



Original Article

Leadership Behaviours and Job Satisfaction of Academic Staff of Kyambogo University, Uganda

Joshua Kimata Kato^{1*} Wilson Mugizi¹ & George Wilson Kasule¹

¹ Kyambogo University, P. O. Box 1 Kyambogo, Kampala, Uganda.

* Author for Correspondence ORCID ID: <https://orcid.org/0009-0005-9337-3256>; Email: katokimatajoshua@gmail.com

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This study examined the influence of leadership behaviours on the job satisfaction of the academic staff of Kyambogo University in Uganda. Specifically, the study examined the influence of participative, supportive, directive and achievement-oriented leadership on the job satisfaction of academic staff in Kyambogo University, Uganda. Job satisfaction was studied in terms of intrinsic and extrinsic job satisfaction. Using the quantitative approach for inferential analysis, the study adopted the correlational research design on a sample of 175 full-time academic staff. The study used a self-administered questionnaire to collect the data. Data analysis involved carrying out Structural Equation Modelling (SEM) using SmartPLS. The results indicated that while participative, supportive and directive leadership positively and significantly influenced the job satisfaction of full-time academic staff, achievement-oriented leadership had a negative and insignificant influence on the job satisfaction of academic staff. The study concluded that while participative, supportive and directive leadership behaviours are imperative for the job satisfaction of full-time academic staff, achievement-oriented leadership is not. Therefore, it was recommended that to boost the job satisfaction of academic staff, managers of universities should promote participative, supportive and directive leadership than achievement-oriented leadership.

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INTRODUCTION

The concept of job satisfaction refers to a pleasant emotional state that follows from the person's evaluation of his or her job as satisfying (Erarslan, 2021). The concept describes the degree to which an employee is pleased with the job (Berber et al., 2022). The concept was introduced by Frederick Herzberg in his Two Factor Theory (Hertzberg, 1959). Hertzberg's Two-Factor Theory indicates that there are two variables that influence employees' working attitude and level of job satisfaction, namely, motivation and hygiene factors (Zhang et al., 2020). Motivation factors are also known as intrinsic job satisfaction. The motivation factors are linked to the content of the job and increased job satisfaction (Bušatlić & Mujabašić, 2018). Intrinsic job satisfaction describes what employees actually do to feel successful and gain self-actualisation from their own experience (Manzoor et al., 2021). On the other hand, Hertzberg described hygiene factors as elements of the job that affect employees' happiness with their job but are unrelated to the job they perform. The extrinsic factors include company policy and administration, supervision, working conditions, interpersonal relationships, salary, status, and security (Peramatzis & Galanakis, 2022).

Bashir and Gani (2020) explain that enhancing job satisfaction among employees is an essential strategy for organisations. This is due to the fact that employees who exhibit a high degree of job satisfaction tend to be highly motivated towards work, perform at a higher level to achieve organisational objectives, are usually regular, punctual, and highly productive and committed (AlKahtani et al., 2021). Satisfied employees feel better in the organisation, exhibit high performance,

and feel safe in the organisation (Dziuba et al., 2020). Alkahtani et al. (2021) expound that employees that exhibit high levels of job satisfaction are motivated to work and are highly committed to their organisations. Further, satisfied employees are more likely to stay with their employer for a longer period of time which reduces turnover costs and ensures that the organisation retains its best talent (Rodríguez-Sánchez et al., 2020). In addition, satisfied employees are more engaged in their work, are more likely to be enthusiastic about their tasks, collaborate with their colleagues, and take initiative in improving their work environment (Zhenjing et al., 2022).

However, the job satisfaction of academic staff at Kyambogo University (KYU) is low. A number of academic staff is not committed to excellence by failing to accurately mark students in course and end-of-semester examinations (Kasule et al., 2022). Some academic staff fake marks and cheat examinations for students, and those involved in supervising post-graduate research show low commitment by failing to supervise students and graduate on time, with the average completion rates of masters students standing at less than 30% (Malunda et al., 2021). Further, some academic staff interacts with students for only half of the expected contact hours, absent themselves, and are inconsistent in attending classes (Muganga & Ssenkusu, 2019). In addition, a number of the academic staff lack job ownership and are unstable in their jobs, and others exhibit high intent to quit, which shows low job satisfaction (Kizza et al., 2019). The above contextual evidence reveals that academic staff's job satisfaction was low. In a study done at KYU, Namubiru et al. (2017) indicated that the problems of KYU staff were a result of poor leadership because of the lack of a shared vision

between staff and the leaders of the university. According to Mugizi et al. (2022), the university suffered maladministration, decadence in governance, and unethical and negligent behaviours. Thus, this study was attracted to how the leadership behaviours of the university leaders influenced the job satisfaction of academic staff at Kyambogo University. Basing on Path-Goal Theory, leadership behaviours were conceived in terms of directive, supportive, participative and achievement-oriented leadership behaviours. Therefore, the study tested whether;

H₁: Directive leadership had a significant influence on the job satisfaction of academic staff.

H₂: Supportive leadership had a significant influence on the job satisfaction of academic staff.

H₃: Participative leadership had a significant influence on the job satisfaction of academic staff.

H₄: Achievement-oriented leadership had a significant influence on the job satisfaction of academic staff.

LITERATURE REVIEW

Theoretical Review

The Path-Goal Leadership Theory by Evans (1970) and propagated by House (1971) informed this study. The Path-Goal Leadership Theory posits that a leader's behaviours are significant for the good performance, commitment, and job satisfaction of an employee. Therefore, to improve employee job satisfaction, leaders are required to engage in behaviours that promote subordinates' abilities and compensate for their shortcomings (Bans-Akutey, 2021). The Path-Goal Leadership Theory guides leaders to direct subordinates to select the most suitable path to reach organisational goals (Dare & Saleem, 2022). The Path-Goal Leadership Theory indicates that leaders are obliged to help

subordinates reach their objectives by giving them the guidance and encouragement needed to make sure that their goals align with those of the organisation (Olowoselu et al., 2019). Adopting Path-goal leadership behaviours enables a leader to provide guidance for subordinates, assist in removing barriers, and motivate and reward them to enable them to reach organisational goals (Farhan, 2018). House (1971) suggested four categories of leadership behaviours leaders should exhibit to support subordinates to reach organisational goals, namely; participative, supportive, directive, and achievement-oriented leadership behaviours (Nzeneri, 2020).

Participative leadership behaviours characterise non-authoritative behaviour that allows subordinates to participate in decision-making and asks for their opinions to help a leader make wise decisions (Usadolo, 2020). Supportive leadership behaviours denote emotional and psychological support of those in positions of power to employees, their encouragement and friendly attitude by understanding and responding to subordinates' individual needs and wants (Farid et al., 2021). Directive leadership behaviours mean leadership by which high authority and legitimate power are dominant; there is giving of instructions, close supervision, and orders to be followed. Leadership behaviour also involves outlining clear performance standards, rules and regulations and setting clear deadlines for all activities and expectations that must be adhered to by subordinates (Mwaisaka et al., 2019a). Achievement-oriented leadership behaviours describe tendencies by which the leader sets challenging goals for the subordinates and expects a high level of employee performance (Khan et al., 2020). Therefore, based on the Path-goal leadership, this study examined how participative, supportive, directive and achievement-oriented leadership behaviours of leaders at Kyambogo University influenced the job satisfaction of academic staff.

Leadership Behaviours and Job Satisfaction of Academic Staff

Leadership behaviours refer to dispositional and attitudinal attributes exhibited by those occupying positions of power to motivate, influence, mobilise, encourage, support, guide, direct, and facilitate the subordinates towards the achievement of organisational goals (Syarif et al., 2020). Oyetunji et al. (2019) expound that leadership behaviours are a prerequisite for successful employee job satisfaction, especially in the 21st-century business environment. This is because leadership behaviours inspire employee behaviours and attitudes play a central role in improving employee interest and job satisfaction. Leadership behaviour influences employee job satisfaction through organisational citizenship behaviour, organisational creativity, decreased labour turnover, and resolution of organisational conflicts (Kanchana & Jayathilaka, 2023).

Studies (Usman et al., 2021; Merks, 2020; Dokony et al., 2020; Shegaw, 2020; Muganda & Muganda, 2020; Chan, 2019; Mwaisaka et al., 2019b; Hayat Bhatti et al., 2019; Dyczkowska & Dyczkowski, 2018) related participative leadership and job satisfaction of academic staff. From the above studies, a contextual gap emerged as all the studies were carried outside the University context in organisations such as the healthcare sector (Usman et al., 2021), telecommunication sectors (Dokony et al., 2020), tax revenue (Shegaw, 2020), secondary schools (Muganda & Muganda, 2020), retailing store (Chan, 2019) yet the employment dynamics of such organisations are far distinct from those in universities. This contextual gap thus called for this study that examined the association between the two variables in the context of Kyambogo University in Uganda. Further, scholars (Dubey et al., 2023; Indriyani, 2021; Okech & Komunda, 2020; Mutune et al., 2019; Thuku et al., 2018a; Yan-Li & Hassan, 2018; Mwaisaka et al., 2019c; Soodan & Pandey, 2017; Al-Sada et al., 2017; Lor & Hassan, 2017) linked supportive leadership behaviours and job

satisfaction. However, apart from the study by Okech and Komunda (2020) conducted in Uganda, the rest of the studies were carried out outside the context of Ugandan Universities. Further, even the study by Okech and Komunda (2020) that was done in Uganda was carried out in a private University where employment conditions are far different from those in public Universities. This contextual gap made it necessary to conduct this study within the context of a public university in Uganda.

Numerous studies (Al-Maaitah et al., 2021; Ngabonzima et al., 2020; Mwaisaka et al., 2019b; Agoi, 2019; Banjarnahor et al., 2018; Bell et al., 2018; Diuno, 2018; Rabbani et al., 2017; Al-Sada et al., 2017) have assessed the link between directive leadership behaviours and job satisfaction. These studies show that efforts have been made to study the association between directive leadership behaviours and job satisfaction. However, the aforementioned studies revealed empirical gaps. The empirical gap was that while all the other studies revealed a positive and significant connection with job satisfaction, Banjarnahor et al. (2018) and Rabbani et al. (2017) indicated that directive leadership behaviours insignificantly influenced job satisfaction. This empirical gap suggests that there is no agreement on the influence of directive leadership behaviours on job satisfaction and possibly depends on the context. As a result, this attracted the attention of this study in the context of a university in Uganda.

Further, scholars (Mefi & Asoba, 2020; Rana et al., 2019; Berhanu, 2019; Yan-Li & Hassan, 2018; Thuku et al., 2018b; Suradi, 2017; Amahundu, 2016; Odubuker, 2016; Lumbasi et al., 2015) investigated the link between achievement-oriented leadership behaviour and job satisfaction. However, except for the study by Odubuker (2016) that tested the linkage between achievement-leadership behaviours and employee job satisfaction at a management institute in Uganda, the rest of the studies were conducted outside the context of Ugandan. With limited studies carried out in the

context of Uganda, it was deemed imperative to further carry out this study in the context of Uganda. Further, the study by Berhanu (2019) produced an empirical gap by indicating the existence of a negative link between achievement-leadership behaviour and job satisfaction, contrary to the other studies. This thus implies that the connection between the variables is not definite and should be explored further. Therefore, the above gaps made it necessary to carry out the investigation using a university in Uganda.

METHODOLOGY

Research Design and Sample

The correlational research design, which refers to quantitative research where two or more quantitative variables are related to determine if there is a relationship between them, was adopted for the study (Cvetkovic-Vega et al., 2021). Utilising this type of research design, the connection between leadership behaviours and job satisfaction was established and interpreted (Kasalak et al., 2022). Thus, the data collected enabled the carrying of inferential analysis for the generalisation of the findings. While data were collected from a sample of 207 full-time academic staff of Kyambogo University from a population of 415 based on the table for sample size determination provided in the table by Krejcie and Morgan (1970), the results presented were based on data of 175 academic staff after data processing that eliminated missing data and outliers. Simple random sampling served as the basis for gathering information from the respondents because it allowed every academic staff member an equal opportunity to take part in the study. This made it possible to gather the data required for the generalisation of the study findings.

Measurement of the Variables

Data were collected using a self-administered questionnaire. Leadership behaviours were the independent variable, while job satisfaction was the dependent variable. Leadership behaviours

comprised participative, supportive, directive and achievement-oriented leadership behaviours with indicators adapted from Yan-Li and Hassan (2018). The indicators of job satisfaction were adapted from Martins and Proença (2012). The indicators were measured considering a five-point Likert scale with one as the minimum and five as the maximum (one represented the minimum [strongly disagree=SD], and five represented the ideal situation [strongly agree = SA]).

Data Analysis Methods

The methods of data analysis used were descriptive statistics and structural equation modelling (SEM). Descriptive statistics encompassed calculating means to show how the respondents rated their job satisfaction and leadership behaviours of the university leaders. Structural Equation Modelling (SEM) involved developing measurement and structural models using SmartPLS 3 because the sample size for this study was greater than the recommended 100 people ($n= 201$) (Fauzi, 2022). This established that appropriate indicators and constructs were identified and the influence of leadership behaviours on job satisfaction.

FINDINGS

Participants Demographic Attributes

The results on demographic attributes of the study participants indicated that the larger proportion (72.0%) of the study participants were males, with female being 28.0%, (40.0%) of full-time academic staff being assistant lecturers, 39.4% being lecturers, 13.1% were senior lecturers followed with associate professors (3.4%), graduate fellows with 2.9% and professors with 1.1%. Further, the majority percentage (74.3%) had spent over 5 years and above teaching at the University, followed by 17.7% who taught for a period between 3 to 4 years, 5.1% who taught for a period of 1 to 2 years, and 2.9% had taught for a period of less than a year. The larger percentage (48.6%) of the academic staff had Master's degrees, 48.0% had PhDs, and 1.7% had

Bachelor’s degrees and post-graduate diplomas. Overall, the results above suggest that academic staff with varied attributes participated in the study. Thus, the data collected produced results that can be generalised.

Measurement Models

To ascertain the validity and reliability of the data collected and the independence of the measures (i.e., no collinearity), measurement models were developed. Validity tests included calculating Average Variance Extracted (EVA) for convergent validity and Hetero-trait-Monotrait (HTMT) ratio correlations for discriminant validity. Convergent

Validity was calculated considering AVE to establish if the indicators for each construct were close, hence converged on the construct hence its appropriate measures. Discriminant Validity was done to ensure that the latent constructs used for measuring the casual relationship for the variables under investigation were truly distinct from each other. Further, the Heterotrait–Monotrait (HTMT) ratio of correlations was calculated because it helped in assessing a reflectively measured construct’s discriminant validity in comparison with other construct measures in the same model. This helped to establish whether the indicators of constructs actually described the constructs.

Table 1: Testing the discriminant validity of the research variables using the heterotrait-monotrait (HTMT) discriminant assessment

LB	AVE	AO	DL	PL	SL
AO	0.610	0.432			
DL	0.617	0.768	0.769		
PL	0.514	0.794	0.465	0.909	
SL	0.554	0.458	0.629	0.908	0.703
JS	AVE	EJ	IJ		
EJ	0.507	0.242			
IJ	0.571	0.852	0.785		

Key: LB= Leadership Behaviours, PL=Participative Leadership, DL=Directive Leadership; SL= Supportive Leadership, AO= Achievement-oriented leadership, JS= Job Satisfaction, EJ= Extrinsic Job Satisfaction, IJ=Intrinsic Job Satisfaction

The first column of values in *Table 1* shows the Average Variance Extracted (AVE) for leadership behaviours and job satisfaction with their respective dimensions. All constructs had AVE values greater than the minimum threshold of 0.5, confirming the convergent validity (Alarcón et al., 2015). The results in *Table 1* also demonstrated that HTMT requirements were met because the ratio correlations did not surpass 0.90, which is the maximum (Henseler et al., 2015). The measurements were, therefore, discriminately valid.

To confirm the reliability of the indicators of the different constructs, reliability tests using Cronbach

Alpha (α) and Composite Reliability (CR) were conducted. Due to Cronbach’s Alpha constraint of assuming that all indicator features are the same in the population hence lowering reliability scores, composite reliability (CR) was also calculated. The sensitivity of Cronbach’s Alpha tends to underestimate the indicator’s internal consistency (Hair Jr. et al., 2020). On its part, Composite Reliability is tolerant as it takes into account the outer features of the indicator variables, increasing the reliability values of the indicators (Dash & Paul, 2021).

Table 2: Composite reliability and cronbach’s alpha for the study constructs

Measurement	Cronbach’s Alpha (α)	Composite Reliability
Achievement-Oriented	0.838	0.886
Directive	0.875	0.906
Participative	0.838	0.880
Supportive	0.899	0.918
Extrinsic	0.829	0.875
Intrinsic	0.748	0.841

The findings in *Table 2* show that all Cronbach’s alpha and composite reliability values for all the constructs were above 0.70. This indicated the existence of a sufficient degree of reliability for the indicators that measured the constructs. This is because according to Lai (2021), the minimum level of both Cronbach’s alpha and composite reliability

is 0.70. Structural Modelling for Leadership Behaviours and Job Satisfaction

To assess how leadership behaviours influence job satisfaction of academic staff, a structural equation model was developed. The results of the structural equation model are shown in *Figure 1*.

Figure 1: Structural equation modelling for leadership behaviours and job satisfaction of academic staff

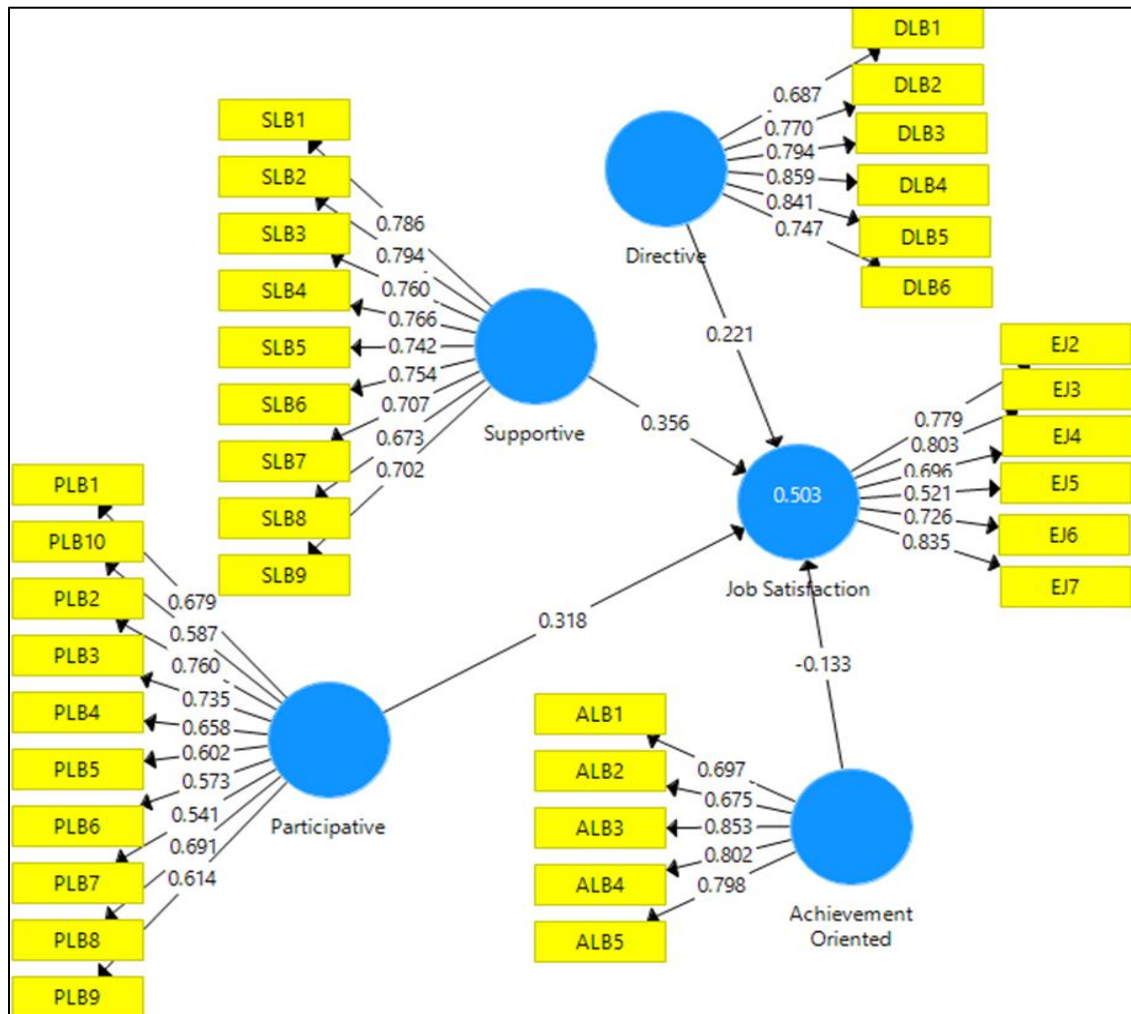


Figure 1 displays leadership behaviours and how they relate to the job satisfaction of academic staff. The leadership behaviours studied were participative leadership (PL), supportive leadership (SL), directive leadership (DL) and achievement-oriented leadership (ALB). For leadership behaviours, the factor loadings revealed that all the items for the construct that measured the concept loaded above 0.5, which is the minimum validity value when using factor analysis. Job satisfaction was studied in terms of intrinsic job satisfaction (IJ) and extrinsic job satisfaction (EJS). However, only

indicators that measured extrinsic job satisfaction loaded above the minimum validity value of 0.5 except one (EJ1). Therefore, in the context of university study, job satisfaction is described as extrinsic job satisfaction. Figure 1 shows that four hypotheses to the effect that participative leadership (H1), supportive leadership (H2), directive leadership (H3) and achievement-oriented leadership (H4) have a significant influence on the job satisfaction of academic staff were tested. Table 3 presents the predictive results.

Table 3: Structural equation model prediction for leadership behaviours and job satisfaction

Leadership Behaviours and Job Satisfaction	β	Mean	STD	T	P
Directive \rightarrow Job Satisfaction	0.221	0.218	0.074	2.975	0.003
Participative \rightarrow Job Satisfaction	0.318	0.310	0.094	3.374	0.001
Supportive \rightarrow Job Satisfaction	0.356	0.359	0.094	3.777	0.000
Achievement Oriented \rightarrow Job Satisfaction	-0.133	-0.100	0.079	1.686	0.092
$R^2 = 0.503$					
Adjusted $R^2 = 0.489$					

The findings in Figure 1 and Table 3 indicated that directive leadership behaviours ($\beta = 0.221$, $t = 2.975$, $p = 0.003 < 0.05$), participative leadership ($\beta = 0.318$, $t = 3.374$, $p = 0.001 < 0.05$), supportive leadership behaviours ($\beta = 0.356$, $t = 3.777$, $p = 0.000 < 0.05$) (H_02), and positively and significantly influenced job satisfaction of academic staff. However, achievement-oriented leadership behaviours ($\beta = -0.133$, $t = 1.686$, $p = 0.092 > 0.05$) negatively and insignificantly predicted job satisfaction of academic staff. The coefficient of determination results suggested that the four factors, namely participative, supportive, directive and achievement-oriented leadership behaviours, contributed 50.3% ($R^2 = 0.503$) to the job satisfaction of academic staff. The Adjusted R^2 results revealed that the significant factors, namely participative, directive and supportive leadership behaviours, contributed 48.9% (0.489) to the job satisfaction of academic staff. The coefficient of determination indicated suggested that factors not considered in this model accounted for 49.7% of the variation in job satisfaction of academic staff. Further, the findings suggested that if the university

emphasises the three leadership behaviours, namely; participative, supportive and directive leadership behaviours, job satisfaction of academic staff is most likely to improve.

DISCUSSION

The findings indicated that participative leadership positively and significantly influenced the job satisfaction of academic staff. This finding is consistent with previous scholars (Usman et al., 2021; Merks, 2020; Dokony et al., 2020; Shegaw, 2020; Muganda & Muganda, 2020; Chan, 2019; Mwaisaka et al., 2019b; Hayat Bhatti et al., 2019; Dyczkowska & Dyczkowski, 2018) who indicated existence of a positive association between participative and job satisfaction. Therefore, this means that participative leadership behaviours at Kyambogo University enhance the job satisfaction of academic staff. The findings also indicated that supportive leadership positively and significantly influenced the job satisfaction of academic staff. The finding was in agreement with the findings of Dubey et al. (2023), Indriyani (2021), Okech and Komunda (2020), Mutune et al. (2019), Thuku et al.

(2018a), Yan-Li and Hassan (2018), Mwaisaka et al. (2019c), Soodan and Pandey (2017), Al-Sada et al. (2017), Lor and Hassan (2017). Therefore, supportive leadership had a significant impact on the job satisfaction of academic staff.

Further, the study findings indicated that directive leadership had a positive and significant influence on the job satisfaction of academic staff. This finding is in agreement with the finding of Al-Maaitah et al. (2021), Ngabonzima et al. (2020), Mwaisaka et al. (2019b), Agoi (2019), Bell et al. (2018), Diuno (2018), and Al-Sada et al. (2017). However, this finding did not agree with Banjarnahor et al. (2018) and Rabbani et al. (2017), who reported that directive leadership behaviours insignificantly influenced job satisfaction. Nonetheless, since the study concurred with the majority of previous scholars, it can be inferred that directive leadership influenced the job satisfaction of academic staff. However, the findings indicated that achievement-oriented leadership negatively and insignificantly predicted the job satisfaction of academic staff. This finding was in agreement with Berhanu (2019), who established the existence of a negative and insignificant association between achievement-oriented leadership and job satisfaction. Nevertheless, the finding did not concur with Mefi and Asoba (2020), Rana et al. (2019), Yan-Li and Hassan (2018), Thuku et al. (2018b), Suradi (2017), Amahundu (2016), Odubuker (2016), Lumbasi et al. (2015) who indicated the existence of a positive and significant association between achievement-oriented leadership and job satisfaction. Therefore, achievement-oriented leadership did not promote job satisfaction of academic staff.

CONCLUSION

The study concluded that participative leadership is essential for the job satisfaction of academic staff. This is especially when university leaders consult with academic staff when facing challenges, listen receptively to their ideas and suggestions, involve academic staff in different administrative activities,

consider suggestions of members even when they disagree with them, and use their suggestions as they make decisions. The study also concluded that supportive leadership is necessary for the improvement of the job satisfaction of academic staff. This is when superiors maintain a friendly working relationship with academic staff, encourage them even in difficult situations, rely on their superiors when they need help, and try to understand the point of view of the academic staff when they speak to them and when superiors say things that inspire them. Further, the study concluded that directive leadership enhances the job satisfaction of academic staff. This occurs when superiors let academic staff know what is expected of them; they are given standard rules and regulations to follow, clear explanations of what is expected of them on the job and set goals for them to achieve. It was also concluded that achievement-oriented leadership has a limited contribution to the job satisfaction of academic staff. Thus, the way superiors let academic staff know what was expected of them at their highest level and showed confidence in their abilities to meet most job objectives did not influence the job satisfaction of academic staff. Therefore, achievement-oriented leadership is not a plausible requirement for enhancing academic staff job satisfaction.

Recommendations

To boost the job satisfaction of academic staff, managers of universities were advised to employ participative, supportive, and directive leadership behaviours. Participative leadership should involve university leaders consulting with academic staff when facing challenges, listening receptively to their ideas and suggestions, involving academic staff in different administrative activities, considering suggestions of members even when they disagree with them and using their suggestions as they make decisions. Supportive leadership should be promoted by superiors maintaining a friendly working relationship with academic staff, encouraging them even in difficult situations,

relying on their superior when in need of help, trying to understand the point of view of the academic staff when they speak to them and saying things that inspire them. Directive leadership should involve superiors letting academic staff know what is expected of them, asking them to follow standard rules and regulations, giving them clear explanations of what is expected of them on the job and setting goals for them to achieve. However, university leadership should not over-prioritise achievement-oriented leadership to enhance the job satisfaction of academic staff. Thus, leaders should not over-focus on the way superiors let academic staff know what is expected of them at their highest level and the way superiors show confidence in their abilities to meet most job objectives.

Limitations

The study significantly adds to the body of knowledge by demonstrating how leadership behaviours affect academic staff members' job satisfaction in universities. However, numerous limitations emerged from the study. For example, the results on achievement-oriented leadership were contrary to the findings of the majority of earlier researchers. Therefore, future research should test the influence of achievement-oriented leadership and job satisfaction in different contexts in Uganda or different universities. Further, since the study was conducted in one public university, future researchers should consider several Universities, including private ones. In addition, the positivist approach employed by the study might have hindered the exhaustive exploration of the study variables. Thus, future scholars ought to include an interpretive strategy for in-depth exploration.

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