MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

SERVANT LEADERSHIP, PSYCHOLOGICAL SAFETY, AND SOCIALLY RESPONSIBLE LEADERSHIP: A CASE OF PUBLIC UNIVERSITIES IN UGANDA

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A DISSERTATION SUBMITTED TO MAKERERE UNIVERSITY BUSINESS SCHOOL (FACULTY OF GRADUATE STUDIES AND RESEARCH) IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF MASTER OF SCIENCE IN LEADERSHIP AND GOVERNANCE OF MAKERERE UNIVERSITY

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DECLARATON

I, **KYAMBADE MAHADIH,** declare that this proposal is truly my original work and has never been submitted any time for the award of the degree in any University.

Signature..... Date.....31/07/2023.....

Kyambade Mahadih

2020/HD10/23964U

APPROVAL

This is to certify that this research report has been submitted as partial fulfilment of the requirement for the award of Master of Science in Leadership and Governance of Makerere University, with the approval of University Supervisors.

Signature.....Date.....31st July 2023

Dr Mugambwa Joshua

Signature.....Date.....31/07/2023

Ms. Namuddu Regis

DEDICATION

I dedicate this dissertation to my fellow colleagues in the Department of Leadership and Governance (MUBS) and my entire family for the endless support they have rendered to me in all possible ways to make this research report a successful one.

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Firstly, glory and honour be to the Lord God for the gift of life during the period of this research project.

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May God richly bless you all!

ABSTRACT

The study sought to find out the relationship between relationship Servant Leadership, Psychological Safety and Socially Responsible Leadership in public Universities in Uganda. The study intended to achieve the following objectives, to examine the relationship between Servant Leadership and Socially Responsible Leadership, to examine the relationship between Psychological Safety and Socially Responsible Leadership, to examine the combined effect of Servant Leadership and Psychological Safety towards predicting Socially Responsible Leadership. Questionnaires were used as a tool of data collection among Academic, Administrators and Support staff of public Universities. The result after data analysis showed that there was a positive significant relationship between Servant Leadership and Socially Responsible Leadership. The second finding showed that there was a positive significant relationship between Psychological Safety and Socially Responsible Leadership. Lastly the finding showed that Servant Leadership and Psychological Safety predict 17.5% of Socially Responsible Leadership. Psychological Safety is a significant predictor and Servant Leadership is slightly a predictor when combined with Psychological Safety. The beta value indicated that Psychological Safety is the highest predictor of Socially Responsible Leadership with a beta value of 33% when combined with Servant Leadership.

CHAPTER ONE

INTRODUCTION

1.1. Background

Continuous social challenges in the world today, demand for socially responsible leaders. Social challenges are a crisis phenomenon that covers spheres of human life and communities and therefore these challenges demand for leaders with social and inclusive values (Oleg, 2018) who are socially responsible. Socially responsible leaders are those leaders with inclusive values and aim at attaining organizational or societal goals with ethical manners (Sánchez F., At El, 2020). On the other hand, socially responsible leadership (SRL) as a process is viewed in a perspective of inclusivity, ethical, responsibility, capability among others (Yasin, 2021). SRL helps the organizations to engage with the real-life concerns of its employees, customers and other stakeholders. Globally this has been witnessed in the actions exhibited in Marriotte hotel, SouthWest Airlines, among others (Vibhas R & Brian J. B., 2021). The SRL values in these companies have contributed to their high performance and these have been listed among the best 100 performing companies in the world. Further empirical evidence on SRL in the confederation of British Industry in 2020 indicated a wrapping 90% of the respondents demanding for Socially Responsible Leaders (Christian, 2020)

There are a number of factors that contribute in building SRL in organizations and these include Servant Leadership Abilities, Psychological Safety, Organizational Culture, and Personality among others (Northouse, 2019). However for this study, Servant Leadership (SL) and Psychological Safety (PS) will be considered as building factors for SRL among university staff holding leadership positions at different levels. SRL is significantly positive to SL (Kiker, D. S., 2019). SL is viewed as a commitment for one who serves others beyond self (Ngoma M. et al., 2020). SL is characterized by number factors including stewardship, building community, listening, holistic approach to work, commitment to growth of people among other factors (Song, J. 2020). Servant leaders focus on addressing the needs of their followers implying their ability to improve their SRL abilities in organizations (Nangoli et al., 2020). Servant leaders through their actions develop a strong and highly engaged workforce, which can be a considerable source of SRL for their organizations (Rahal, F. E. Z. M., & Farmanesh, P., 2022). For example Marriott hotels promote SRL within the company which is included in their mission statement,

"serve their world with supporting the communities in which one lives and work" (Marriott Inc., 2017). However much as these are witnessed in such companies, there is no clear understanding of whether SL contributes in developing SRL in a University setting in Uganda. Much as SL and PS have been embraced in the world-over, there is no clear empirical evidence of those variables in Uganda, as there are many social inequalities in organizations.

Several mechanisms link SRL and PS hence organizations need an examination to understand its impact (Gui et al., 2020). PS is defined as a state of mind wherein followers consider themselves protected to openly share without risking their work or career (Edmondson, 2018). PS enables employees to engage, connect, change and learn new ways of executing their tasks and contributing their quota to the development of the organisation without any fear of being punished. Research shows how organizations can foster PS and doing so depends on leaders at all levels demonstrating SRL behaviors that help their employees thrive (Glavas, 2016). Investing in SRL can equip leaders to embody these behaviors and cultivate PS across the organization (McLaren and Spink, 2022).

SRL is viewed as an emerging model based on new approaches to conducting business that could contribute to dispelling managerial mistrust. Depending on how it is practiced, however, it may foster or hinder the application of SL and PS (Dirik & Seren Intepeler, 2017). Precedents for SRL can be found in models of transformational or ethical effective leadership, with their similarities and differences primarily as regards responsibility, as noted), neither of which is discussed here (for a review, see Zhang, X., Li, D., & Guo, X., 2022). SRL has become a major item on academic and practical management agendas and has generated extensive literature on business management in recent years (Zhao, L., *et al.,* 2023). Despite the growing corpus of literature on SRL, however, SRL styles, the individual characteristics associated with SRL (values, attitudes, behaviors), and especially the relationship between SRL, SL and PS are still poorly understood. Another conclusion drawn from a review of the literature is that most papers deal with theoretical issues; empirical data to support premises about the association of SRL with SL and PS are scarce and based primarily on case studies. The result is a want of consistent and conclusive data.

In the context of Public Universities in Uganda especially in Makerere University and Kyambogo University, staff attached to Makerere University laid down their tools over poor

working conditions relating to delays in salary payments for May 2023 where over 3000 staffs were affected (Observer, 2023) and Part time lecturers in kyambogo have recently threatened to withhold students examinations results due to delayed payments with one anonymous lecturer stating that he has taken 10 months without receiving his allowances (Serugo P, 2023) leading to work stress hindering staffs work like setting examinations, invigilation of examinations and mostly attending to students in classrooms. Further evidence has shown Makerere University top administrators have been involved in fraud, abuse of office, nepotism, corruption, conflict of interest, bribery in the recruitment processes, among other things (Daily Monitor, 2018) and Criminal Investigations Directorate (CID) interrogated the head of Human Resources at Kyambogo University, Richard Manana, over allegations that some middle level staff at the university are holding two government jobs (Katungulu A, 2021) which also shows a lack of Socially Responsible Leadership.

SRL has been supported theoretically by SL theory that underpins grounds for which a leader should serve others before self hence building them holistically, empowering them and building their wellbeing (Greenleaf, 1970). The SL theory has much provided grounds for leaders to thrive in organizations hence terming them as Socially Responsible Leaders. Such leaders with SL attributes have been able to build sustainable organizations with leaders who are psychologically safe and those that advocate for social inclusion for all. Therefore this study will consider SL theory as a grounding theory for SRL and PS among staff holding leadership positions in Public Universities.

Given these issues in Public Universities like staff strikes, grievances, mistrust and unfair representation occur more often. If this investigation is not made the same issues could continue to override in public institutions hence need to investigate whether there is SRL practiced in these institutions.

1.2. Problem statement

Socially Responsible leadership creates a peaceful and progressive environment. Socially Responsible leadership encourages leadership for all approach and enhances mutual cooperation, and unleashes potential for a team-based leadership that is collaborative (Han, Z. at el., 2019). However at Makerere University, in the recent elections for Deans and Heads of different

Faculties and Departments, electorates have been cited arguing about staff who stood for these positions as those that have for long failed to represent their challenges at different higher management positions hence no need to vote them for these positions (MUBS newsletter, 2022). In Makerere University and Kyambogo University, a number of management issues ranging from failure to present staff issues before government, delay of salaries and unfair recruitment procedures have been reported which has led to numerous staff strikes. The mistrust and unfair staff representation at Public Universities might be attributed to lack of Socially Responsible Leaders (The Independent, 2022). Therefore if this study is not carried-out, such issues are most likely to continue occurring hence the need to investigate Psychological Safety, Servant Leadership and Socially Responsible Leadership among leaders holding management positions in Public Universities in Uganda particularly in central region.

1.3. Purpose of the Study

The study will establish the relationship between psychological safety, servant leadership and socially responsible leadership in public universities in Uganda.

1.4. Objectives of the study

i. To establish the relationship between Servant Leadership and Socially Responsible Leadership
ii. To establish the relationship between Psychological Safety and Socially Responsible Leadership
iii. To examine the combined effect of Servant Leadership and Psychological Safety towards predicting Socially Responsible Leadership

1.5. Research Questions

i. What is the relationship between Servant Leadership and Socially Responsible Leadership?
ii. What is the relationship between Psychological Safety and Socially Responsible Leadership?
iii. What is the relationship Between Servant Leadership, Psychological Safety and Socially Responsible Leadership?

1.6. Scope of the study

1.6.1. Subject scope

The study will focus on the relationships between servant leadership, psychological safety, and socially responsible leadership in public universities in Uganda. In this study, psychological safety and servant leadership will be the independent variables whereas, socially responsible leadership will be the dependent variable.

1.6.2. Geographical Scope

The study will be carried out in the central region of Uganda because all the universities under study are in Kampala.

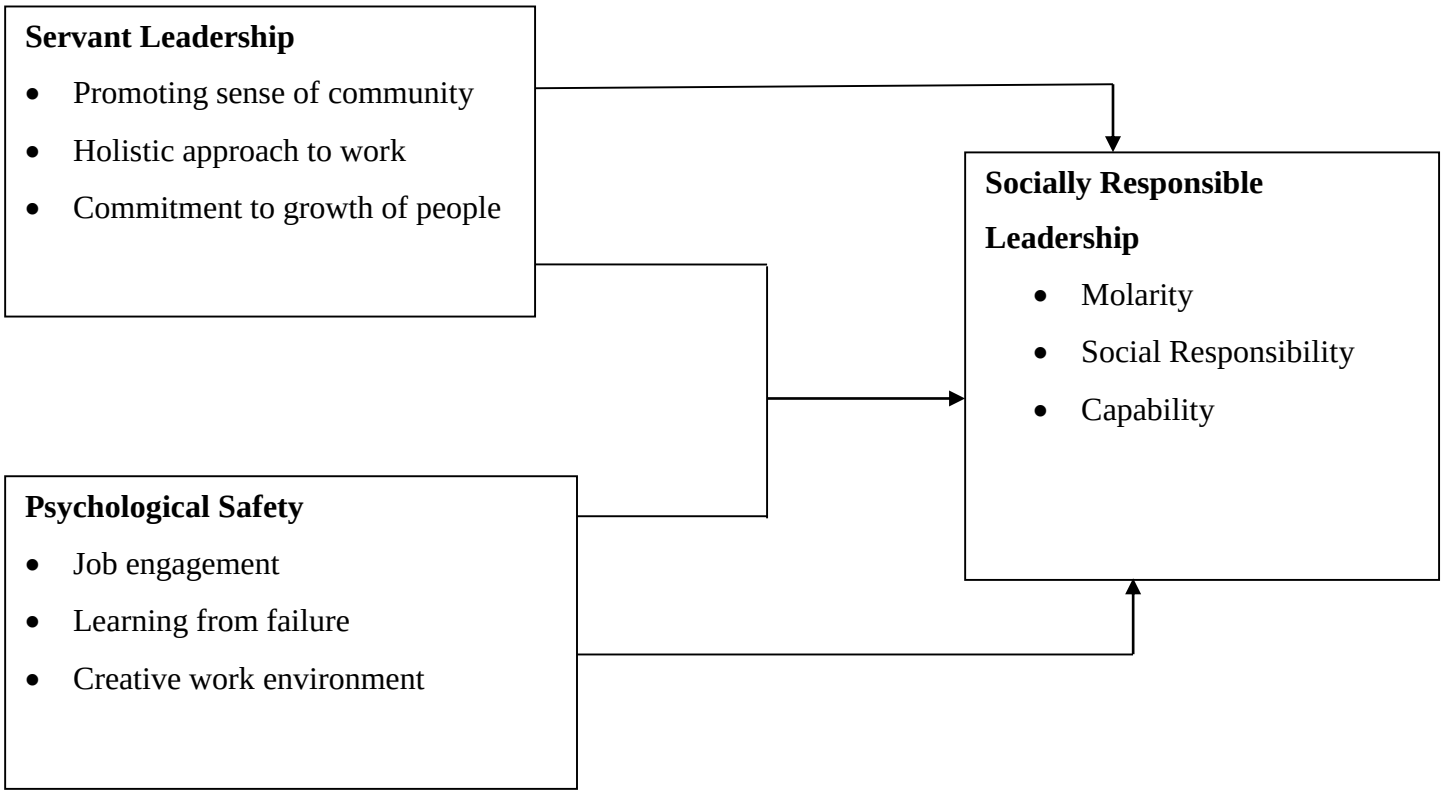
1.6.3. Time scope

Data for this study will be collected between August and September 2022 giving a time span of two months.

1.7. Significance of the study

i) The results of the study will help the key players in public universities in Uganda realize the effect of the servant leadership and psychological safety on socially responsible leadership in public universities.
ii) The study will also help various stakeholders to know the importance of socially responsible leadership in public universities for example kyambogo and Makerere University.
iii) The findings of the study will be beneficial to policy makers such as managements in various public universities and Parliament by informing policy changes geared at improving socially responsible leaders in public universities.
iv) The study will be relevant to various researchers by providing researched information on different variables that's psychological safety, servant leadership and socially responsible leadership.

1.8. The conceptual framework:



CHAPTER TWO

LITERATURE REVIEW

2.1. Servant Leadership

Servant leaders are self-motivated and internally driven to implement the behaviors and exhibit the characteristics of servant leadership (Ngoma M. *et al.,* 2020). D'Ascoli S. & Piro J. S. (2023) studied servant leadership at the academic level and across organizational disciplines. Through their research, they concluded that specific situations dictate the leadership style necessary to address the needs of the followers. However, researchers continue to identify servant leadership as appropriate and effective in religious organizations including educational settings (Ross, P. D., 2023) which is why we need the study in an academic setting. Choi (2014) contended servant leadership emerged as a global phenomenon by the early 1970's. Greenleaf, as the theorist credited for introducing the concept of servant leadership to the mainstream though of leadership theory, stated that great leaders result from leaders that see themselves as servants (Greenleaf, 1977). Therefore, the primary motive of a servant leader is to serve rather than lead. Greenleaf further suggested that the best test on the effectiveness of a servant leader is on whether they can build and maintain common good within an organization and society (Greenleaf, 1977). It should also be noted that it is not only the leader who has to serve but also the organization in order for servant leadership to be effective (Greenleaf, 1997). Through ongoing research into servant leadership and exploring its application in multiple settings including organizations and businesses, (Gandolfi, *et al.,* 2017) contended that servant leadership is becoming more widely accepted in organizations which is so for academic institutions.

Servant leadership starts with desire. Ashta A., & Stokes P. (2023) agreed with Robert Greenleaf's original notion in the 1970s about servant leadership, which highlighted the intrinsic feeling of leaders wanting to serve. That selfless desire to serve establishes servant leaders as being servants first and leaders second (Felix J., 2023). A leader's greatness is built upon the practice of serving other people and although servant leaders are servants first, they can be great leaders because "leading and serving are two sides of the same coin" (Felix J., 2023). The essential skills, knowledge, and character traits that are consistently understood as leadership staples are still required to lead people (Myatt H., 2023), the difference becomes apparent in the leader's value system based on the leader's actions and interactions with people. Servant leaders

genuinely care about people and will sacrificially serve and focus on their followers' needs (Sherman, 2019) and leaders are often developed and discovered by those acts of service and stewardship (Tomas C. M. M. *et al.,* 2023).

2.2. Psychological Safety

Psychological safety is an individual's perception concerning the consequences of risk-taking, others' well-being, and admitting mistakes (Erkutlu & Chafra, 2019). It refers to a situation where employees believe that they will not be punished for raising their voices and ideas, reporting mistakes, and sharing opinions (Cho H., *et al.,* 2023). Psychological safety is the state of mind wherein people consider themselves protected to openly share ideas without risking their work, rank or career (Carrillo R. A., 2023); and has been positively associated with several outcomes for example work engagement, creativity and performance (Frazier et al., 2017; He et al., 2019). Followers consider themselves protected and tend to have better health and well-being working under supportive and moral managers or organizations (Ahmad et al., 2019). Since emotions are contagious, leader's standards of integrity, morality and fairness positively affect follower's mood, self-esteem, meaningfulness, sense of security, trust and psychological safety (Arif L., *et al.,* 2023). Followers working under such leaders feel that it is appropriate to work with such bosses since they do not backstab or seldom cheat. Also, they do not have a threat to their work (Syrek & Antoni, 2017) and have greater involvement, ownership and autonomy at work; thereby as reciprocity, it enhances both psychological safety and work satisfaction in organizations (Mitterer, D. M. & Mitterer H. E., 2023). Prior research supports that the link between leadership and work satisfaction is mediated by psychological safety (Ahmad & Umrani, 2019).

Psychological safety has been found to affect employees' work engagement. For example, Jude, A. O., & Maude, I. J. (2023) in a study in Indonesia reported a strong positive association between psychological safety and employees' work engagement. Similarly, Albrecht, S. L., *et al.,* (2023) found that a psychologically safe environment improved employees' work engagement. The results of these studies point to the fact that in organisations where employees are psychologically safe, they become focused on accomplishing the goals despite the discomforts that inevitably come along with new experiences and ideas (Wanless, 2016).

It should be noted that in the university settings, employees' psychological safety is particularly relevant because it enables them to be dedicated and committed to influence the achievement of intended learning outcomes. Vakira, E., *et al.,* (2023) reported that psychological safety mediated employees' job commitment and engagement. Psychological safety, therefore, brings a shared belief held by employees of a team that makes that team safe for interpersonal risk-taking. Similarly, Edmondson (1999) in a study concluded that psychological safety is associated with the learning behaviour of workers which consequently affects the job performance of employees. According to Liu, X., *et al.,* (2023), they found out that intervention at the workplace that focus on the psychological safety of employees would contribute to their work engagement, as the feeling of psychological safety allows employees to show much concern, vigor and dedication. According to Anecdotal evidence, it's observed that when individuals do not feel psychologically safe, their willingness to engage in experiences that would facilitate their development and work is hampered.

2.3. Socially Responsible Leadership

Leaders of organisations help define and shape work contexts that contribute to organisational performance and there is evidence that individual leadership style is an important determinant of organisational outcomes of effectiveness, innovation, success and sustainability (Tran, Q. H. N., 2023). Leadership refers to the ability of an individual to influence, motivate and enable others to contribute to the effectiveness and success of organisations of which they are members (Turyadi, I., *et al.*, 2023). In fact, leadership refers to behaviours of individuals who motivate followers to perform and identify with organisational goals and interests and who have the capacity to motivate employees beyond expected levels of work performance (Malik, P., 2023). However, in today's organisational context, many of the leadership approaches have focused their efforts on developing socially responsible leadership (SRL) capacity in order to achieve long-term human and organisational sustainability. According to Areola, E. M. Q., (2023), socially responsible leadership is described as a system practiced in reciprocity to its constituency with the ultimate objective being to achieve the goals set by stakeholders. It has been argued that leadership means not only providing commitment to managing the business, but also developing a system of incentives to reward leaders at all levels of the organisation, leaders who are concerned about and acting to adopt sustainable practices (Ezzati, F., *et al.,* 2023). As Assoratgoon, W., &

Kantabutra, S., 2023) mentioned, organisational sustainability is generally considered leadership challenges. Other scholars also highlighted the important role of socially responsible leadership in integrating sustainability across the organisation (Ziyadeh, M. W., *et al.*, 2023).

Along with these arguments, socially responsible leadership is essential to organizations and founded on the premise that leaders have a responsibility to a broader range of stakeholders than is normally included in mainstream leadership theory (Azmat, F., et al., 2023). These stakeholders comprise non-governmental organisations, employees and customers, people throughout the supply chain, governments, societies and future generations, all of whom are affected by the organization's activities (Katamba et al., 2014) and are the pioneers of understanding and conceptualizing socially responsible leadership. They described socially responsible leadership as a values-based and principle driven relationship between leaders and stakeholders who are connected through a shared sense of meaning and purpose through which they raise to higher levels of motivation and commitment for achieving sustainable value creation and responsible change (Azmat, F., et al., 2023).

The concept of 'socially responsible leadership' has been developed due to various scandals regarding the responsibility of several multinational companies towards the environment and society, correlated with increasing concerns for sustainability (Patzer, M., & Voegtlin, C., 2023). The concept is centered on the sustainable relations between organisation leaders and stakeholders that are meant to lead to beneficial results for society and environment (Patzer, M., & Voegtlin, C., 2023). For that reason, socially responsible leadership objectives gained attention because of the realization of the need to constitute sustainable mutual relationships with stakeholders, environment and society. Furthermore, it also refers to the ability to flexibly deal with organisational change and engaging in dialogue and partnerships with various members of society (ogli Nabiev, B. M., 2023). Smit, B., (2023) defines responsible leadership as "a relational and ethical phenomenon, which occurs in social processes of interaction with those who affect or are affected by leadership and have a stake in the purpose and vision of the leadership relationship."

Other perspectives highlight the need for socially responsible leaders to behave both ethically and effectively and to extend the notion of responsible leadership from single individuals (the great leader concept) to all levels of the organisation (You, L., 2023). From these perspectives,

we can broadly define socially responsible leadership as a multilevel phenomenon involving individuals, groups and organisations that emphasizes leadership effectiveness, ethical behaviour, respect for stakeholders and economically, socially and environmentally sustainable practices. More recently, a 'socially responsible leader' has been defined as one who creates a culture of inclusion built on solid moral ground (Patzer, M., & Voegtlin, C., 2023). Therefore, following Abbas, A., 2023), SRL can be viewed as a process of inclusion to attain group, organisational and societal goals with ethical manners. It was indicated that SRL includes the social-relational processes of individual managers and collectivities that actively involve stakeholders so as to function consistently as an ethical and socially responsible organisation (You, L., 2023). Pham, N. T., et al., (2023) stated that responsible leadership was a condition that included the positive climate, positive calling orientation, positive connections and positive communication to enable positive dynamics and highest human potentialities in the organisational activities. Supporting that statement, Feng, X., *et al.,* (2023) indicated that socially responsible leadership was not simply about the attributes of the individual leader, but must also take into consideration the entire system, which includes factors such as the contextual environment, the internal environment and the process system.

Abay, S. T., *et al.,* (2023) suggested that socially responsible leadership includes three critical components: values-based leadership, ethical decision-making, quality stakeholder relationships. Given a focus on these dimensions, we may view SRL in the context of socially responsible manners and morality-based relationships with respect to the variety of stakeholders. Lastly, the theory of responsible leadership for performance (RLP) proposed by Lynham and Chermack (2006) offered an appropriate framework that addresses leadership that focuses on both performance as well as responsibility. It frames leadership as a performance system of interacting inputs, processes, outputs, feedback and boundaries where each variable has an impact on the others.

2.4. Servant Leadership and Socially Responsible Leadership

There has been a relationship Servant leadership and Socially Responsible leadership as "leaders want to serve and to make sure that other people's highest priority needs are being served," (Greenleaf, 1977). Leaders develop employees, share power and make efforts to benefit employees, customers, suppliers, community, and environment (Afshari, L., *et al.,* 2023). To

create “servant-minded followers”, such leaders set examples of better engagement, interpersonal relationships and community support (Meuser, J. D., & Smallfield, J., 2023). They inspire followers to show empathic sensitivity to others’ needs, demonstrate stewardship, and even make personal sacrifices to progress the mission of service (Kaushal, N., & Mishra, S., 2023). MacFarlane, I. D., (2023) found that socially responsible leadership and servant leadership instill beliefs that success resides in serving stakeholders from employee to organisation, community, and the environment. Awasthi, P., & Walumbwa, F. O., 2023) argues that employees view servant leaders as cultivators of an inclusive culture that promotes stakeholder agenda. Of the few studies at the CEO-level, scholars have found empirical evidence for the positive influence of servant leadership and socially responsible leadership on individual-level outcomes, e.g., commitment and self-sacrifice (Lapointe & Vandenberghe, 2018). Islam, T., *et al.,* (2023) further elaborates that socially responsible leaders and servant leaders put great passion into what they do for their subordinates. They set examples of stewardship of authority by devoting longer time and efforts to serve the needs of employees and others, which can be contagious as employees often mimic such behaviours at work. Patrnchak (2015), former Chief Human Resources Officer at the Cleveland Clinics, shares a real-world success story in which “hardwiring” servant leadership into the organisations’ DNA (e.g., focusing on wellness programs, engagement, and reciprocity) incited personal sacrifices among employees to improve performance and customer experience. Sousa and van Dierendonck (2017) argued that socially responsible leader’s and servant leader’s humility and action-oriented behaviour instills loyalty and inspires employees to perform extra effort for the greater good (Cooper, & Sendjaya, 2017). The two concepts of servant leadership and socially responsible leadership have been studied in various organizations say hospitals and multinationals across the world but there’s no evidential research that has been made in academic institutions hence need to study these variables in Public Universities in Uganda.

2.5. Psychological Safety and Socially Responsible Leadership

Employees need PS in doing their job with commitment and morale (Liu, X., *et al.,* 2023). Employees need a psychologically safe environment for their risk-taking actions inherent to creative endeavors and if they perceive safety, then they are more comfortable to voice their opinion (Lane, M. L., 2023). Employees at the workplace need not to be labeled as trouble-

makers whenever they speak up (Liu, X., *et al.,* 2023). This can result in lower support and punishment (e.g., demotion and termination). Socially responsible leaders can help shape and maintain work contexts where employees experience greater Psychological Safety, as this motivates employees to develop, promote, and implement ideas (Liu, X., *et al.,* 2023). Employee performance is associated with risky behavior and if employees do not feel psychologically safe, then they protect themselves defensively and refrain from being Innovative (Vakira, E., *et al.,* 2023). However, this is not the case when they experience socially responsible leadership (You, L., 2023). Socially responsible leaders value the inclusion of employees in a particular work process; therefore, give employees a chance to raise their voice for generating, promoting, and implementing useful ideas (Zhao, H., *et al.,* 2023). Such leaders contribute to a culture where employees' ideas and opinions are highly valued and respected. Socially responsible leaders show concern for employees' feelings as well as expectations. Therefore, employees feel more psychologically safe in exhibiting interactive and innovative behaviour when supervised by socially responsible leaders as shown in the studies carried out by (Liu, X., *et al.,* 2023). The relationship between psychological safety and socially responsible leadership has also been studied in various organizations mostly multinationals but there's no research that has been made in academic institutions hence the need to study these variables in academic institutions in Uganda.

2.6. Psychological Safety, Servant Leadership and Socially Responsible Leadership

While there is limited literature associating Psychological Safety with Servant Leadership, studies shown above have attempted already to demonstrate the implication each of these variables has on Socially Responsible Leadership (Dirik & Seren Intepeler, 2017). As such, the combination of both psychological safety and servant leadership is expected to have an enormous effect in influencing socially responsible leadership.

Given that organizations mostly academic institutions are often complicated, Leaders can play a critical role in employees' psychological safety (Dirik & Seren Intepeler, 2017) by dealing with employee challenges. Servant leadership is also essential in facilitating employees by creating a safe working environment where employees' mistakes are tolerated. Previous research found out that socially responsible leaders focus on encouragement by empowering and lifting those who work for them (Karatepe et al., 2019): always look after staff's needs and work for the self-

development of subordinates (Lee et al., 2020). So, such a leader naturally safeguards the psychological safety of the employees. Such leaders follow the open communication approach. Leaders' accessibility to employees sends signals that it is safe to approach them. This high quality interpersonal relationship between a leader and his/her subordinate facilitates the introduction of psychological safety (Erkutlu & Chafra, 2019). In addition, these behaviors can create a safe and resourceful work environment, which may make the organization a more attractive place to work for as shown by Yasin, R., *et al.,* (2023). In other words, socially responsible leadership might enhance the perceived attractiveness of the organization and consequently amplify organizational identification (Crispin, M. A., *et al.,* 2023). Previous research provides supportive empirical evidence that servant leadership, psychological safety and socially responsible leadership can augment employees' identification with their organization (Jeong, J., *et al*., 2023). However there has not been research relating all these three variables in an academic institution setting hence need to study these variables in academic institutions in Uganda particularly in those public universities in the central region.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

The study used a cross sectional research design and used a quantitative research approach. A sectional research design helped the researcher to collect data once and measure situations at a particular point in time (Maier, C., *et al.,* 2023). Using quantitative research approach helped the researcher to collect numerical data that was used to compute relationships among the study variables. Quantitative research method deals with numbers and anything that is quantifiable in a systematic way of analysis of occurrences and their relations (Kumar, R. 2019).

3.2. Study Location

The study was carried-out in public universities in Uganda particularly in the central region. This is because these universities operate within most populated area where socially responsible leadership can be exercised or practiced.

3.3. Target Population

Populations are elements such as persons, items or occasions that encounter the sample measures for inclusion in the study. The population consisted of 6119 staff of Makerere University, Kyambogo University and Makerere University Business School (Makerere University HR Manual, 2022 & Kyambogo University HR Manual, 2022). The population was sub-divided into sub-groups so as to give an equal representation from all the chosen universities and staff categories. In this study, staffs holding leadership positions at any level were the unit of analysis and while those staff being lead in different departments, units and faculties were the unit of inquiry.

3.4. Sample Size, sampling procedure and techniques

A sample of 250 staff was chosen from a population of 6119 staff according to Krejcie and Morgan, (1870) table. Sampling according to Burns & Grove, (2003) is a procedure of choosing persons, occurrences or actions through which to conduct a study. The researcher used a stratified random sampling method where respondents will be grouped into sub-groups

depending on universities and role. A sample size of 250 staff drawn from different categories that's to say Academic staff, Administrators and support staff of Makerere University and Kyambogo University. Using the proportional method (1815/6119*250) to arrive at 74 academic staff, (1449/6119*250) to arrive at 59 administrative staff and (751/6119*250) to arrive at 31 support staff in Makerere University. A proportional method was also used for kyambogo university (951/6119*250) to arrive at 39 academic staff, (765/6119*250) to arrive at 31 administrative staff and (382/6119*250) to arrive at 16 support staff. The researcher also used stratified sampling procedure to select the respondents from different clusters that's to say (Academic, Administrative and Support Staff). The researcher used a simple random sampling where all respondents will have equal chances to participate in the study.

The table below shows the population from each selected universities.

University	**Population**	**Sample**
Makerere University		
Academic lecturers	1815	74
Administrators	1449	59
Support staff	751	31
Kyambogo University		
Academic lecturers	957	39
Administrators	765	31
Support staff	382	16
Total	6119	250

Source: (Makerere University HR Manual, 2022 & Kyambogo University HR Manual, 2022)

3.5. Research Instruments

The researcher used a questionnaire to collect primary data. The questionnaire was designed on a five (5) likert scale measuring degree of agreements/disagreement with a given statement. Using a questionnaire designed on a five likert scale consisting of closed-ended questions. The scores on the questionnaire ranged from 1 to 5 which mean that 1 equaled to Strongly Disagree, 2 equaled to Disagree, 3 equaled to Not Sure, 4 equaled to Agree and 5 equaled to Strongly Agree. The questionnaire consisted of closed ended items.

3.6. Measurement of Variables

The variables were measured as follows; Psychological safety was measured using a modified tool based of earlier scholars such as Kessel, et al, (2012) measuring Job engagement, learning from failure, Organizational commitment, Creative work environment. Servant leadership was measured using a modified tool based on earlier studies focusing on Promoting sense of community, Holistic approach to work, Listening, Commitment to growth of people (Greenleaf, 1977). Socially responsible leadership was measured using a modified tool used by earlier scholars measuring Morality, Job performance, Reputation, Social responsibility, Capability (Javed, M., *et al.,* 2023).

3.7. Testing for Validity

According to (Sürücü, L., & Maslakci, A., 2020) validity is defined as how relevant the measurement is to the concept being measured or in other words does it answer the question; does it measure what is meant to be measured? To achieve content validity, the questionnaire included a variety of questions on the study variables; relationship between psychological safety, servant leadership and socially responsible leadership. The questions based on earlier instruments/tools and information gathered in the literature to make sense of what respondents should respond to. The questionnaire was first tested for validity using the content validity index where experts requested to indicate the relevance of questions on the study variables; the computed content validity index (CVIs) of the objectives is above 0.7.

3.8. Testing for Reliability

Reliability is the extent to which a gradation of casual error is existing in the dimensions/measurements taking place, since reliable dimensions/measurements contain only a very small amount of error (Sürücü, L., & Maslakci, A., 2020). The data collected was measured to reveal consistence in the responses. The internal consistency reliability for the measurement as a whole in this research was measured by Cronbach's Alpha after running SPSS. 'Cronbach's Alpha is a measure of internal consistency that is how closely related a set of items as a group (Cronbach, L. J, 1951). Ekolu, S. O., & Quainoo, H., 2019) defines Cronbach's Alpha as an internal consistency that shows how close related items are as a group. Cronbach Alpha was carried out to measure internal consistence among items in the group.

Reliability Statistics	
Cronbach's Alpha	N of Items
.975	62

3.9. Data Analysis

Data analysis is the procedure of coding, cleaning, transferring and modeling data with the goal of discovering information, proposing conclusions and supporting decision making. Data was analyzed using statistical Package for Social Scientists (SPSS Version 26).

3.9.1. Ethical Considerations

A researcher was expected to pay attention to ethical principles throughout the study (Creswell, & Creswell, 2018). In undertaking this study, the invitation of participants to participate in this study was done on voluntarily basis. The participants were also clearly informed about the aim of the study and given the assurance of maintaining anonymity of their identity. Further the participants were informed of their right to withdraw from the study at any point without being required to give the reasons for their decision. These and other requirements outlined in the Makerere University guidelines were adhered to. This study considered four ethical principles to be adhered to: beneficence, non-maleficence (do no harm), respect for persons and justice (fairness) were observed three standards thus: autonomy, confidentiality, and informed consent (Burns, R. B., 2023).

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

This chapter comprises of the results from the field and their interpretation. It focuses on the descriptive statistics of the respondents' characteristics, correlation and regression. These results are reported in respect to the study objectives. These objectives are; to investigate the relationship between Servant Leadership and Socially Responsible Leadership; to investigate the relationship between Psychological Safety and Socially Responsible Leadership; to investigate the combined effect of Servant Leadership and Psychological Safety towards predicting Socially Responsible Leadership. Data were analyzed after accounting for missing data by replacing data for the variables excluding respondents' characteristics (Pampaka et al, 2014).

4.2 Descriptive Statistics of the Sample

In order to determine the characteristics of the respondents, descriptive statistics were used because they have the ability to transform large amounts of data into simpler forms that are easier to understand by data users or observers (Madugula, S., *et al.,* 2023).

4.2.1 Gender of respondents

The table shows that of the 214 respondents with the majority respondents being male 119 (55.1%). This implies that men are the majority in our study at all public universities.

Table 1

GENDER		
	Frequency	Percent
MALE	119	55.6
FEMALE	95	44.4
Total	214	100.0

Source: Primary Data

4.2.2 Level of Education of respondents

The table below shows that of the 214 respondents, majority respondents had bachelor's degree 95 (43.9%) and respondents with PhD were the minority respondents comprising of 1 (0.5%) of the entire respondents. This means that more of the staff that participated in study had lower level of education.

Table 2

EDUCATION		
Valid	Frequency	Percent
CERTIFICATE	25	11.7
DIPLOMA	42	19.6
BACHELOR'S	95	43.9
MASTERS	51	23.8
PhD	1	0.5
Total	214	100.0

4.2.3 Age of respondents

The table shows that of the 214 respondents, majority respondents were between 31-45 years of age accounting for 119 (54.7%) and respondents in the age blanket of 56-65 years were the minority respondents 06 (2.8%), meaning it wasn't easy to access the senior persons at the universities.

Table 3:

AGE		
Valid	Frequency	Percent
18-30	22	9.8
31-45	119	54.7
46-55	67	31.3
56-65	6	2.8

Total	214	100.0

4.3 Correlation analysis

The correlation results are presented in Table 7. Pearson's correlation coefficient analysis was conducted to establish the relationships between predictor variable (Servant Leadership and Psychological Safety) and the outcome variable (Socially Responsible Leadership). The intention was to evaluate whether relationships existed between predictor and outcome variables. Pearson's correlation coefficient, r, was used because it is a parametric statistic and requires interval data for both variables (Garson, 2012). Bivariate-correlation analysis was performed and Pearson correlation coefficients were generated to measure the direction and size of the relationship between the study variables (Field 2009). However among the correlations presented in the table below, there are high correlations and these are for attributes that define variables that are against the other variable.

Table 4: **Correlation results**

Correlations												
	1	2	3	4	**5**	6	7	8	**9**	10	11	12
Servant leadership (1)	**1**											
Sense of Community (2)	**.947****	1										
Holistic Approach to Work (3)	**.942****	.842**	1									
Commitment to Growth (4)	**.945****	.837**	.837**	1								
Psychological Safety (5)	**.721****	**.694****	**.643****	**.704****	**1**							
Job Engagement (6)	**.506****	.510**	.428**	.493**	**.882****	1						
Learning from Failure (7)	**.737****	.685**	.677**	.724**	**.914****	.716**	1					
Creative Work Environment (8)	**.690****	.663**	.621**	.668**	**.851****	.580**	.714**	1				
Socially responsible leadership (9)	**.361****	**.389****	**.305****	**.327****	**.419****	**.465****	**.371****	**.255****	**1**			
Molarity (10)	**.272****	.277**	.243**	.249**	**.390****	.415**	.349**	.255**	**.810****	1		
Social Responsibility (11)	**.298****	.341**	.254**	.248**	**.329****	.384**	.271**	.199**	**.886****	.520**	1	
Capability (12)	**.370****	.392**	.294**	.358**	**.365****	.403**	.344**	.202**	**.885****	.572**	.742**	1

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

Source: Primary Data

4.3.1 Relationship between Servant Leadership and Socially Responsible Leadership.

The results in the table 4 above indicate that there is a positive significant relationship between Servant Leadership and Socially Responsible Leadership (r=.361). This implies that an increase in promoting sense of community, holistic approach to work and commitment to growth significantly correlates with molarity, social responsibility and capability. These findings are in support with earlier studies of Wesevich, J. W., (2022) who found out that Socially Responsible Leadership and Servant Leadership instill beliefs where success resides in serving stakeholders from employee to organisation, community, and the environment. Also the study of Lapointe & Vandenberghe, (2018) on CEO indicated that there is a positive influence of servant leadership on socially responsible leadership as it builds commitment and self-sacrifice among employees in an organization. Further the findings are supported by Rabiul, M. K., *et al.,* (2023), who elaborated that Socially Responsible Leaders and Servant Leaders put great passion in what they doi for their subordinates and set examples of stewardship of authority by devoting longer time and efforts to serve employees. Patrnchak (2015), former Chief Human Resources Officer at the Cleveland Clinics, similarly shared a real-world success story in which "hardwiring" servant leadership into the organisations' DNA (e.g., focusing on wellness programs, engagement, and reciprocity) incited personal sacrifices among employees to improve performance and customer experience which is a key aspect in our research findings. Sousa and van Dierendonck (2017) also argued in support to the findings of this study that socially responsible leader's and servant leader's humility and action-oriented behaviour instills loyalty and inspires employees to perform extra effort for the greater good (Cooper, & Sendjaya, 2017)

4.3.2 Relationship between Psychological Safety and Socially Responsible Leadership.

The results in the table 4 above indicate that there is a positive significant relationship between psychological safety and socially responsible leadership (r=.419). This implies that an increase in job engagement, creative work environment and learning from failure correlates with molarity, social responsibility and capability. These findings are in support with earlier studies of Rabiul, M. K., *et al.,* (2023) who found out that employees need psychological safety in doing their job with commitment and morale. It was also found out that Employees need a psychologically safe environment for their risk-taking actions inherent to creative endeavors (Sun, L. Y., *et al.,* 2023) and if they perceive safety, then they are more comfortable to voice their opinion (Jowett, S., *et*

al., 2023). Further research elaborates that Socially Responsible Leaders can help shape and maintain work contexts where employees experience greater Psychological Safety, (Hirak, *et al.,* 2018) and this motivates employees to develop, promote, and implement ideas (Dar, N., 2022) as shown in study findings. It's also reported that Employee performance is associated with risky behavior (Widarko, A., & Anwarodin, M. K., 2022), and if employees do not feel psychologically safe, then they protect themselves defensively and refrain from being Innovative (Cunha, M. P., et al., 2023). However, this is not the case when they experience Socially Responsible Leadership, It's shown in previous studies of (Mukhuty, S., *et al.,* 2023) that Socially Responsible Leaders value the inclusion of employees in a particular work process; therefore, give employees a chance to raise their voice for generating, promoting, and implementing useful ideas. Such leaders contribute to a culture where employees' ideas and opinions are highly valued and respected. Socially responsible leaders show concern for employees' feelings as well as expectations. Therefore, employees feel more psychologically safe in exhibiting interactive and innovative behaviour when supervised by socially responsible leaders as shown in the studies carried out by (Carmeli, Reiter-Palmon, & Ziv, 2018).

4.3.3 The combined effect of Servant Leadership and Psychological Safety on Socially Responsible Leadership.

The results in the findings indicate that servant leadership and psychological safety have an effect on socially responsible leadership. And the presence of the two variables brings about socially responsible leadership in the public universities. The findings are also backed by the study of Karatepe et al., (2019) found out that socially responsible leaders focus on encouragement by empowering and lifting those who work for them, always look after staff's needs and work for the self-development of subordinates (Lee et al., 2020). So, such leaders naturally safeguard the psychological safety of the employees. Such leaders follow the open communication approach. Leaders' accessibility to employees sends signals that it is safe to approach them. This high quality interpersonal relationship between a leader and his/her subordinate facilitates the introduction of psychological safety as per Erkutlu & Chafra, (2019). In addition, these behaviors create a safe and resourceful work environment, which may make the organization a more attractive place to work. In other words, Socially Responsible Leadership enhances the perceived attractiveness of the organization and consequently amplifies

organizational identification as shown by Shaikh, E., *et al.*, 2022). Previous studies of Lv, W. Q., *et al.*, (2023) provide supportive evidence that Servant Leadership, Psychological Safety and Socially Responsible Leadership can augment employees' identification with their organization.

4.4 Linear Regression Analysis

Regression analysis was carried-out to find out the predictability of the predictor variables to the outcome variables. The linear regression analysis was used to predict the value of the outcome variable based on the value of the predictor variables.

Table 5: Linear Regression results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.428a	0.183	0.175	0.64055	0.183	23.625	2	211	0	2.017

a Predictors: (Constant), Psychological Safety, Servant Leadership

b Dependent Variable: Socially Responsible Leadership

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.061	0.18		16.981	0
	Servant Leadership	0.079	0.057	0.123	1.374	0.171
	Psychological Safety	0.246	0.067	0.33	3.674	0

a Dependent Variable: Socially Responsible Leadership

Source: Primary Data

The results in the tables above indicate that Servant Leadership and Psychological Safety predict 17.5% of Socially Responsible Leadership (Adjusted R Square = .175). Psychological Safety is a

significant predictor and Servant Leadership is slightly a predictor when combined with psychological safety. The beta value indicates that Psychological Safety is the highest predictor with a beta value of 0.33. Implying that one unit increase in Psychological Safety increases Socially Responsible Leadership by 33%.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This study was carried out to examine servant leadership, psychological safety and socially responsible leadership in public universities in uganda. Therefore this chapter comprises of discussion of the study findings, conclusions, recommendations, limitations of the study and the suggested areas for future study.

5.2 Discussion of the Findings

The study aimed to address the objectives; to establish the relationship between servant leadership and socially responsible leadersip, to establish the relationship between psychological safety and socially responsible leadership and to establish the relationship between servant leadership and psychological safety and socially responsible leadership in Public Universities in Uganda.

5.2.1 Relationship between Servant Leadership and Socially Responsible Leadership

The findings indicated a positive significant relationship between servant leadership and socially responsible leadership among staffs in public universities. These findings are in support with earlier studies of Wesevich, J. W., (2022) who found out that Socially Responsible Leadership and Servant Leadership instill beliefs where success resides in serving stakeholders from employee to organisation, community, and the environment. Also the study of Lapointe & Vandenberghe, (2018) on CEO indicated that there is a positive influence of servant leadership on socially responsible leadership as it builds commitment and self-sacrifice among employees in an organization. Further the findings are supported by Rabiul, M. K., *et al.*, (2023), who elaborates that socially responsible leaders and servant leaders put great passion in what they doi for their subordinates and set examples of stewardship of authority by devoting longer time and efforts to serve employees. Patrnchak (2015), former Chief Human Resources Officer at the Cleveland Clinics, similarly shared a real-world success story in which “hardwiring” servant leadership into the organisations’ DNA (e.g., focusing on wellness programs, engagement, and reciprocity) incited personal sacrifices among employees to improve performance and customer

experience which is a key aspect in our research findings. Sousa and van Dierendonck (2017) also argued in support to the findings of this study that socially responsible leader's and servant leader's humility and action-oriented behaviour instills loyalty and inspires employees to perform extra effort for the greater good (Cooper, & Sendjaya, 2017)

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5.2.3 The combined effect of Servant Leadership and Psychological Safety towards predicting Socially Responsible Leadership

The findings indicate that servant leadership and psychological safety have an effect on socially responsible leadership. And the presence of the two variables brings about socially responsible leadership in the public universities. While there are limited studies associating psychological safety with servant leadership, studies of Dirik & Seren Intepeler, (2017) have attempted already to demonstrate the implication each of these variables on socially responsible leadership.

Given that organizations mostly academic institutions are often complicated, Leaders can play a critical role in employees' psychological safety (Dirik & Seren Intepeler, 2017) by dealing with employee challenges. Servant leadership is also essential in facilitating employees by creating a safe working environment where employees' mistakes are tolerated. The findings are also backed by the study of Karatepe et al., (2019) found out that socially responsible leaders focus on encouragement by empowering and lifting those who work for them, always look after staff's needs and work for the self-development of subordinates (Lee et al., 2020). So, such leaders naturally safeguard the psychological safety of the employees. Such leaders follow the open communication approach. Leaders' accessibility to employees sends signals that it is safe to approach them. This high quality interpersonal relationship between a leader and his/her subordinate facilitates the introduction of psychological safety as per Erkutlu & Chafra, (2019). In addition, these behaviors create a safe and resourceful work environment, which may make the organization a more attractive place to work. In other words, Socially Responsible Leadership enhances the perceived attractiveness of the organization and consequently amplifies organizational identification as shown by Shaikh, E., *et al.*, 2022). Previous studies of Lv, W. Q., *et al.*, (2023) provide supportive evidence that Servant Leadership, Psychological Safety and Socially Responsible Leadership can augment employees' identification with their organization.

5.3 Conclusion

The results obtained from the study variables indicate; there is a positive significant relationship between servant leadership and socially responsible leadership; there is a positive significant relationship between psychological safety and socially responsible leadership. The relationship between servant leadership and socially responsible leadership which implies that an increase in promoting sense of community, holistic approach to work and commitment to growth significantly correlates with molarity, social responsibility and capability. Relationship between psychological safety and socially responsible leadership also implies that an increase in job

engagement, creative work environment and learning from failure correlates with molarity, social responsibility and capability. The study also indicates that servant leadership and psychological safety have an effect on socially responsible leadership. And the presence of the two variables brings about socially responsible leadership in the public universities in Uganda.

5.4 Recommendations

More research to find out other factors that predict Socially Responsible Leadership.

There should be a focus on Psychological Safety in order to improve on Socially Responsible Leadership

Researchers should not focus more on Servant Leadership to predict Socially Responsible Leadership

Recommendations from this study include urging educators and organizational sponsors to aim to influence the culture by rewarding involvement and leadership within organizations. If more staffs are able to see the benefit of true dedication to a cause, the culture may shift an organization and become a vehicle for making a difference on and off of campus.

In addition, recommendations also include increasing the staffs' exposure and experience in leadership roles, incorporating service projects, increasing staff access and experience with leadership programs, and to teach for socially responsible leaders.

Promoting leadership experience could empower staff to see themselves as a vehicle for change. Staff should be presented with real world problems and controversial issues to gain experience in making socially responsible decisions. Providing significant problems without simple solutions can challenge staff to consider options available to the leader and determine how to make decisions accordingly.

5.5 Limitations to the study

There are a number of limitations to this study; first the scarce literature on socially responsible leadership in Uganda, Africa and the world in general in regards to University leadership.

Second, the study focused on cross-sectional research design, the behavior of variables over a long time could not be analyzed which restricted the applicability of the variables as longitudinal study which may give different results from those obtained.

Third, the study used a questionnaire which limited respondents' views about socially responsible leadership which are outside the closed-ended questions. A follow-up with an interview guide would have informed us of the reasons why respondents held certain views.

5.6 Areas for further research

Recommendations for further research include replicating the study on university staff leaders in order to determine whether socially responsible leadership is present within a varying staff population. Further research is warranted due to the discrepancies in the findings. First, looking into why staff might have said they have not participated in particular activities. More information is needed to assess staffs' understanding of aspects of psychological safety.

In addition, qualitative research is recommended to identify specific aspects of organizational involvement, community service and leadership education participation and the resulting views on socially responsible leadership development. Specifically, an examination into staffs' efficacy in making positive societal changes within their communities or the approach programs utilize in teaching leadership.

Finally, further research is necessary in the area of psychological safety in the development of socially responsible leaders, specifically within the context of leadership education. The research base in leadership education is sparse. A better understanding of preparing socially responsible leaders is needed for the leaders of tomorrow.

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APPENDIX

QUESTIONNAIRE

MAKERERE UNIVERSITY BUSINESS SCHOOL

Dear respondent, I am Mahadih Kyambade, conducting an academic research under the *topic* ***"servant leadership, psychological safety, and socially responsible leadership: a case of public universities in Uganda"***. You are requested to participate in this study. This is an academic research and your response will be treated with the utmost confidentiality it deserves.

SECTION I: General Information (please tick the appropriate box below)

1. Gender of respondent?

a) Male b) Female

2. Age bracket of respondents?

1) 18-30 2) 31-45 3) 46 -55 4) 56-65 5) 66+

3. Highest Education level of respondents?

1 Certificate) 2 Diploma 3 Bachelor Degree

4 Master's Degree 5 PhD

SECTION II: Servant Leadership

This section assesses servant leadership. Please indicate by ticking the appropriate box to what extent you agree or disagree with the following statements below. (1=strongly disagree (SD), 2= disagree (D), 3= not sure (NS), 4 = agree (A) and 5= strongly agree (SA)

	Servant leadership					
	Promoting sense of community					
SPC1	My supervisor emphasizes the importance of giving back to the community.	1	2	3	4	5
SPC2	My supervisor cares about others' personal well-being	1	2	3	4	5
SPC3	My supervisor is always interested in helping people in the community	1	2	3	4	5
SPC4	My supervisor puts others' best interests above his/her own	1	2	3	4	5
SPC5	My supervisor is involved in community activities.	1	2	3	4	5
SPC6	My supervisor encourages others to volunteer in the community.	1	2	3	4	5
	Holistic approach to work					
SHW1	My supervisor can tell if something work related is going wrong.	1	2	3	4	5
SHW2	My supervisor holds high ethical standards.	1	2	3	4	5
SHW3	My supervisor is able to think through complex problems.	1	2	3	4	5
SHW4	My supervisor encourages others to handle important work decisions on their own.	1	2	3	4	5
SHW5	My supervisor gives others the freedom to handle difficult situations in the way they feel is best.	1	2	3	4	5
SHW6	My supervisor would not compromise ethical principles in order to meet success	1	2	3	4	5
	Commitment to growth					
SCG1	My supervisor makes others' career development a priority.	1	2	3	4	5
SCG2	My supervisor is interested in making sure others reach their career goals.	1	2	3	4	5
SCG3	My supervisor takes time to talk to others on a personal level.	1	2	3	4	5
SCG4	My supervisor provides others with work experiences that enable them to develop new skills.	1	2	3	4	5
SCG5	My supervisor wants to know about others' career goals.	1	2	3	4	5
SCG6	My leader makes my career development a priority.	1	2	3	4	5

SECTION III: Psychological Safety

This section assesses psychological safety. Please indicate by ticking the appropriate box to what extent you agree or disagree with the following statements below. (1=strongly disagree (SD), 2= disagree (D), 3= not sure (NS), 4 = agree (A) and 5= strongly agree (SA)

	Psychological Safety					
	Job engagement					
PSJ1	On this team, I understand what is expected of me.	1	2	3	4	5
PSJ2	It is easy for me to ask other members of this team for help.	1	2	3	4	5
PSJ3	Nobody on this team would deliberately act in a way that undermines my efforts.	1	2	3	4	5
PSJ4	Working with members of this team, my unique skills and talents are valued and utilized.	1	2	3	4	5
PSJ5	Are members of this team able to bring up problems and tough issues?	1	2	3	4	5
PSJ6	I have had my coworkers appropriate my ideas at work	1	2	3	4	5
PSJ7	When I take part in meetings my propositions are respected	1	2	3	4	5
	Learning from failure					
PSL1	If I make a mistake on this team, it is never held against me.	1	2	3	4	5
PSL2	When something goes wrong, we work as a team to find the systemic cause.	1	2	3	4	5
PSL3	In this team, people talk about mistakes ways to improve and learn from them	1	2	3	4	5
PSL4	Members of this team raise concerns they have about team plans or decisions	1	2	3	4	5
PSL5	We try to discover our underlying assumptions and seek counterarguments about issues under discussion	1	2	3	4	5
PSL6	We are a learning organization, people don't feel punished for their mistakes, we ensure we all learn from them	1	2	3	4	5

	Creative work environment					
PSC1	All members of this team feel able to bring up problems and tough issues.	1	2	3	4	5
PSC2	Members of this team never reject others for being different and nobody is left out.	1	2	3	4	5
PSC3	It is safe for me to take a risk on this team.	1	2	3	4	5
PSC4	Working with members of this team, are unique skills and talents valued and utilized?	1	2	3	4	5
PSC5	In my workplace management acts quickly to correct problems or issues that contribute to employees psychological health	1	2	3	4	5
PSC6	In my work place, managers/ supervisors show concern in my psychological well being	1	2	3	4	5
PSC7	In my workplace management turns a blind eye to issues concerning employee's psychological wellbeing	1	2	3	4	5
PSC8	I feel that the management at my work place is concerned about my general welfare	1	2	3	4	5
PSC9	Senior management show support for stress prevention through involvement and commitment	1	2	3	4	5

SECTION IV: Socially Responsible Leadership

This section assesses Socially Responsible Leadership. Please indicate by ticking the appropriate box to what extent you agree or disagree with the following statements below. (1=strongly disagree (SD), 2= disagree (D), 3= not sure (NS), 4 = agree (A) and 5= strongly agree (SA)

	Socially Responsible Leadership					
	Molarity					
SLM1	I value differences in others	1	2	3	4	5
SLM2	I am focused on my responsibilities.	1	2	3	4	5
SLM3	I think it is important to know other people's priorities.	1	2	3	4	5
SLM4	My actions are consistent with my values.	1	2	3	4	5

SLM5	I believe I have responsibilities to my community.	1	2	3	4	5
SLM6	Common values drive an organization.	1	2	3	4	5
	Social responsibility					
SLS1	I work well in changing environments.	1	2	3	4	5
SLS2	I work with others to make my communities better places.	1	2	3	4	5
SLS3	I have the power to make a difference in my community.	1	2	3	4	5
SLS4	I participate in activities that contribute to the common good.	1	2	3	4	5
SLS5	Others would describe me as a cooperative group member.	1	2	3	4	5
SLS6	I believe I have a civic responsibility to the greater public.	1	2	3	4	5
SLS7	My contributions are recognized by others in the groups I belong to.	1	2	3	4	5
SLS8	I work well when I know the collective values of a group.	1	2	3	4	5
SLS9	I value opportunities that allow me to contribute to my community.	1	2	3	4	5
SLS10	I support what the group is trying to accomplish.	1	2	3	4	5
	Capability					
SLC1	Hearing differences in opinions enriches my thinking.	1	2	3	4	5
SLC2	I am seen as someone that works well with others	1	2	3	4	5
SLC3	I am committed to a collective purpose in those groups to which I belong	1	2	3	4	5
SLC4	It is important to develop a common direction in a group in order to get anything done	1	2	3	4	5
SLC5	I contribute to the goals of the group	1	2	3	4	5
SLC6	There is energy in doing things a new way	1	2	3	4	5

END OF QUESTIONNAIRE

BUDGET

ITEM	QUANTITY	COST (UGX)	AMOUNT (UGX)
STATIONERY			
Writing Pads	10	5000	50,000
Pens	20	1000	20,000
Photocopying Papers.	5	21,000	105,000
Box files	3	4,500	13,500
Highlighters	2	6,000	12,000
Questionnaires	245	500	122,500
Data coding and Analysis	1	600,000	500,000
Secretarial Services			
Lap Top	1	1,000,000	1,000,000
Typing and binding	6	100,000	360,000
Transport			1,500,000
Grand Total			**3,826,000**

WORK PLAN

Period	Activity	Remarks
March - July 2022	Proposal writing and submission	Developed in consultation with my supervisor.
December 2022	Data collection	Field activity
January 2022	Data analysis and interpretation,	Guidance of the supervisor
February 2022	Submission of Dissertation	-