Noe et al., 1996).

According to Hakala (2008), Performance measurement should be a continuous activity for all managers and their followers. Hakala also states that there are many ways of measuring employee performance and this measurement involves assessment of performance indicators. Hakala (2008) identified different examples of performance measurement indicators as explained below:

- (i) *Quantity*: The number of units of a material produced, processed or sold.
- (ii) *Quality*: The standard or degree of excellency of work performed. The percentage of work output that must be redone or is rejected is one such indicator.
- (iii) *Timeliness*: How fast work is being performed at a favorable time is another performance indicator that should be used with care to avoid mistakes.
- (iv) *Cost-Effectiveness*: This is the degree to which work is done effectively in relation to the cost.

Successful business management requires continuous monitoring of performance in order to acquire reliable information from which to judge the progress of the organization, or otherwise implement specific strategies. Improvement in performance can only be accurately realized when management is satisfactorily informed about performance levels in an organization. Therefore, it is imperative to find out how task-oriented leadership will help management at BMCDA to improve performance among its employees.

## **2.5 Task-oriented leadership and employee performance**

Research in leadership started moving away from recognizing personality leadership qualities, to establishing the impact of some leadership behaviors – mostly task-oriented and relationship-oriented leadership. Different conclusions have come up from various studies that have tried to establish the effects of task-oriented and relationship-oriented leadership. Some research results have shown that there is a positive relationship between task-oriented leadership and



productivity, while some other researchers have related great productivity and group efficacy with relation-oriented leaders.

Fiedler made a point of consideration regarding task-oriented leadership and relation-oriented leadership in his 1993 publication about the contingency model. Fiedler stated that a task-oriented leader can be most helpful when situations are unavoidable, whereby he would use his power and authority to influence and emphasize task completion.

A meta-analysis (Burke et al., 2006) conducted in 2006 combined a range of theoretical and empirical studies, and studied the impact of leadership behaviors through different capacities including breaking down the details of task-oriented and relationship-oriented leadership into subgroups such as "consideration", "initiating structure", and "empowerment". Its main focus of analyses was about establishing the relationship between task-oriented and relationship-oriented leadership behaviors on team productivity, team development, and team effectiveness. The study concluded that task-oriented leadership and relationship-oriented leadership produced closely related results about team effectiveness. However, the study found out a higher team productivity of 8% for relationship oriented led teams compared to 4% for task-oriented led teams.

Task-oriented leadership behaviour is therefore connected with attempts to achieve organizational goals and objectives (Mullins 2006). According to Cribbin (1978), the production-centred leader recognizes his or her people as just hands to get the work done. He or she is known for not sharing interest for neither workers welfare nor helpfulness about their feelings and needs. Thus, in the leader's view, accomplishing tasks takes priority over human work factors. The production-centered leaders maintain clearly set standard of performance and ask subordinates to follow these set standard rules. Therefore, the task-oriented leadership style focuses on getting the work done, interaction of group members towards the achievement of formal goals, and organizing group activities, rather than the wellbeing and motivation of employees. It is therefore proposed that employees who view their leaders as more task-oriented achieve greater level of task accomplishment, and thus employee performance.

### **2.5.1 Task structure and employee performance**

Encouraging facts about task-oriented leadership (task structure) and employee performance can be found in different studies as identified below:

One such study was conducted by Hodge (1976), who found out that organizational first-line managers felt very satisfied with superiors (second-line managers) who possessed high ability to initiate structure behaviors. Duntzman and Bass (1963) also studied supervisors who possessed relations-oriented and task-oriented behaviors. The study found out that supervisors who exercised task-oriented behaviors were more productive in terms of task accomplishment.

Leaders with task-oriented behaviour prioritize directing of group tasks; through scheduling and assigning of activities, giving direction and communicating required standards, and emphasizing deadlines. Thus, leaders who adopt this style focus directly on keeping their employees busy in going through specified work routines in an outlined way that is satisfactory in terms of standards (Likert, 1961). Furthermore, task-oriented leaders make up an example for employees by focusing on the required workplace guidelines, in the sense of how the duties are to be accomplished. Thus, they can delegate work and ensure that duties are completed by responsible people in a timely and productive way (Anzalone & Chris 2012). Larson, Hunt, and Osborn (1974) concluded that initiating structure leadership behaviors were more highly related to employee performance than consideration behaviors.

### **2.5.2 Level of authority and employee performance**

In the study of over 30,735 U.S. Army superiors, peers, and subordinates of commissioned and non-commissioned officers, Penner, Malone, Coughlin, and Herz (1973) established that superiors gave higher performance grading to officers who exercised their power and authority at high levels compared to their fellow who never displayed their authority to their junior. Therefore, these ratings related highly to their level of performance in terms of performing defence duties and timeliness (Bass, 1990a).

### **2.5.3 Leader-member relations and employee performance**

Klimoski and Hayes (1980) looked at task-oriented versus relations-oriented leadership in the production department of a large information-processing firm. After analyzing the relationships between these two leadership behaviors focusing on satisfaction, effort, and performance of 241

assistants, they concluded that outcomes about all the three variables were improved if the supervisors' exercised behaviors that were both tasks centred and supportive.

In a study of Situational Leadership, Hambleton & Gumpert (1982) established that when the supervisors of 189 employees used the Hersey and Blanchard (1982) model, the job performance of those employees increased. That is, supervisors made resolutions about the amount of structural support versus emotional support needed basing on the maturity of the employee. Blake and Mouton (1964) used the Managerial Grid while conducting the study about whether leader-member relations were relevant in an organization. In the study, 716 managers from a single firm responded to different questions related to leadership style. Blake and Mouton's (1964) study findings showed that managers who displayed both people-oriented and production-oriented behaviors developed at a higher rate in their careers than managers with other styles.

Our study therefore ventured into assessing the relationship between task-oriented leadership behaviors of: initiating structure, level of authority and leader-member relations, and employee performance with specific reference to BMCDA.

## **2.6 Summary of Gaps Identified in Literature Review**

This chapter has reviewed the past observations by different researchers relating to this study on leadership style and particularly task-oriented leadership behavior. Different evaluations have been identified and discussed.

Considerable observations show that task-oriented leadership plays a keep role in enhancing employee performance. However, almost all of the propositions were made based on non-community-owned enterprises and therefore, no study had been done considering private enterprises in Kanungu District. In addition, most of the reviewed studies did not specifically use quantity, timeliness, quality of work, and cost effectiveness, as indicators of employee performance.

The reviewed studies did not show the relationship between task-oriented leadership and employee performance in private enterprises in Uganda. Therefore, it was essential to conduct this study considering task structure, level of authority and leader-member relationship, as key descriptions of task-oriented leadership behavior, in specific reference to BMCDA, a private enterprise in Kanungu District.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focuses on the procedure the researcher used to accomplish the study successfully. The key areas that are covered in this chapter include: research design, study population, sample size, sampling techniques, data collection methods, instruments of data collection, validity and reliability of instruments, data collection procedure, data analysis and presentation, ethical considerations and limitations of the study. The reason for this chapter was to explain how data for the study was collected, analyzed and interpreted to answer the research questions and or test the research hypotheses.

#### **3.1 Research design**

Creswell (2014) defines a research design as a type of inquiry within qualitative, quantitative, and mixed method approaches that provide specific direction for procedures in research. It explains all the key elements of the research project and how they are arranged systematically to work together in answering the research questions (Kombo & Tromp, 2011). In the study, the researcher employed a cross-sectional research design to investigate different aspects related to task-oriented leadership in order to generate quick self-reports from the selected participants under study. The study adopted mixed methods of data collection whereby both qualitative and quantitative research methods were used to gather, analyze and present collected data. Simple random sampling was used in selecting a sample from the employee population, while purposive sampling was used to select a sample from leaders/managers. An interview guide and a questionnaire containing closed ended questions were used to collect data from leaders and employees respectively. The data collected was analyzed in quantifiable ways using statistical methods to discover the relationship between task-oriented leadership and employee performance at BMCDA.

## **3.2 Population of the study**

### **3.2.1 Target population**

Bobbie (2001) defines a research population as groups of objects or people with homogeneous characteristics that a researcher wishes to investigate. For this study, the entire 120 individuals currently working with BMCDA were targeted to respond to questions in the research instruments. This included: 7 directors, 13 councilors, 5 project manager, and 95 employees in all projects. The study focused on both female and male leaders, managers and permanent employees working with BMCDA on full-time basis. Contract staff and trainees were excluded due to their short and unstable period of engagement in the organizational tasks.

### **3.2.2 Sample size**

A sample size is defined as the number of observations got from a population through which statistical conclusions are made for that whole population (Njunwa, 2005). For the study, the researcher selected a total of 92 respondents. These included: 7 board members, 5 project managers and 80 employees across BMCDA projects. The number of respondents was generated using the Slovin's formula as shown below:

Sample formula which states;  $n = \frac{N}{1 + N(e)^2}$

Where;  $n$  = desired sample size,  $N$  = size of the population, and  $e$  = Limit of error tolerance which was assured to be 5% (0.05).

Computing with the above formula, the sample size was generated;

$$N = 120$$

$$e = 5\% \text{ or } 0.05$$

$$n = \frac{120}{1 + 120(0.05)^2}$$

$$n = 92.$$

Therefore, the sample size was 92.

### **3.3 Sampling technique**

According to Kothari (2004), sampling is a method by which a proportionately small number of objects or individuals are selected in order to make conclusions that are representative for the entire population. The researcher used the following sampling procedure:

#### **3.3.1 Simple random sampling**

This is a type of sampling that allows a known probability to each elementary unit in the targeted population a chance to be selected (Singleton and Straits, 2005). Simple random sampling was used to acquire 80 respondents from the entire population of employees. These respondents were selected from the number of permanent employees regardless of their sex, age and level of experience.

#### **3.3.2 Purposive sampling**

This is a form of non-probability sampling in which a researcher relies on his/her judgement to select individual members of the population to participate in the survey. In the study, purposive sampling was used to select 12 respondents from the population. These included 7 board members, and 5 senior project managers to participate in the survey. Their selection relied on the researcher's judgement of their ability to provide the required information about the topic. These leaders and managers served as the primary data sources for the study.

### **3.4 Methods for Data Collection**

Data collection refers to a process gathering information on targeted variables aimed at confirming or disapproving already existing facts (Mugenda & Mugenda, 2003). The study employed both qualitative and quantitative data collection methods. These included survey questionnaire, observations, written records, and interviews, as shown below;

#### **3.4.1 Questionnaire method**

A questionnaire containing a list of questions about both independent and dependent variables was formulated and distributed to 80 respondents who recorded their answers in terms of closely defined alternatives in a survey. The survey questionnaire focused on both task-oriented leadership and employee performance which were variables targeted by the researcher. This method was selected because of its efficiency and conveniency in data collection from large sample as it enabled the researcher to collect a lot of information in a short period of time.

### **3.4.2 Interviews**

An interview refers to oral or face to face questioning where the investigator gathers data through direct verbal interaction with the respondents. Interviews were used to get the facts about participants' experience regarding task-oriented leadership and employee performance. This was helpful in obtaining comprehensive data on the topic under investigation (Amin, 2005). In the study, the researcher interviewed 7 board members and 5 project managers currently working with BMCDA.

### **3.4.3 Document review**

Kothari (1990) advises researchers to review documents as a way of collecting secondary data. Using this method of data collection helped the researcher to save some time and energy that would be used to go the field to collect primary data. During the study, secondary data was collected from existing organizational records, these included: Annual reports and policy manuals. Physical documents with previous achievements of individual employees at BMCDA were also reviewed.

## **3.5 Data Collection Instruments**

These refer to things that help in the collection of information from respondents. According to Mwangi (2015), the choice of a data collection instrument is always very important for the success of research. He added that when selecting a suitable data collection instrument one should put in mind the difficulty of the topic, targeted population and expected response rate. Therefore, during the study, the researcher made use of both qualitative and quantitative data collection instruments as follows:

### **3.5.1 Self-Administered Questionnaire**

Kothari (2004) perceives a questionnaire as a document that is made up of a number of questions printed or typed in a clearly stated order on a form or set of forms. The self-administered questionnaire included Likert scale constructs with a scale ranging from 1 to 5 where respondents were supposed to rate each and every statement describing a given variable. The scale ranged from 5=Strongly Agree, 4=Agree, 3=Neutral, 2= Disagree and 1=Strongly Disagree. The questionnaires were distributed to 80 respondents who were given seven days to

return them to the researcher. Questionnaires were used to collect quantitative data, and this method was quick and easy to administer as compared to interview guide.

### **3.5.2 Interview Guide**

This refers to a list of questions that the researcher plans on covering during a conversation or dialogue with a respondent about the topic under study. In this case, the researcher interviewed 7 Board members and 5 managers using an interview guide. This instrument was relevant for the study because it helped the researcher to stay focused and organized in line of questioning and thinking about the study variables. This instrument was used to collect qualitative data to support data that was collected by structured questionnaires.

### **3.5.3 Documentary Review Checklist**

Amin (2005) highlighted that a document review checklist is a list of documents to be assessed during the study. Relevant documents were reviewed including: annual performance reports and policy manuals. Physical documents with previous achievements of individuals employees and work plans were also reviewed. From these documents, applicable information was acquired to enhance the information that was got from respondents. Documentary review checklist was preferred because of its advantage in gathering written information to backup primary data that was collected using questionnaires and interview guide.

## **3.6 Data Collection Procedure**

According to Burns and Grove (2003), data collection is an accurate and systematic gathering of information relevant to the research problems, using methods such as observation, interviews, narratives and case studies, and focus group discussion. For purposes of this study, the data collection procedure involved seeking authorization from Kabale University Directorate of Postgraduate Training to allow the researcher to collect data. In addition, the researcher sought permission from management at BMCDA in order to be allowed to collect data from its staff.

Primary data was collected using questionnaires and interview guide. The researcher identified the respondents, introduced himself and requested to give them questionnaires for filling. The questionnaires were presented to respondent accompanied by an introductory letter from the university, they were filled and collected by the researcher after a week. Interviews were conducted with purposively selected respondents to generate qualitative data for the study. After



data collection, data was coded and entered in Statistical Package for Social Sciences (SPSS) Software for analysis and a dissertation was written.

### **3.7 Validity and Reliability of instruments**

Content validity refers to the ability of the selected instrument to sufficiently represent a sample of questions that relate to the content domain being measured (Patten, 2004; Wallen & Fraenkel, 2001).

Content validity was measured using Lawshe's (1975) formular, also termed as Content Validity Ratio (CVR), which states that:  $CVR = (ne - N/2) / N/2$ . Where; ne= is the number of panelists indicating "essential" N= is the total number of panelists. Content related experts particularly the supervisors were given questionnaires to determine whether the instruments used were relevant to measure the variables under study. The experts scored each question in the instruments from a range of 1 to 3 “not necessary, useful but not essential, essential” respectively. The CVR of 0.8 was derived from the number of experts who said “essential” and was interpreted on the basis of Polit (2007) who stated that the mean content validity index of 0.70 and above is good enough for the researcher to go ahead with data collection. The researcher used Content Validity Index to ensure clarity, representativeness and comprehensiveness of instruments.

### **Reliability**

Litwin (1995) states that reliability is the degree to which a survey instrument is consistent with what it measures. Kothari (2009) also argued that reliability is consistency of measurement; the more reliable an instrument is, the more consistent the measure. This means that if people answered a question the same way on repeated occasions, then the instrument can be said to be reliable. The reason for internal consistency is that the individual items should all be measuring the same constructs and thus correlate positively to one another (Kipkebut, 2010). In the study, reliability was determined by “testing for both consistency and stability” and this was tested using Cronbach's alpha formula stated below:

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where:  $N$  = the number of items,  $\bar{c}$  = average covariance between item-pairs and  $\bar{v}$  = average variance. The results showed a Cronbach-alpha coefficient of greater than 0.60, making the instrument reliable for data collection.

### **3.8 Methods of Data Analysis**

Wikipedia defines data analysis as a process of cleansing, inspecting, modelling, and transforming data with an intention of finding out useful information, supporting decision making, and informing conclusions. Sekaran (2009) states that there are three main objectives of data analysis, namely: getting a feel for the data, testing the goodness of data and answering the research question. Data analysis involves running different test and statistical procedures on the data (Cooper & Schindler, 2006).

#### **3.8.1 Quantitative Data Analysis**

The quantitative data was collected using a structured survey questionnaire in which most of the questions were designed on a Likert scale ranging from 5 to 1 (5=strongly agree, 4=agree, 3=undecided, 2=disagree and 1=strongly disagree). Data collected from the respondents was coded for identification, entered accordingly into SPSS, and analyzed using descriptive and inferential statistics. Descriptive statistics involved mean scores, standard deviation, frequencies of responses. This enabled the researcher to organize and summarize data in a meaningful way.

The researcher also used inferential statistics to draw conclusions about the existence of a relationship between variables. Pearson correlation coefficient was used to establish whether there is a relationship between task-oriented leadership and employee performance. According to Cooper and Schindler, (2006) Correlation refers to the level to which a linear predictive relationship exists between random variables as measured by a correlation coefficient. Correlation coefficients between task-oriented leadership and employee performance were computed to identify possible strengths and direction of relationships. A correlation coefficient ( $r$ ) has two characteristics; direction and strength. Direction of relationship was indicated by how  $r$  was to 1, the maximum value possible  $r$  was interpreted as follows; Where  $r = +1$  it means there was perfect positive correlation between the variables.  $r = -1$  it means there was perfect negative correlation between the variables.  $r = 0$  it means there was no correlation between the variables.

### **3.8.2 Qualitative Data Analysis**

Qualitative data was analyzed by the researcher using thematic analysis. Data from the interviews was identified, examined and interpreted using thematic procedure to identify responses, ideas and patterns of meaning that occurred repeatedly, to answer the research questions. Useful conclusions and interpretations were generated based on patterns and explanations of these findings relating to research objectives. This approach allowed the researcher to be flexible while exploring the opinions of different participants.

### **3.9 Ethical considerations**

Ethics can be defined as the quality of applying suitable researchers' behavior in relation to the rights of subjects of the study. The researcher carefully observed ethical issues throughout the study, and was always able to detect the impact of his work on the respondents. Ledwaba (2003), stated that, from the planning to the execution stage, the researcher should carefully consider the ethical suitability of research. During the study, the researcher was attentive to different ethical considerations as described below:

The researcher acquired a letter of introduction from the University introducing him to management and staff of BMCDA before carrying out research. During the study, any type of misleading information as well as representation of primary data findings in a biased manner was avoided.

The researcher explained the nature and purpose of the study, and informed potential respondents that they were free to participate in the study or not to. They were informed that whatever information they would provide would only be used for purposes of the study.

Confidentiality and safety were assured to the participants. They were informed that the research was purely for academic purposes. To maintain anonymity, questionnaires did not provide option for respondents' names and filling them was based on informed consent.

Recommended Covid-19 Standard Operating Procedures (SOPs) were observed through encouraging respondents to keep a social distance of at least one meter from the researcher during interview sessions. Respondents were also encouraged to sanitize, and wear masks. This was helpful in stopping transmission of the virus.

### **3.10 Limitations of the study**

This study, like other studies, was also liable to some limitations.

The first limitation was concerned with the methodological design. Application of a cross-sectional design limits the detection of causal relationships between task-oriented leadership behavior and work attitudes and outcomes. This could be addressed by deploying a longitudinal design. Causality could be substantiated if longitudinal data were used to investigate the levels of employee performance.

The second limitation was concerned with research constraints. It would be stimulating to extend this study to a variety of industries. This study took responses only from employees working with BMCDA, because of time and cost limitations. Despite these limitations, the present article provides opportunities for further research on the relationship between task-oriented leadership, and job attitudes and outcomes.

Another limitation was about respondents' unwillingness to answer questions as some of them regarded them very sensitive and unlawful to share about leadership behaviors of their leaders. This was addressed by the researcher through explaining the purpose of study, and informing them about why the data was being collected and this made them comfortable to answer questions.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSION OF FINDINGS

#### 4.0 Introduction

This chapter presents the findings on assessment of task-oriented leadership and employee performance in Buhoma Mukono Community Development Association. The findings are presented thematically on the relationship between task structure and employee performance at BMCDA, influence of level of authority on employee performance at BMCDA and influence of leader-member relations on employee performance at BMCDA. The findings on the response rate, sample characteristics are presented following the objectives of the study. The chapter then provides a detailed analysis of descriptive and inferential statistics showing how data was analyzed. The study links the findings with reviewed literature to enable interpretation of the data, draw conclusions and make recommendations.

#### 4.1 Response Rate

During the study, the number of the sampled respondents who participated in the study was computed to establish their adequacy for the generation of the required study data. The response rate of each category of the study respondents is presented in table below.

**Table 4.1: Response Rate**

Categories	Study population	Sample size	Response rate	% Response rate
Directors	7	7	7	100%
Project managers	5	5	5	100%
Employees	80	80	80	100%
<b>Total</b>	<b>92</b>	<b>92</b>	<b>92</b>	<b>100%</b>

**Source; *field data, 2022***

Table 4.1 indicates that 7 directors, 5 project managers and 80 employees participated in the study. The researcher made follow up of these respondents during data collection to ensure that they all participate in providing data for the study.

## 4.2 Background Characteristics of Respondents

The background characteristics covered the age, gender of respondents, level of education, marital status, and years of work experience, as presented in the following tables below:

### 4.2.1 Age of Respondents

The study established age of the respondents who participated in the study and the results were as follows;

**Table 4.2: Age of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-28	26	32.5	32.5	32.5
29-39	33	41.3	41.3	73.8
40-49	15	18.8	18.8	92.5
50-59	3	3.8	3.8	96.3
60-69	3	3.8	3.8	100.0
Total	80	100.0	100.0	

**Source: Field Data, 2022**

Table 4.2 reveals that majority of the respondents represented by 33 (41.3%) were between the age brackets of 29-39years, 26 (32.5%) were aged between 18-28years, those aged 40-49years were 15 (18.8%) of the sample respondents, 3 (3.8%) were aged 50-59 years while the remaining 3(3.8%) of the remaining respondents were from 60-69 years. These findings imply that majority of employees in BMCDA projects are still in productive age and therefore energetic to support attainment of high-level performance.

### 4.2.2 Sex of Respondents

The sex of the respondents who participated in the study was investigated and the findings were indicated in Table 4.3;

**Table 4.3: Sex of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	48	60.0	60.0	60.0
Female	32	40.0	40.0	100.0
Total	80	100.0	100.0	

**Source: Field Data, 2022**

Results in Table 4.3 show that 48 (60.0%) of the respondents were males, while 32(40.0%) of the respondents were females. This implies that a larger proportion of the respondents who participated in the study were males. This fact also means that BMCDA employs more males in its projects than females. The participation of both males and females in the study indicated that the study was gender sensitive.

#### **4.2.3 Level of Education of Respondents**

Table 4.4 provides results on the level of education of respondents. The findings are illustrated in Table 4.4 below;

**Table 4.4: Level of Education of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Certificate	14	17.5	17.5	17.5
Diploma	38	47.5	47.5	65.0
Graduate	17	21.3	21.3	86.3
Others	11	13.8	13.8	100.0
Total	80	100.0	100.0	

**Source: Field Data, 2022**

From Table 4.4 above, the results about level of education indicated that 38 (47.5%) of the respondents had attained Diploma, 17 (21.3%) had Degree, 14 (17.5%) had certificate while the remaining 11 (13.8%) had other education levels. Information obtained from respondents from different education level was very instrumental in the data analysis since people with different attitude and believes influenced by their education level had different opinions about task-

oriented leadership and employee performance in Buhoma Mukono Community Development Association.

#### 4.2.4 Marital Status of Respondents

The marital status of respondents was investigated and presented in Table 4.5 as below;

**Table 4.5: Marital Status of Respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	32	40.0	40.0	40.0
Married	48	60.0	60.0	100.0
Total	80	100.0	100.0	

**Source: Field Data, 2022**

Table 4.5 indicates that 48(60.0%) of the respondents were married, while 32(40.0%) were single. This implies that more findings were obtained from married respondents.

#### 4.2.5 Length of Employment at the current station

The length of employment at current station (years) was investigated to find out the level of work experience and performance of employees at the station and the findings were indicated on Table 4.6.

**Table 4.6: Length of employment at your current station (years)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Under 1year	16	20.0	20.0	20.0
1-5years	41	51.3	51.3	71.3
5-10years	19	23.8	23.8	95.0
10-15years	4	5.0	5.0	100.0
Total	80	100.0	100.0	

**Source: Field Data, 2022**

From Table 4.6, it is indicated that 41(51.3%) of the respondents had spent 1-5years at the station, 19(23.8%) of the respondents reported that they had spent 5-10years, 16(20.0%) of the respondents indicated that their length of service in the organization was under 1year while the



remaining 4 (5.0%) of respondents indicated a length of employment of 10-15years. These findings were helpful to the study because they provided an assurance that the source of information was reliable since respondents shared an experience, they had acquired for along time about the study variables.

#### **4.3 Task Structure and Employee Performance in Buhoma Mukono Community Development Association**

Task structure was measured using five items which solicited the respondents' opinions. This was done on the basis of the Likert scale ranging from 5-1 (strongly agree, agree, undecided, disagree and strongly disagree). The results are presented in Table 4.7.

**Table 4.7: Descriptive statistics on Task Structure in Buhoma Mukono Community Development Association**

	N	Mean	Std. Deviation
Leader talks optimistically about targets and encourages employees to take initiative	80	3.57	1.065
Leader creates confidence among employee	80	3.37	1.072
Leader identifies and suggests ways for better performance	80	3.50	1.055
Leader provides a plan for how to do work	80	3.94	1.011
Leader provides criterion for what is expected in terms of performance	80	3.11	1.136
Valid N (listwise)	80		

**Source: Field Data, 2022**

From the findings the respondents agreed that a leader provided a plan for how to do work (mean=3.94), leader talked optimistically about targets and encouraged employees to take initiative (mean=3.37), leader created confidence among employee (mean=3.37), leader identified and suggests ways for better performance (mean=3.55). The respondents further agreed that leader provides criterion for what is expected in terms of performance (mean=3.11). From the above results it can be interpreted that leaders set targets and provided employees with resources and encouraged them to take initiatives which motivated them to work willingly towards attaining goals.

#### 4.4 Level of Authority and Employee Performance

Level of authority formed dimension two of task-oriented leadership. This dimension was investigated to find out the level of agreement of respondents on the statements. For interpretation purposes scores, mean score of three and above reveals agree and the score below three reveals disagree. The standard deviation score of less than one reveals commonalities and the standard deviation of one and above reveals divergences in opinions. The respective responses are provided in the Table 4.8 below.

**Table 4.8: Level of Authority and Employee Performance**

	N	Mean	Std. Deviation
Leader clarifies his role	80	2.98	1.211
Leader communicates timely	80	4.07	1.329
Supervisor relies on his judgement when passing performance requirements	80	3.42	1.178
Leader is not flexible in decision making	80	2.71	1.182
Leader asks for feedback regarding good and bad performance	80	3.27	1.190
Valid N (listwise)	80		

**Source:** *Field Data, 2022*

From the findings in the table, the respondents showed that the leader communicated timely as agreed by majority of the respondents (mean=4.07). Since majority of the respondents agreed, it implies that the leaders in Buhoma Mukono Community Development Association communicated timely to improve on performance of employees.

The respondents further indicated that the supervisor relied on his judgement when passing performance requirements (mean=3.42). The findings imply that supervisors relied on his judgement when passing performance requirements which encouraged employees to increase their performance. From the findings, the respondents indicated leader asked for feedback regarding good and bad performance had a mean of 3.27.

Furthermore, the leader clarified his role had a mean score of 2.98 indicating that majority of the respondents disagreed while the statement that a leader was not flexible in decision making

indicated a mean score of 2.71 implying that the leader was flexible in making decision that helped to improve employee performance.

#### 4.5 Leader-member relations and employee performance

The respondents were requested to indicate the extent to which they agreed with the statements on leader member relations and employee performance. The responses were placed on a five-point Likert scale ranging from 5-1 (strongly agreed to strongly disagree). The findings were as shown below.

**Table 4.9: Leader-member relations and employee performance**

	N	Mean	Std. Deviation
Leader considers the degree to which we promote self-esteem, goodwill and cooperativeness	80	2.63	1.072
Leader enquires about problems that employees face	80	3.01	1.108
Leader shows concern for personal well-being	80	2.82	1.167
Leader instills pride in employees for being associated with him	80	2.46	1.158
Leader responds favorably to suggestions and conducts counselling	80	3.11	1.222
Valid N (listwise)	80		

**Source: Field Data, 2022**

From the findings, the respondents agreed that the leader responded favorably to suggestions and conducts counselling (mean=3.11). The leader inquired about problems that employees faced (mean=3.01). From the findings majority of the respondents agreed implying that employees' views were considered and counselling was always provided to staff to enhance performance. In addition, the problems employees faced were inquired about and handled by the leaders to motivate staff for improved performance.

A leader showed concern for personal well-being was disagreed by majority of the respondents as indicated by a mean of 2.82. This implies that the leaders were not concerned about issues that affected workers.

The mean score of 2.63 indicated that majority of the respondents disagreed that the leader considered the degree to which self-esteem, goodwill and cooperativeness are considered in Buhoma Mukono Community Development Association.

The leader instilled pride in employees for being associated with him was disagreed by majority of the respondents as indicated by the mean of 2.46. The findings imply that the leader could not associate with employees which at times would discourage employees to perform well.

One respondent reported that;

*In our organization employees and leaders trust each other and are mutually supportive towards accomplishing tasks. There is good leader-member relationship which make employees work together, interact with each other and this creates favorable working environment for improved employee performance.*

#### **4.6 Level of Employee Performance**

The level of performance of employees was investigated and the findings were presented in the table below;

**Table 4.10: Level of Employee Performance**

	N	Mean	Std. Deviation
Timeliness-leader considers the degree to which an activity is completed in earliest possible time	80	3.51	1.341
Quality of work-leader considers neatness, accuracy regardless of volumes	80	3.93	.854
Quantity of work-leader considers the volume of work produced under normal conditions	80	3.40	1.239
Cost efficiency-leader considers the degree to which we carry out tasks using the resources available	80	3.88	1.023
Valid N (listwise)	80		

**Source: Field Data, 2022**

From the above findings, the mean of 3.93 indicated that majority of the respondents agreed that the leader considers neatness, accuracy regardless of volumes as a measure of performance. The above result implies that the leader considered neatness and accuracy of the work to determine the level of employee performance in Buhoma Mukono Community Development Association. The leader considers the degree to which employees carry out tasks using the resources available was agreed by the majority of respondents with a mean score of 3.88. Based on this mean, it implies that the leader was interested in task completion with limited use of resources.

It was reported by one respondent that;

*The level of authority of a leader has helped our organization to maximize efficiency and achieve organizational goals. Our leadership acts as a driver, leading to managers making all decisions in terms of organizational objectives and how to achieve them. This helps our employees work towards the achievement of those goals.*

**Table 4.11: Correlation between Task Structure and Employee Performance**

		Task Structure	Employee Performance
Task Structure	Pearson Correlation	1	.682**
	Sig. (2-tailed)		.000
	N	80	80
Employee Performance	Pearson Correlation	.682**	1
	Sig. (2-tailed)	.000	
	N	80	80

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

From Table 4.11 above, the correlation coefficient between task structure and employee performance was found out to be 0.682\*\* and a significant value of 0.000 since the computed significant value of 0.000 is less than the critical value of 0.05, it means that the computed statistic of 0.682 is large enough to cause a positive relationship. Therefore, there is a significant relationship between task structure and employee performance at BMCDA. Thus, the hypothesis which stated that there is a relationship between task structure and employee performance at

BMCDA was accepted. The findings imply that task structure is followed by the leadership and members of staff in Buhoma Mukono Community Development Association.

**Table 4.12 Correlation between Level of Authority and Employee Performance**

		Level of Authority	Employee Performance
Level of Authority	Pearson Correlation	1	.490**
	Sig. (2-tailed)		.000
	N	80	80
Employee Performance	Pearson Correlation	.490**	1
	Sig. (2-tailed)	.000	
	N	80	80

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

**Source; field data, 2022**

The findings in Table 4.12 indicate a significant positive relationship between level of authority and employee performance in Buhoma Mukono Community Development Association. The correlation coefficient of .490\*\* elaborates the nature of the relationship between the level of authority and employee performance. The computed statistic of 0.490 is large enough to cause a relationship. Therefore, there is a significant relationship between level of authority and employee performance at BMCDA. This implies that the level of authority possessed by a leader influenced employee performance. Thus, the hypothesis that there is an influence of level of authority on employee performance at Buhoma Mukono Community Development Association was accepted. This also implies that leaders possessed high level of authority and use it emphasize employee performance in Buhoma Mukono Community Development Association.

**Table 4.13: Correlation between Leader Member Relations and Employee Performance**

		Leader Member Relations	Employee Performance
Leader member relations	Pearson Correlation	1	.170
	Sig. (2-tailed)		.131
	N	80	80
Employee Performance	Pearson Correlation	.170	1
	Sig. (2-tailed)	.131	
	N	80	80

**Source: *Field Data, 2022***

From Table 4.13, the correlation results indicate a negligible correlation between leader-member relations and employee performance in Buhoma Mukono Community Development Association. The correlation coefficient obtained was .170 with a significance of .131 which explains that there is a negligible relationship between leader-member relations and employee performance. This implies that leader-member relations do not necessarily improve employee's performance. Therefore, the hypothesis that there is an influence of leader-member relations on employee performance at BMCDA was accepted.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary of findings, conclusion and recommendations on task-oriented leadership and employee performance in Buhoma Mukono Community Development Association. The areas for further research were also presented in this chapter.

#### **5.1 Summary of Findings**

##### **5.1.1 Task Structure and employee Performance in Buhoma Mukono Community Development Association**

The findings indicated that respondents were in agreement that leader provided a plan for how to do work (mean=3.94), leader talked optimistically about targets and encourages employees to take initiative (mean=3.37), leader created confidence among employee (mean=3.37), leader identified and suggests ways for better performance (mean=3.55).

##### **5.1.2 Level of authority and Employee Performance in Buhoma Mukono Community Development Association**

The findings also revealed that the leader communicated timely as most respondents indicated by the mean of 4.07) agreed. The findings indicated that supervisor relied on his judgement when passing performance requirements (mean=3.42) and the leader asked for feedback regarding good and bad performance had a mean of 3.27. However, most respondents disagreed that the leader clarified his role and there was no flexibility in decision making as revealed by mean scores of 2.98 and 2.71 respectively.

##### **5.1.3 Leader Member Relations and Employee Performance in Buhoma Mukono Community Development Association**

From the findings, the respondents agreed that the leader responded favorably to suggestions and conducts counselling (mean=3.11). The leader inquired about problems that employees faced (mean=3.01). A leader showed concern for personal well-being was disagreed by majority of the respondents as indicated by a mean of 2.82. The mean score of 2.63 indicated that majority of the respondents disagreed that the leader considered the degree to which self-esteem, goodwill and



cooperativeness were considered in Buhoma Mukono Community Development Association. The leader instilled pride in employees for being associated with him was disagreed by majority of the respondents as indicated by the mean of 2.46. This finding suggests that when supervisors were perceived to display task-oriented leadership behaviors, they were not perceived as having a strong tendency to ignore problems that affected employees

## **5.2 Conclusions**

### **5.2.1 Task Structure and employee Performance in Buhoma Mukono Community Development Association.**

The findings indicated that there is a significant relationship between task structure and employee performance. Correlations among task structure and employee performance  $r = .682$  was statistically significant to show that there a relationship. Therefore, it can be concluded that provision of a plan on how to do work, setting targets and encouraging employees to take initiatives, creating confidence among employees and identifying and suggesting ways for better performance improves employee performance in Buhoma Mukono Community Development Association. This is supported by Larson, Hunt, and Osborn (1974), who concluded that initiating structure was more highly related to employee performance compared to consideration behaviors.

### **5.2.2 Level of Authority and Employee Performance in Buhoma Mukono Community Development Association.**

Correlation among level of authority and employee performance, showed a statistically significant coefficient value  $r = .490$  leading to a conclusion that there is a significant relationship between level of authority and employee performance. It has been discovered that the leader ensured timely communication and the supervisor relied on their judgement when passing performance requirements. In addition, the leader asked for feedback regarding good and bad performance. This was relevant towards helping the leader know the performance standards of employees in order to improve on employee performance. This is supported by Anzalone and Chris, (2012) who argued that task-oriented leaders using their authority, provided an example for employees by focusing on the necessary work procedures in a sense of how the duties are

fulfilled, and therefore were able to delegate work and ensure duties are completed in a timely and productive manner.

### 5.2.3 Leader-Member Relations and Employee Performance in Buhoma Mukono Community Development Association.

A correlation coefficient of  $r=.170$  shows a weak relationship between leader-member relations and employee performance. However, it was concluded that leader-member relations had relationship with employee performance. It was established that leaders responded favorably to suggestions and conducted counselling and inquired about problems that employees faced. However, he did not show concern for personal well-being and also did not consider the degree to which self-esteem, goodwill and cooperativeness are considered in Buhoma Mukono Community Development Association. Specific results from other researchers supports these findings. Duarte et. al. (1994), found out that the quality of the leader-member exchange has a relationship with the time that is spent together with the leader and the employees which in turn contributes to employee performance.

## 5.3 Recommendations

From the findings of the study, the following recommendations were made:

### 5.3.1 Task Structure and employee Performance in Buhoma Mukono Community Development Association

The leadership of Buhoma Mukono Community Development Association should continue to provide a plan on how to do work, set targets and encouraging employees to take initiatives. This focus would help increase employee involvement and participation, thus, enhancing employee performance.

There is need to create confidence among employees and identifying and suggesting ways for better performance in Buhoma Mukono Community Development Association, so as to enhance employee performance. This recommendation is relevant towards helping employees to offer quality services and ensuring maximum utilization of resources to achieve their performance targets.

### 5.3.2 Level of Authority and Employee Performance in Buhoma Mukono Community Development Association

The leaders should put much strength in timely communication and the supervisor should ensure that employees are consulted when passing performance requirements. This is relevant because if applied continuously, it will ensure ownership of decisions and encourage employees to stay focused towards achieving set performance standards.

A broader and more positive focus would also be put on leadership behaviors that involve giving constructive feedback about performance, providing resources to accomplish tasks, and implementing procedures to improve work processes. Such changes would allow for inclusion of the wide array of leadership behaviors that affect individual or organizational performance and effectiveness.

Negative feedback about tasks that is accompanied by disapproval or punishment rather than clarification and encouragement has a negative effect on employee performance. As such, using constructive language when delivering negative feedback about tasks may also reduce the negative effect on employee performance.

#### 5.3.3 Leader-member relations and Employee performance in Buhoma Mukono Community Development Association.

The leaders at BMCDA need to continually respond to suggestions and conduct counselling and also inquire about problems that employees face so that employees can view themselves as assets to the organization instead of just seeing themselves as mere hands to get work done. This could also promote the degree to which self-esteem, goodwill and cooperativeness are exercised at Buhoma Mukono Community Development Association.

#### **5.4 Areas for Further Researcher**

The study focused on assessing the relationship between task-oriented leadership on employee performance in Buhoma Mukono Community Development Association. The findings of this study may not be generalized; therefore, a study needs to be conducted on other private enterprises to provide generalized findings.

Research also needs to be conducted on the subcategories and items that are included under the category of task-oriented leadership. Some findings by other researchers suggest that laissez-

faire is really a task-oriented leadership behavior. Therefore, a study on other dimensions of task-oriented leadership and their effects on employee performance needs to be conducted in future.

Lastly, researchers might further examine the particular circumstances under which task-oriented leadership behaviors might influence employee performance. The relationship between task-oriented leadership could vary based on employees' perceptions of their ability to find another job with similar characteristics. Insights in this area could improve leaders' ability to have a positive influence on employees who stay with the organization because they feel they have no other choice.

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## **APPENDIX A**

### **EMPLOYEE QUESTIONNAIRE**

Dear respondent,

This questionnaire is intended to facilitate a study on an Assessment of task-oriented leadership on employee performance, A case study of Buhoma Mukono Community Development

Association (BMCD A). You are being requested to participate in this research to provide the researcher with information that will help improve employee performance at BMCD A. Participation in this research is voluntary and confidentiality is assured. No individual data will be reported. **Please do not put your name on this questionnaire.** Thank you.

### A. Demographic questions

In this section you are requested to tick the alternative that fits your situation.

(a). Age

1. 18-28 ☐      2. 29-39 ☐      3. 40-49 ☐      4. 50-59 ☐      5. 60-69 ☐

(b). sex

1. Male ☐      2. Female ☐

(c). Level of education

1. Certificate ☐      2. Diploma ☐      3. Graduate ☐      4. others ☐

(d). Marital status

1. Single ☐      2. Married ☐

(e). Length of employment at your current station (years)

1. Under 1 year ☐      2. 1-5 years ☐      3. 5-10 years ☐      4. 10-15 years ☐

### B. Task-oriented leadership.

The following statements concern how you feel about task-oriented leadership at BMCD A. Please indicate the extent of your agreement or disagreement with each statement by circling a number from 1 to 5 as indicated; Strongly Disagree (SD) 1, Disagree (D) 2, Neutral (N) 3, Agree (A) 4, and Strongly Agree (SA) 5.

Serial number	Statement	Scale				
		1SD	2D	3N	4A	5SA
1	My leader talks optimistically about the targets and	1	2	3	4	5



	encourages us to take initiative.					
2	My leader creates confidence among us for further improvements in tasks assigned.	1	2	3	4	5
3	My leader identifies and suggests ways to us for better performance	1	2	3	4	5
4	My leader provides a plan for how the work is to be done	1	2	3	4	5
5	My leader provides a criterion for what is expected of us in terms of performance	1	2	3	4	5
	<b>Level of authority</b>					
6	My leader clarifies his/her own role within the organization	1	2	3	4	5
7	My leader communicates timely to us regarding ways and procedure for better work	1	2	3	4	5
8	My supervisor relies on his/her own judgement when passing on performance requirements	1	2	3	4	5
9	My supervisor is not flexible in decision making	1	2	3	4	5
10	My leader asks us for feedback regarding our good and bad performance before taking action.	1	2	3	4	5
	<b>Leader-member relations.</b>					
11	My leader considers the degree to which we promote the feelings of self-esteem, good will and cooperativeness among co-workers	1	2	3	4	5
12	My leader inquiries about problems we face that may affect work efficiency	1	2	3	4	5
13	My leader shows concern for our personal well-being	1	2	3	4	5
14	My leader instills pride in me for being associated with him and the organization	1	2	3	4	5
15	My leader responds favorably to suggestions, and conducts counselling whenever performance is below standard	1	2	3	4	5

### C. Employee performance

The following statements concern how a task-oriented leader relates to employee performance at BMCDA. Please respond to each of the statements below by circling the one number that most closely describes the extent to which you agree or disagree with the statement.

	Employee performance	Scale				
16	<b>Timelines;</b> my leader considers the degree to which an activity is completed or a result produced, at the earliest time desirable from the stand points of coordinating with the outputs of others	1	2	3	4	5
17	<b>Quality of work;</b> my leader considers neatness, accuracy and dependability of results regardless of volumes	1	2	3	4	5
18	<b>Quantity of work;</b> my leader considers the volume of work produced under normal conditions, regardless of errors.	1	2	3	4	5
19	<b>Cost effectiveness;</b> my leader considers the degree to which we carry out our tasks using the resources available, without either having to request supervisory assistance or requiring supervisory interventions	1	2	3	4	5

Thank you for your valuable response.

## APPENDIX B

### INTERVIEW GUIDE FOR LEADERS AND MANAGERS AT BMCDA

#### Instructions

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

1. In your own understanding, please explain leadership as used by you and your portfolio?
2. Briefly state any leadership styles you have ever employed?
3. What do you understand by task oriented-leadership?

4. (a) Is task-oriented leadership important for employee's performance?  
(b) Support your answer.
5. Do you explain in detail the tasks that you want employees to accomplish in a specified period of time?
6. Is your authority over your employees high or low?
7. Is there trust between you and your employees?
9. (a) Is employee performance based on leadership behavior of leaders?  
(b) Why?
10. (a) Do you think task-oriented leadership can affect employee performance? YES, or NO?  
(b) How?
11. (a) What kind of leadership styles do you recommend for your department?  
(b) Why?