SHARED LEADERSHIP, LEADERSHIP SELF-EFFICACY AND BOARD PERFORMANCE OF FAITH-BASED SAVINGS AND CREDIT COOPERATIVE SOCIETIES IN UGANDA

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DECLARATION

I Maurice Tukamuhebwa, student No. POLD/6979/16, declare that the work contained in this dissertation is my own and has never been or is not about to be offered to any institution for an academic, professional or any other related purpose.

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Maurice Tukamuhebwa

The dissertation has been submitted for examination with our approval as University Supervisors

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DEDICATION

To my wife Hellen and, children - Pearl, Myrna, Moshe and Marvelle. May you grow to realise your purpose in life and scale heights beyond my limited imagination.

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ABSTRACT

A myriad of studies on the various facets of leadership have been undertaken in similarly diverse environments with varying results. This study added to the existing body of knowledge by examining the influence of shared leadership on Board performance and the degree to which leadership self-efficacy moderated this relationship in Faith-Based Savings and Credit Cooperative Societies in Uganda. The study objectives were to: establish the influence of shared leadership on Board performance and examine the moderating role of leadership self-efficacy in this relationship. The Stewardship Theory and Institutional Change Theory were used to make sense of the notion of shared leadership while Social Cognitive Theory and Social Exchange Theory helped to comprehend the idea of leadership self-efficacy. The perception of Board performance was examined through the lenses of the Agency Theory and Resource Dependency Theory. The study deployed a mixed-methods research design to collect and analyse primary data from a population of 350 Faith-Based Savings and Credit Cooperative Societies. Quantitative data was gathered from 334 respondents using survey research questionnaires while qualitative data was got from 19 participants by means of semi-structured interviews. The collected quantitative and qualitative data were analysed using descriptive statistics and regression modelling and, thematic analysis, respectively. Quantitative analysis was performed using the Statistical Package for Social Sciences while qualitative analysis was achieved through the NVivo 20 software. General findings from the study indicated that there were significant relationships between the concepts of shared leadership and Board performance on one hand and, leadership self-efficacy and Board performance on the other. However, whilst Board shared leadership through reflecting reputable personal behaviours and could set and promote the vision and apply emotional intelligence, they had challenges in fostering creativeness and motivating others. Results revealed that leadership self-efficacy did not moderate the relationship between shared leadership and Board performance. The study reiterated the importance of shared leadership as an enabler of the cooperative principles of voluntarism and democratic member control where Board members worked as volunteers and the practice of majority decision-making was reflected in all leadership and management activities. The study concluded that shared leadership was crucial to the realisation of effective Board performance in faith-based cooperative societies in Uganda. The study recommended that there was need for Board members to embrace and get committed to the work of their Savings and Cooperative Societies by holding meetings regularly and taking minutes. Given the restricted research context, the study proposed replication of the same study but with a diverse population that would include all forms of savings and credit cooperative societies in the country and a larger sample sizes.

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ABBREVIATIONS AND ACRONYMS

AGM	:	Annual General Meeting
AT	:	Agency Theory
BIPTPS	:	Board Internal Processes and Task Performance Scale
BoD	:	Board of Directors
BP	:	Board Performance
CAI	:	Coefficient Alpha Index
CBR	:	Centre for Basic Research
CEO	:	Chief Executive Officer
CI	:	Cultural Intelligence
CVI	:	Content Validity Index
EI	:	Emotional Intelligence
EXCO	:	Executive Committee
FBSs	:	Faith-based Savings and Credit Cooperative Societies
FBOs	:	Faith-based Organisations
GoU	:	Government of Uganda
ICA	:	International Cooperative Alliance
ICI	:	Internal Consistency Index
ICT	:	Institutional Change Theory
IPTPS	:	Internal Process and Task Performance Scale
LPI	:	Leadership Practice Index
KIG	:	Key Informant Guide
LMX	:	Leader-Member Exchange
LSE	:	Leadership Self-Efficacy
MLSES	:	Multidimensional Leadership Self-Efficacy Scale

MMR	:	Mixed Methods Research
MoTIC	:	Ministry of Trade, Industry and Cooperatives
MSC	:	Microfinance Support Centre
NFPOs	:	Not-For-Profit Organisations
PAC University	:	Pan Africa Christian University
RBT	:	Resource-based Theory
RDT	:	Resource Dependency Theory
SACCOS	:	Savings and Credit Cooperative Society
SCT	:	Social Cognitive Theory
SET	:	Social Exchange Theory
SDA	:	Seventh Day Adventist
SI	:	Social Intelligence
SL	:	Shared Leadership
SPSS	:	Statistical Package for Social Sciences
SRI	:	Split-half Reliability Index (SRI)
SRQ	:	Survey Research Questionnaire
SSI	:	Semi-Structured Interview
The Board	:	Executive Committee
UBOS	:	Uganda Bureau of Statistics
UCA	:	Uganda Cooperative Alliance
UCSCU	:	Uganda Cooperative Savings and Credit Union
UMSC	:	Uganda Muslim Supreme Council
UNHSR	:	Uganda National Housing Survey Report
WOCCU	:	World Council of Cooperative Union

DEFINITION OF KEY TERMS

Shared leadership (SL) – a style of leadership where roles and responsibilities are distributed and shared among team members over a specified period (Hadi & Chaudhary, 2021; Han et al., 2021; Liu et al., 2021; Xie et al., 2021). The need to investigate shared leadership in Faith-Based Savings and Credit Cooperative Societies (FBSs) was reflected in their pursuit of voluntarism, democratic member control and decision-making strategies that were aligned to the consensual agreement of all the members. This was evident in the study findings, which showed that mutualism was critical to the realisation of effective leadership in these organisations.

Leadership Self-Efficacy (LSE) – a behavioural attribute where an individual believes that he/she has the ability, skill, knowledge and capacity to satisfactorily perform a particular leadership activity and obtain expected results according to expectations and time constraints (Bayraktar & Jiminez, 2020; Dwyer, 2019). The consideration of LSE as a moderating attribute between shared leadership and Board performance was to determine whether leaders had the ability to utilise their knowledge, skills and expertise in an environment that always required consensual decision-making.

Board Performance (BP) – the extent to which Boards undertake processes and tasks to successfully and sustainably realise results following specific organisational goals and objectives (Al-Matari, 2019; Fernandez-Temprano & Tejerina-Gaite, 2019; Nalukenge, 2020). Whereas this was known to be the case in contemporary organisations, the study was interested in teasing out the degree to which the performance of Boards in SACCOS generally and FBSs in particular, reflected acceptable criteria along principles of democracy and voluntarism they espoused.

Cooperative - an autonomous member-based entity whose adherents work together towards meeting their common social, economic and financial needs through principles of voluntarism, democracy, autonomy, member participation, information sharing, cooperation and concern for the community (Fisher & Nading, 2021; ICA, 2017; Raniga, 2017; Roelants & Salvador, 2020).

SACCOS – the acronym given to a Savings, Credit and Cooperative Society which is described as a financial organisation that is owned and operated by its members and whose main purpose is to save and offer relatively cheaper credit from a common pool of funds (Kanuthu et al., 2019; Said et al., 2018; Tukamuhebwa et al., 2022b).

Faith-based Savings and Credit Cooperative Society (FBS) – A SACCOS which is aligned to a particular religious organisation and whose main focus is to meet the financial needs of the members of the same faith (Ashta & De Selva, 2011; Morazes, 2012).

The Secretariat - the office responsible for the administrative and secretarial affairs of the SACCOS that is normally staffed by professionals and who may not necessarily be members of the entity they serve (UCA, 2016).

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY

The chapter provides insight into the background underlying the study in terms of the conceptual, theoretical and contextual parameters. It looks at the statement of the problem by highlighting the gaps that are not catered for in available literature on the concepts of research. It further presents the objectives of the study and related hypotheses and research questions that the study attempts to test and answer respectively.

The chapter further delves into the assumptions overarching the study and its justification and significance to current theories, models and frameworks around the concepts of research and the wider economy of SACCOS. Furthermore, the chapter reflects on the scope, delimitations and limitations encountered during the research processes and as reflected in the findings obtained from analysed data.

Background to the Study

The cardinal reason for undertaking this study was to establish the influence of shared leadership on Board Performance in FBSs in Uganda and the moderating role played by their leaders' behavioural attribute of Leadership Self-Efficacy (LSE) in this relationship.

The research was conducted on the background of the concepts, theories and contexts that helped shape the nature of obtained results and the degree to which they provided answers to set hypotheses and research questions. The study used the main concepts of shared leadership, leadership self-efficacy and Board performance. It utilised the established power of the Stewardship Theory, Institutional Change Theory, Social Cognitive Theory, Social Exchange Theory, Agency Theory and Resource Dependency Theory to relate findings to available research on the concepts or the study. Faith-based SACCOS in Uganda formed the contextual base from which data were collected.

The study was undertaken in FBSs because of their peculiar institutional environments that were characterised by dynamics of possible multiple controls from parent organisations, regulatory bodies and the wider global movement of cooperatives. Given that FBSs reflected a shared leadership strategy, the study tried to underscore the degree to which this practice echoed commonly accepted best leadership practices. It pursued the need to determine the effect of shared leadership on the realisation of effective Board Performance in terms of Board members' ability to manage internal processes, carry out control tasks and undertake strategy tasks.

Conceptual Background

Shared leadership

The study pursued the notion of shared leadership (SL) from its definition as a mutual process undertaken by team members to lead each other towards achieving a specific goal (Barnett & Weidenfeller, 2016; Carson et al., 2017; Lyndon & Pandey, 2019). It was appreciated as a dynamic and interactive process between group members and, a team property, which resulted in the distribution of leadership influence in line with the groups' and institutional contexts and dynamics (Han et al., 2021; Lyndon & Pandey, 2019). It was further esteemed from the perspective of its relation to the distribution of roles and authority among members of a particular group to accomplish given tasks (Fransen et al., 2018; Hadi & Chaudhary, 2021).

Shared leadership was seen as being characterised by collective effort within a recognized structure and a distribution of a set of leadership functions to multiple individuals within a group (Wu & Chen, 2018). It involved members' ability to apply reputable personal behaviour, set and promote the vision of the SACCOS and foster creativeness among members (Xie et al., 2021). It was concerned with the ability of leaders to apply emotional intelligence and, motivate and influence others towards the realisation of consensus on particular issues within agreed parameters (Raelin, 2017).

Leadership self-efficacy

The adoption of the perception of leadership self-efficacy for this study was based on the definition of self-efficacy as “people’s beliefs of their capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1995, p. 2). It was concerned with the degree to which Board members had confidence in their abilities to effectively portray behaviours that embraced a particular leadership role (Fuente et al., 2017; Kuvas & Buch, 2019)

The pursuance of leadership self-efficacy as a moderator between shared leadership and Board performance was hinged on the need to determine whether members could use their knowledge, skills and expertise to foster the Board’s work within the confines of group consensus (Pearce & Patel, 2017). It sought to determine whether Board members could utilise their behaviours and abilities to undertake broader and more productive roles beyond those expected by their various stakeholders (Bhatt & Bhattacharya, 2015)

Board performance

The understanding of Board performance was pursued along its appreciation as a measurement process in which an audit was undertaken to identify the extent to which Board processes and activities could be achieved over a specified period within acceptable external benchmarks (Arora & Bodhanwala, 2018; Barroso-Castro et al., 2016; Nalukenge, 2020; Nowland, 2016). It was aligned to the definition of a Board as a group of people who are assigned the responsibility to govern an organisation, firm or other similar entity and jointly oversee its activities and processes (Namoga, 2016). Board performance was aligned to the degree to which Board members could oversee internal processes, manage external relations and make effective and constructive decisions for their organisation (Bird et al., 2018; Fernandez-Temprano & Tejerina-Gaite, 2019). It revolved around leaders' ability to manage internal processes, carry out control tasks and undertake strategy tasks (Zattoni et al., 2015).

Theoretical Background

Theories on Shared Leadership

The Stewardship Theory and Institutional Change Theory were used to explain the concept of shared leadership within the context of FBSs. The Stewardship Theory was appropriate for understanding shared leadership in FBSs given that Boards worked as stewards on behalf of members of the SACCOS (Song et al., 2017). The Institutional Change Theory (ICT) was deemed apt for appreciating the institutional dimension that manifested through the oversight scope of the parent organisations, government, regulatory bodies and the global principles of cooperatives (Errasti et al., 2017).

Theories on leadership self-efficacy

The understanding of leadership self-efficacy for this study was achieved from the tenets of the Social Cognitive Theory (SCT) (Schunk, 2001) and Social Exchange Theory (SET) (Bordia et al., 2017). Both theories were considered ideal for appreciating LSE in FBSs, which are characterised by pursuit of social capital (Stoop et al., 2021). The theories further helped to comprehend that personal skill and intellect were important to the performance of groups subject to the degree to which they could be used for the general success of an organisation (Frieder & Basik, 2016).

Theories on Board performance

The study utilised the Agency Theory and Resource Dependency Theory (RDT) (Drees & Heugens, 2013) to examine the concept of Board performance in FBSs in Uganda. The Agency Theory was deemed appropriate to the understanding of Board performance due to its ability to align issues that normally arose out of principal and agent relationships (Pandal & Leepsa, 2017). The RDT allowed appreciation of Board performance through the belief that Boards did not only work as custodians of financial resources, but also had the duty to multiply them (Bhatt & Bhattacharya, 2015).

Contextual Background

The study was conducted in the context of FBSs in Uganda to establish the degree to which shared leadership influenced Board performance and whether LSE moderated this relationship. Faith-based SACCOS were determined from the faiths of Catholics, Anglicans, Pentecostals, Islam and Seventh-Day Adventists (SDA). The choice of FBSs in particular was made to underscore the supposition that faith-based led-and-managed organisations were likely to be more accountable and successful than their counterparts because of the perceived moral standards they espoused (Fikkert & Mask, 2015). The context of FBSs was understood from the appreciation of the wider cooperative movement and that of SACCOS within the particular context of Uganda.

Understanding Cooperatives

A co-operative is defined by the International Co-operative Alliance (ICA) as “an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise” (ICA, 2017). Cooperatives are social member-based entities and, therefore, differ from other enterprises in terms of their social connection to the community, underlying values and principles, and governance structures (ICA, 2015b).

Cooperatives differ substantially in size and can be found in most economic sectors such as housing, social care, agriculture and finance (Borda-Rodriguez et al., 2016). The cooperative sector is seen as a huge economic enterprise that is estimated to have realised turnover of more than US$2 trillion and employed more than 280 million people globally at the end of 2019 (Roelants & Salvador, 2020). In most of sub-Saharan Africa generally and Uganda in particular, cooperatives are mostly evident in the agricultural and financial sectors given the high levels of poverty and many low-income people that depend on rural economy for their livelihoods (Raniga, 2017).

Savings and Credit Cooperative Societies

Savings and Credit Cooperative Societies (SACCOS) are defined as financially aligned cooperative movements whose main goal is to improve the economic conditions of their members (Mathuva, 2016; Said et al., 2018; Tumwine et al., 2015). They reflect the unique nature of their members and economic perspectives that define them; their social-environmental context and, the political, cultural and technological forces at play (Tukamuhebwa et al., 2022b).

SACCOS differ from other financial interventions such as microfinance because they are governed by global cooperative principles (Noble & Ross, 2021). These revolve around voluntary and open membership, pursuit of democracy and active involvement of all members in the SACCOS' economic activities. SACCOS are autonomous and independent and must engage in education, training and information sharing, collaborate with other cooperatives and demonstrate concern for the communities in which they operate (ICA, 2015a). They reflect a leadership practice that is collaborative, and whose major objective is to foster democratic management principles. They are grounded in the need to balance the distribution of leadership roles while maintaining mutual commitment and averting risks associated with scarcity and sacrifice (Maznevski et al., 2013).

The leadership of SACCOS in Uganda is achieved through the voluntary services of the Board members, the Secretariat and the General Assembly of its members (UCA, 2016). Whereas the Boards are responsible for providing the necessary leadership oversight, the Secretariats takes care of the day-to-day management of the SACCOS' business whereas members have ownership benefits and are the final decision-makers (UCA, 2016). Effective governance of SACCOS is evaluated against rules and regulations as provided for by the Government of Uganda (GoU) in the Cooperatives Statute of 1994, global cooperative principles and by-laws drawn by individual SACCOS.

Faith-based Savings and Credit Cooperative Societies in Uganda (FBSs)

Faith-based SACCOS (FBSs) reflect consideration of their respective religious denominations (Brubaker, 2015). In Uganda, FBSs are aligned to the main faiths of the Anglicans, Catholics, Pentecostals, Islam and, Seventh-Day Adventists. Study results show that majority of FBSs in the country are affiliated to the Catholic and the Anglican faiths with both affiliations accounting for 77 per cent of the population (UBOS, 2022). However, no matter their affiliation, all FBSs in Uganda are expected and bound to operate according to rules and regulations governing SACCOS and the global principles of the cooperative movement.

Environments of FBSs provide uniquely interesting fields of study because of the multifaceted leadership levels they exhibit. In addition to decisions taken at the Board level, there are those within the various Committees, at the Secretariat and the AGM. Moreover, decision-makers also have to take into consideration the needs and possible decisions made by relevant committees of the parent organisation (Cheney et al., 2014).

In the case of SACCOS in general and FBSs in particular, shared leadership is evident at two levels of the Executive Committee (Boards) and Committees of various sectors. It is aligned to the scope and manner in which all members of the Boards agree to manage internal processes, carry out control tasks and undertake strategy tasks. Shared leadership manifests in the decisions taken during monthly Board and Committee meetings. However, whereas regulations governing SACCOS require that such meetings take place monthly, this may depend on by-laws of individual SACCOS (UCA, 2016).

Shared leadership in FBSs is further evident in the rules and regulations on cooperatives in Uganda, which stipulate that members of the Board can serve for only two terms of two years each. In addition, Boards are not supposed to take strategic decisions without the endorsement of the majority of SACCOS' members during their annual general meeting (AGM). This is to enhance and protect the principle of mutualism that is a critical pillar for social organisations such as SACCOS (Webb & Cheney, 2014). Such policies are important to the function of Boards where capabilities are known to improve individual commitment and accountability, group competitiveness and general Board performance (Chareonwongsak, 2017). However, whereas this may be achieved easily through shared leadership in contemporary entities, it can prove tricky in SACCOS where the need for general consensus may stifle individual creativity (Errasti et al., 2017).

Principally, Board performance in FBSs can be understood along the extent to which Board decisions are acceptable and endorsed for implementation by the majority of members within the AGM. However, whilst the roles of Boards in contemporary organisations are ultimate and, therefore, decisions made at this level are the responsibility of the Boards, the appreciation of Board performance in FBSs is rather complicated due to their statutory mandate and involved constraints (Cheney et al., 2014; Pencavel, 2014; Webb & Cheney, 2014). Study findings show that Board performance in FBSs is constrained by issues concerned with the Board members themselves, the environment in which the Boards work and a diverse array of stakeholders who bear on their activities (Bernile et al., 2018; Chatterjee & Nag, 2018; Munisi & Mersland, 2016).

The application of LSE by Board members within FBSs may be reflected in the need for them to apply their knowledge, skills and abilities for the benefit of the organisations they represent (Barroso-Castro et al., 2016). As a result, it is imagined that such leaders may reflect behavioural attributes of innovation and creativity which may be congregated into pools of competencies and capabilities that other team members can tap into and use to achieve shared goals and objectives (Caiazza & Volpe, 2016).

Statement of the problem

Several studies reveal that shared leadership is more effective in organisations with recognised and stable structures, dynamic and complex environments and interactive processes between group members (Binkhorst et al., 2018; Carson et al., 2017; Fransen et al., 2018; Guenter et al., 2017; Wu & Chen, 2018). Yet, Boards of FBSs work in institutional environments that are regulated and aligned to the global principles of cooperatives (ICA, 2015a; Noble & Ross, 2021; Tukamuhebwa et al., 2022b).

There is ample empirical evidence suggesting that shared leadership is appropriate in Boards where individual members have and share a wide scope of knowledge, skills and expertise (Carson et al., 2017; Wang et al., 2017). The role of Boards, thus, is aligned to the extent to which its members can use individual attributes to help organisations achieve competitive advantage and ensure sustainable growth (Mori et al., 2015).

However, other studies indicate that the nature and composition of Boards within a shared leadership environment, does not necessarily encourage the effective application of individual behavioural and competence-aligned attributes (Hoch & Dulebohn, 2017; Song et al., 2017). This may be due to the internal quest of leaders to always attain the ultimate goal of mutualism and external dynamics of possible political interference that may be occasioned by stakeholders from the parent organisations (Corten et al., 2017).

Some studies on Board performance tend to revolve around establishing the influence of factors such as gender, skills, knowledge and experiences (Galbreath, 2018; Mateo & Cristofaro, 2017). Most of such studies tend to be more aligned to the individual Board members that form the group rather than the dynamics that define them (Pugliese et al., 2015; Vishwakarma, 2017). In addition, whereas there is scanty evidence on the concept of LSE, the few studies thus conducted seem to have it aligned to the appreciation of leadership effectiveness rather than Board performance (Ali et al., 2018; Bayraktar & Jiminez, 2020; Chan, 2020; Mao et al., 2019).

Contextually, not many studies have been conducted on leadership in SACCOS generally and FBSs specifically within the wider realm of Africa, regional context or the narrower perspective of Uganda. Indeed, most of the available empirical studies on SACCOS tend to have been undertaken in Kenya given the phenomenal development and growth of the sector in the recent past (Kanuthu et al., 2019; Mwaura et al., 2019; Otieno et al., 2015). Other notable studies have been conducted in Malawi (Borda-Rodriguez & Vicari, 2014), Rwanda (Tumwine et al., 2015) and Tanzania (Kwai & Urassa, 2015; Marwa & Aziakpono, 2015; Ndiege et al., 2016; Said et al., 2018). Nevertheless, in most of these cases, research tends to have concentrated on the general challenges of SACCOS and the impact of such setbacks on their general performance.

Available studies conducted in Uganda have concentrated on the effect of cooperatives on the welfare of members and challenges they encounter in their internal and external environments. For instance, a study by Hartley (2014) looked at the influence of power and trust on the sustainability of cooperatives in Uganda. Equally, an empirical report from a research by a collaboration of The Uhuru Institute, Centre for Basic Research (CBR) and Actionaid examined challenges facing the cooperative movement in trying to create wealth for Ugandans (Okello, 2013). Another study carried out in Mpigi, Central Uganda was concerned with the relationships between cooperatives and empowerment of their members with a bias to gender differences (Dol & Odame, 2013).

Thus, empirical studies in Uganda have not only concentrated on the wider concept of cooperatives rather than the particular environment of SACCOS but have also focused on general activities instead of the leadership/governance component of their Boards.

However, there is hope that this trend is about to change. For instance, there are recent studies to examine the extent to which governance of SACCOS affects their financial and general performance (Kyazze et al., 2017; Said et al., 2018). Other relevant studies have been conducted to establish the influence of global cooperatives principles to the realisation of leadership effectiveness (Tukamuhebwa et al., 2022b) in SACCOS and the effect of voluntary leadership to their performance (Tukamuhebwa et al., 2022a).

Methodologically, while there were noticeably new studies on the concepts of Board performance, those related to the notions of shared leadership and LSE were quintessentially old. Moreover, most of the studies were conducted using mono methods and explication of theories and literature reviews (Table 2.1). Thus, the use of the mixed-methods' approach was deemed appropriate since it helped to obtain results that were balanced, valid and more reliable and provided deeper and more meaningful interpretations of obtained data/information (Hesse-Biber & Johnson, 2015).

Objectives of the study

The broad objective of the study was to determine the influence of shared leadership on Board performance and the moderating role of leadership self-efficacy in Faith-based Savings and Credit Cooperative Societies in Uganda. The specific objectives were to:

1) examine the influence of shared leadership on Board performance of Faith-Based Savings and Credit Cooperative Societies in Uganda
2) determine the moderating role of leadership self-efficacy in the relationship between shared leadership and Board performance of Faith-Based Savings and Credit Cooperative Societies in Uganda

Hypotheses

The study pursued the following null hypotheses:

H_{01}: Shared leadership does not significantly influence Board performance of Faith-Based Savings and Credit Cooperative Societies in Uganda

H_{02}: Leadership self-efficacy does not moderate the relationship between shared leadership and Board performance of Faith-Based Savings and Credit Cooperative Societies in Uganda.

Research questions

The study sought answers to the following research questions:

RQ_1: To what extent does shared leadership influence Board performance in Faith-Based Savings and Credit Cooperative Societies in Uganda?

RQ_2: Does leadership self-efficacy moderate the relationship between shared leadership and Board performance in Faith-Based Savings & Credit Cooperative Societies in Uganda?

Assumptions of the study

This study was premised on several assumptions. Firstly, it was assumed that the target population and respondents were to be available at the time of data collection. Secondly, the study assumed that all FBSs were governed by the same rules and regulations, which were contained in the governing statutes, policies and procedures on cooperatives in general and SACCOS, in particular. Thirdly, it was assumed that the researcher would be allowed ample and reasonable access to the population under study.

Fourthly, there was an assumption that the success of the study depended on the extent to which participants understood, appreciated and reflected on the embedded concepts from the perspective of academic research. Fifthly, the study assumed that respondents were not only willing to participate actively and constructively but would also provide accurate and honest answers to the provided statements and questions.

Justification of the Study

The undertaking of this study was conceptually justified because while the concepts of the study had been extensively researched into, most of such studies seemed to have been singularly undertaken and aligned to difference paradigms. Hardly any studies have been conducted to link the notion of shared leadership to that of Board performance within the context of FBSs. Moreover, no research has been conducted to establish the moderating role of LSE in such a relationship. Therefore, the study helped to appreciate the perceptions of shared leadership, LSE and Board performance and the interplay between and among them within the context of FBSs in Uganda.

Theoretically, the study utilised the energies of identified relevant theories to galvanise current beliefs on shared leadership, LSE and Board performance and their implications for sustainable growth of FBSs. In particular, the use of the Stewardship and Institutional Change theories was justified due to their critical representation of shared leadership as a catalyst for consensual decision-making. This drew from a perspective of the nature of FBSs where Board performance was intricately aligned to the extent to which Board members could be considered good stewards and effective leaders of institutional change and related dynamics.

Similarly, theoretical perspectives of the Social Cognitive and Social Exchange theories were considered critical in appreciating the social environment that Boards could utilise to marshal the necessary social capital for sustainability and growth of their respective FBSs. On their part, the use of the Agency and Resource Dependency theories brought to the fore the extent to which Boards aligned the need for agency with their obligation to put their expertise and resources to profitable use.

Critical scanning of available literature indicated that little or no academic research had been conducted on the influence of shared leadership on Board performance in SACCOS generally and FBSs in particular within Uganda. As a result, findings from this study were deemed essential in providing information on leadership practice in FBSs and its contribution to the success or failure of Boards. They also helped to create a knowledge repository from which other academicians and theorists could tap into to understand and appreciate leadership within the unique environmental context of FBSs in Uganda.

Significance of the study

The significance of this study was appreciated from the gaps identified in the available literature and its findings on the concepts of Shared Leadership, LSE and Board Performance. For instance, the study helped to appreciate shared leadership as a formidable practice in SACCOS generally and, within the specific context of Uganda since this had not been determined before. Additionally, the study was critical in establishing the challenges that accrued from the practice of shared leadership within the specific context of FBSs such as the insatiable need for mutualism. This had not been determined from studies that had been conducted on the same concept in other research.

The study was similarly significant in relation to the understanding of Leadership Self-Efficacy as an important behaviour for leaders to enthuse high levels of personal conduct and use the same to realise effective Board performance in FBSs. Indeed, even though the study results revealed that LSE did not necessarily moderate the relationship between shared leadership and Board performance, its significance to helping leaders reflect acceptable personal behaviours and lead effectively could not be trivialised.

Available literature on Board performance is mostly aligned to contemporary organisations and less so social enterprises such as SACCOS. The realisation that Boards in SACCOS had similar mandates of providing effective leadership and managerial oversight through internal processes, control tasks and strategy tasks put them at par with their counterparts and led to their being recognised as such.

Theoretically, the study helped to expound on the relevant theories and paradigms to develop their application to the specific organisational environments of FBSs. For example, the Stewardship Theory was significant in establishing the degree to which Boards represented the interests of their constituents. This was particularly significant given that Boards were not only responsible for the resources in their custody but also had a duty to increase and multiply them to attain sustainable profitability.

Correspondingly, the Social Cognitive Theory was instrumental in appreciating the voluntary stance that leaders pursued through the utilisation of their skills and expertise for the benefit of achieving equitable social capital for their fellow members. The use of the Agency Theory to explicate Board performance was significant in determining and appreciating current relationships between Boards (agent) and members (principal) in terms of their ability to promote or hinder the realisation of effective leadership in FBSs.

Furthermore, the study findings helped to appreciate the current leadership practice in SACCOS generally and FBSs in particular as one that could be improved upon. This was significant for policy-makers, Board leaders as well as the SACCOS' fraternity in the country to determine and design appropriate strategies that could enhance Boards' ability to assure their oversight over internal processes, control tasks and strategy tasks.

Scope of study/Delimitations

The study was principally built around the concepts of shared leadership, leadership self-efficacy and Board performance. The perception of shared leadership was specifically aligned to the magnitude to which Board leaders reflected what was generally considered effective leadership practice. Thus, it was examined along leadership practices of reflecting reputable personal behaviour, setting and promoting the vision, fostering creativeness, applying emotional intelligence and motivating others.

On the other hand, the notion of LSE was concerned with establishing the impact of individual behaviour on leadership practice and how this, in turn, reflected on Board performance. This was established along indicators of starting and leading change, managing interpersonal relationships, reflection of self-awareness and confidence and building group consensus.

The concept of Board performance was appreciated from the extent to which Board members managed internal processes, carried out control tasks and undertook strategy tasks. These concepts were scrutinized within the context of FBSs in Uganda using data drawn from the dominant religious denominations of the Catholic, Anglican, Islam, Pentecostal and SDA. The primary data collected from Board members and Managers/CEOs of these institutions was both quantitative and qualitative.

The undertaking of the study in the context of FBSs was particularly interesting because it helped to establish whether leadership practice in these entities was more effective given people's perceptions about faith-based organisations' (FBOs) leadership as being more ethical. It also helped to appreciate the magnitude to which principal versus agency challenges that were normally associated with perceived interference of shareholders in the management of organisations were reflected in the leadership of FBSs.

Moreover, whereas there was scanty literature on the relationship between shared leadership and Board performance and hardly any on the moderating role of LSE, apt theories were used to appreciate each of these concepts. For instance, the use of the stewardship Theory influenced the understanding of the concept of shared leadership from the Boards' view as safe-guarders of resources on behalf of the SACCOS' members.

On the other hand, the use of the Social Cognitive Theory was deemed appropriate to examine the notion of LSE through its presentation that leaders needed cognitive abilities to not only undertake particular tasks but also propel their organisations to higher levels of growth and development compared to their rivals. Similarly, the use of the Agency Theory was critical in appreciating the perception of Board performance through the lenses of shareholder-manager exchanges and the challenges of the friction that normally arises from this relationship.

Conversely, the study was delimited to its scope in terms of the concepts, theory and context. Conceptually, the study was restricted to the concept of shared leadership from the indicators of reflecting reputable personal behaviour, setting and promoting the vision, fostering creativeness, applying emotional intelligence and, motivating others.

The discussion on the notion of LSE was delimited to the indicators of starting and leading change, managing interpersonal relationships, reflecting self-awareness and confidence and, building group consensus. Thus, the study did not attempt to appreciate LSE from other indicators that have been promoted by some scholars and academicians.

The idea of Board performance was only discussed from the indicators of the Board roles of managing internal processes, carrying out control tasks and undertaking strategy tasks. In addition, the study was strictly engaged with examining the influence of shared leadership on Board performance and not any other function such as organisational or individual performance.

Contextually, the study examined the concepts strictly within the context of FBSs in Uganda using primary data from a sample population of 334 respondents to the SRQ and 19 participants to the SSIs. Theoretically, the study restricted itself to the Stewardship Theory, the Social Cognitive Theory and Agency Theory to examine the concept of shared leadership, LSE and Board performance respectively.

Limitations

The study was limited to its scope and aligned to the concepts of shared leadership, LSE and Board performance. Unambiguously, the study was restricted by the extent to which the sample population and respondents were available and willing to provide the required data. Indeed, whereas the researcher had planned to use e-mailing and calling strategies to engage with the concerned FBSs before actual engagement, this was limited by the fact that most of the provided numbers were for leaders that had since retired from leadership roles of their particular FBSs. This was complicated by lack of up-to-date information from the Registrar’s archives, which were populated by contacts of people that could not provide the required data in respect to their SACCOS.

There was a limitation in accessing some FBSs due to lack of physical access to their locations. Moreover, whereas available data from the Registrar of Cooperatives indicated that FBSs existed within all regions of the country, most of those supposed to be located in the Northern and North Eastern parts of the country could not be traced. Later, additional research unearthed that dismal performance and bad governance had led to the collapse of all FBSs in Northern Uganda while a few that remained in the North Eastern part of the country had no physical locations.

In some limited instances, there was a constraint in accessing data as leaders of some FBSs thought the study was for other purposes rather than that of academic pursuit. This was despite the researcher’s explanations and presentation of appropriate permission letters from their respective faith leaders and institutions. This was a revelation into the extent to which a disjoint between parent organisations and FBSs was evident.

To a lesser extent, there was a limitation to accessing reliable and accurate data, especially concerning Board minutes. There was realisation that many Boards did not meet regularly as per the SACCOS’ by-laws but even when this happened, no minutes were taken. Yet, even where minutes were captured, they were not readily available due to poor filing systems at their Secretariats. In such cases, the researcher relied on data and information obtained from key informants in the SACCOS such as the Chairpersons and Managers / Chief Executive Officers (CEO) during the interviewing processes.

Chapter Summary

The chapter has brought out the practical details underlying the study by introducing the conceptual, theoretical and contextual backgrounds that form its basis. It presented that the study was hinged on the concepts of shared leadership, LSE and Board performance, which were examined, discussed and appreciated from different theoretical backgrounds. For instance, the concept of shared leadership was hinged on the Stewardship Theory and Institutional Change Theory while LSE was based on the Social Cognitive Theory and Social Exchange Theory and Board performance was grounded in the Agency Theory and Resourced Dependency Theory.

The chapter further presented the statement of the problem, which established that the need for the study was due to existing gaps in the available literature on the concepts and context of the study. These gaps led to the formulation of the objectives, hypotheses and research questions and were the basis for the justification and significance of the study. The chapter revealed that study findings were significant in providing critical evidence of the existing leadership practice in SACCOS generally and FBSs in particular.

The chapter highlighted that the study was delimited to the concepts of shared leadership, LSE and Board performance. It pursued the Stewardship Theory, ICT, SCT, SET, Agency and RDT to elucidate the same concepts. The study's scope embraced the specific context of FBSs within the political boundaries of Uganda. The chapter further revealed that the data, their collection and analysis as well as results obtained were limited to the scope of the study.

CHAPTER TWO: LITERATURE REVIEW

This chapter reviews the literature on the concepts of shared leadership, leadership self-efficacy and Board performance. Literature on the perception of shared leadership is examined in line with leadership practices reflecting reputable personal behaviour, setting and promoting the vision, fostering creativeness, applying emotional intelligence and motivating others.

The notion of LSE is discussed along available literature on leadership behaviours of leading change, managing interpersonal relationships, reflecting self-awareness and confidence, and building group consensus. Literature on Board performance is scrutinised along activities of managing internal processes, carrying out control tasks and undertaking strategy tasks.

A theoretical framework is examined with emphasis on underscoring the alignment of appropriate theories to the concepts of the study. The chapter offers a deep appreciation of Stewardship Theory, Social Cognitive Theory and Agency Theory to appreciate the conceptions of shared leadership, leadership self-efficacy and Board performance respectively. The understanding of the various models, paradigms, theories and concepts helps to identify accruing gaps and determine the conceptual framework of the study.

Literature Review

Shared Leadership

Shared leadership is characterised by group-thinking, mutualism and jointly-owned processes of decision-making and accountability (Barnett & Weidenfeller, 2016). It is reflected in the integration of individual ideas and skills towards a common goal or vision within a particular organisation (Fransen et al., 2018). It is generally discussed and appreciated along tenets of collective leadership (Eva et al., 2021), distributed leadership

(Lumby, 2013), collective team leadership (Hawkins, 2014), informal leadership (Morris & Polese, 2015) and emergent leadership (Hoch & Dulebohn, 2017).

Extant literature presents that shared leadership is reflective of equal chances for each member to lead others over a given period of time (Barnett & Weidenfeller, 2016) and, generally credited with the realisation of better team performance compared to vertical leadership (Binci et al., 2016; Han et al., 2021). It resonates with accomplishments of activities, tasks, processes and phenomena in groups rather than the attainment of the same through skills and competences of a single leader (Mathieu & Kukenberger, 2015). It is characterised by team commitment and consensual decision-making (Wu & Chen, 2018).

Shared leadership is considered most effective when the most-skilled and expert individuals for a particular function and in a given situation have a chance of sharing with other members through rotations across the team or organisational structures (Hoch & Dulebohn, 2017). It is also deemed more-desirable in environments that facilitate team autonomy (Fausing et al., 2013) and corporate governance (Guenter et al., 2017).

Subsequently, shared leadership is normally preferred and generally visible in organisations that are seemingly dynamic, knowledge-dependent and where creativity and innovation are critical for their sustainability (Alanezi, 2016; Xie et al., 2021). It is considered more beneficial to organisations that have complex operations and processes and where undertaking of express and, sometimes, ad hoc decisions is critical (Bilal et al., 2019; Wu & Chen, 2018).

Whereas the environment of SACCOS generally and FBSs in particular may not necessarily be knowledge-dependent, they are nevertheless dynamic and complex given the nature and structure of their membership and, the need for leaders to detect and exploit social capital to create visible and viable social cohesion (Barroso-Castro et al., 2016).

In contemporary organisations, shared leadership is thought to be more realistic when individuals possess appropriate expert knowledge to share with their teammates over a considerably longer period of engagement (Hsu et al., 2016). Cooperatives in general and SACCOS in particular are characterised by institutionalised structures and, are governed and regulated by government rules that are reflective of the wider global principles of cooperatives (Tukamuhebwa et al., 2022b). Their leaders are elected through democratic means and may not have the liberty to overstay their leadership tenure contained in the governing rules.

Furthermore, given their characteristic as social entities, FBSs are not necessarily led by experienced experts and professionals but individuals who fellow members consider trustworthy and who are able to create, galvanise and sustain social harmony of the group (Barnett & Weidenfeller, 2016; Galvina et al., 2021). Thus, leaders are normally elected along impeccable and unquestionable personal credentials in recognition of their faith, beliefs and patronage to the leadership of the parent organisation (Morazes, 2012). This is in line with the principle of shared leadership which presents that the extent to which leaders are considered good by their team members is reflective of their perceptions of their individual behaviours (Mathieu & Kukenberger, 2016).

In addition, shared leadership is generally deemed appropriate in organisations where team members do not only possess self and team autonomy but also have authority to make decisions within their areas of jurisdiction (D'Innocenzo et al., 2016). This is considered critical to the realisation of effective leadership because without the necessary power to formulate new strategies and undertake appropriate changes, leaders are unlikely to sustain their motivation to pursue additional endeavours (Sloof & von Siemens, 2021; Steinmann et al., 2015). Autonomy and authority of leaders in FBSs is visible in the functions of the Boards and Committees concerned with supervision and auditing.

However, in pursuance of the cooperative principle of democratic member control, critical strategies formulated by the committees and the executive committee (EXCO) must be presented and endorsed by the annual general assembly of all members (Errasti et al., 2017). This, as results from this study show, can have negative implications on the pursuance of effective and timely decision-making processes given that some strategic choices may be time-bound and will have ceased to bear any importance when not taken over unacceptably longer periods (Mori et al., 2015).

Moreover, shared leadership can be appreciated and examined from a number of theories such as Agency Theory, Resource Dependency Theory (RDT) and Resource-based Theory (RBT). This is in line with Boards' mandate to manage and provide oversight of resources on behalf of other members (Zhou et al., 2018).

Nevertheless, the study utilises the understanding of the Stewardship theory to examine and discuss shared leadership within the specific context of FBSs since it embraces tenets from other theories. Shared leadership in FBSs is further explicated using leadership practices that reflect reputable personal behaviour, set and promote the vision, foster creativeness, apply emotional intelligence and motivate others.

Reflecting Reputable Personal Behaviour

The leadership practice of reflecting reputable personal behaviour is concerned with the leaders' ability to find their voices by clarifying their personal values and, setting examples through alignment of their actions to shared common values (Kouzes & Posner, 2012). It is reflective of high-levels of self-awareness and, ethical and moral conduct at all times and no matter the circumstances (Zhu et al., 2015). Given that leadership in FBSs is fundamentally visible at Board levels, the practice of reflecting reputable personal behaviour concerns the interplay of individual characteristics of Board members and the prevailing environment of the SACCOS and their parent organisations.

Specifically, the Board leaders' ability to reflect reputable personal behaviours is reflected in the range to which they can always take personal responsibility for their actions (Downing et al., 2020). This is a critical element of good personal behaviour because it allows leaders to realise and deal with their shortcomings and reflect accountability (Neck et al., 2017). Ultimately, leaders' ability to take personal responsibility for their actions endears them to their followers and is a starting point for plausible leader-follower engagements (Smith & Bititci, 2017).

The leaders' reflection of reputable personal behaviour may further be replicated in their ability to ensure that others do not only understand their tasks but also accomplish them within an agreed code of conduct (Eva et al., 2021). This requires that leaders possess and show high levels of accountability and always conduct themselves in a manner that engender their personal moral and ethical standards (Jordan et al., 2015). Such behaviours tend to attract other people and are critical in fostering their followership, cementing their belief in the leaders and systems and embracing the firm's vision (Ford & Harding, 2015).

Reflection of reputable personal behaviour is also seen in the manner in which leaders can be regarded as people of integrity in regard to their ability to successfully and timely meet all their obligations and commitments to others (Simons, 2016). This is essential in creating an environment of trust because when leaders keep their word, they are seen as people of integrity and, therefore, others can trust them (Galvina et al., 2021)

Moreover, studies show that followers will often easily tend to emulate leaders whose examples echo good personal attributes of honesty, confidence and self-regulation (Collins & Jackson, 2015). They will tend to appreciate leaders who are not afraid of being appraised on their performance and who enthuse high levels of self-awareness and confidence (Showry & Manasa, 2014). Reflection of reputable personal behaviour is further concerned with the leaders' ability to exhibit behaviours that resonate well with follower expectations (Gill & Caza, 2015).

Additionally, leaders can reflect reputable personal behaviour for others if they desire and are seen to pursue strategies that help others work along set principles, by-laws and a common set of values (Maznevski et al., 2013; Mutha & Srivastava, 2021). This may not only create harmonious Board relationships among members but also provide an equal platform from which individuals can present their views. This is particularly critical in the shared leadership environment of FBSs where the need to galvanise different and, often diverse views into an agreed common position is essential.

Setting and Promoting the Vision

Leaders are considered effective when they will have attained the ability to sustainably set and promote the vision of their organisation to their followers (Kohles et al., 2015). This is possible when leaders' can reliably envision the future and formulate appropriate strategic directions to realise it. It is about identifying new business prospects and leading others to accept, appreciate, commit and own them (Keskes et al., 2018). However, this is said to be more realistic when leaders are additionally able to reflect charisma, self-efficacy and personal mastery (Grabo et al., 2017).

Setting and promoting the vision is also achieved when leaders are optimistic about their work and its ability to develop the organisation and meet follower expectations (Gill & Caza, 2015). This may be evident in the degree to which the leaders understand and translate the future direction to their followers. It requires that leaders reflect on the past, scan the present and appropriately envision the future (Teckchandani & Schultz, 2014).

It is generally observed that the process of effectively and sustainably setting and promoting the vision requires regular and consistent practical engagement with followers (Shrotryia et al., 2021). This is important in helping leaders pursue new developments and strategies because of the created relationship with their followers. Nevertheless, this is possible when changes in leadership are not erratic and leaders are keenly interested in their followers and, treat them as fellow leaders and not subordinates who should only be used to endorse particular decisions as and when they emerge (Kohles et al., 2015).

Vision setting and promotion further requires that leaders show keen interest in their followers through practical and measurable leader-follower relationships (Bernerth & Hirschfeld, 2017). Thus, leaders must apply high levels of social intelligence (SI) to develop empathy towards their followers and, pursue motivational strategies to keep them interested, involved and committed to the vision (Imam et al., 2020).

Furthermore, leaders' ability to set and promote the vision revolves around their unwavering conviction of the vision they intend to forward to their followers and their capacity to present it in a manner that is credible (Gillanders, 2016). They should be in position to spell out expected outcomes succinctly and share the vision in a timely, appropriate and strategic way so that it can easily be accepted and assimilated by the followers (Harding, 2015). This calls for effective communication on the part of the leaders to ensure that the vision is presented succinctly, concisely and appropriately and can be owned by the followers (Jankovic, 2017).

Fostering Creativeness

It has been recognised that even though shared leadership is characterised by group thinking, it can still be evaluated in the context of its ability to bring about credible and beneficial change by fostering creativeness (Alanezi, 2016; Goetzi & Wald, 2021; Wang et al., 2017; Wu & Chen, 2018). This is mirrored in the degree to which leaders can use available resources to improve their leadership skills by scanning the environment and picking out openings that can apt their skills while neglecting those that do not add value to their leadership abilities (Alipour et al., 2017).

Leaders' ability to foster creativeness may be reflected in their capacity to encourage others to come up with new ways to do the Boards' work while being cognizant of their need to remain within expected parameters of engagement (Trot, 2017). This calls for leaders to create environments that can enable others to engage in innovative undertakings while effectively planning for embedded projects (Williams et al., 2017).

Fostering creativeness is further considered an effective practice of shared leadership because it involves the active engagement of internal and external stakeholders to the organisation to maximise available resources while seeking for additional ones (Fowler, 2018). Internally, leaders are able to foster creativeness through asking their peers and followers specific questions for an imminent situation. This is important to the realisation of effective leadership since it inculcates the practice of regular involvement of followers and intentional pursuit of social engagements (Mutha & Srivastava, 2021).

Externally, leaders can foster creativeness through pursuing active and focused benchmarking activities with stakeholders within the same sector or industry. The fact that one of the principles of cooperatives is to engage with other cooperatives so as to learn from them and create synergies where possible is critical to the embracement of shared leadership in FBSs (ICA, 2015a; Tukamuhebwa et al., 2022b).

Furthermore, the practice of fostering creativeness involves taking risks on decisions and investments by identifying and generating wins, learning from emerging mistakes while enabling collaborative engagement of followers (Osiyevskvy, 2016). It implicates leaders' attention to risk-taking and pursuance of followership that is not only visible but also contributory to achieving overall organizational goals and objectives (Aleksic et al., 2016).

This is seen as critical in ensuring effective leader-follower exchanges and successful organisational and team change processes (Fisher & Robbins, 2015). The nature of shared leadership in FBSs means that issues of taking and managing risks is confined to the consensus of the Board rather than its individual members (Binkhorst et al., 2018). Therefore, it is not surprising that the results of the study indicated that Board members were most unlikely to engage in undertaking risky investments that did not reflect predictable outcomes.

Leaders that are able to foster creativeness have higher chances of ensuring organisational competitiveness (Akers, 2018). They are well poised to cultivate enthusiasm and motivation of their followers to develop into new leaders (Amundsen & Martinsen, 2015). Such leaders tend to possess high levels of empathy, are generally cognisant of their followers' need to actualise themselves and capable of imparting appropriate skills, expertise and competences (Bonau, 2017).

Applying Emotional Intelligence

Leaders are considered effective when they will have attained high levels of emotional intelligence and can apply it to enable others get better at what they can do (McCleskey, 2014). Leaders are able to apply emotional intelligence when they are aware of their abilities and emotional stance and can selflessly transfer their knowledge and skills to others through activities such as educating, mentoring, training and coaching (Shrestha & Baniya, 2016).

In addition, leaders are deemed effective when they can successfully pursue and develop cordial relationships with others with the definitive view of identifying and developing their own competences (Megheirkouni & Megheirkouni, 2020). It is also aligned to the wider strategic view on effective leadership exit and succession in organisations (Chughtai et al., 2014). This is more critical in organisations such as FBSs where the need to ensure democratic leadership and governance can sometimes override the professional quest for skilled and competent leaders (ICA, 2017).

Moreover, the leaders' practice of applying emotional intelligence requires that leaders have the humbleness and patience to listen actively to other peoples' views even when these are diverse and often times, irrelevant to the topic of discussion (Harper, 2016). This may be achieved through leaders' behaviours such as empathetic body language that are reflected in eye contact, appropriate gestures and expressions and pursuance of motive affiliation with followers motivation (Gondal & Husain, 2014).

Applying emotional intelligence involves the leaders' ability to pose helpful questions, validate employee expressions and knowing when to collaborate, be visionary, listen, command and offer feedback (Shrestha & Baniya, 2016). It is further reflected in the overall leaders' attempt to treat others with respect and self-esteem. It is evident in the manner and degree to which leaders ensure that their followers are motivated through appropriate reward regimes and self-development initiatives (Steinmann et al., 2015).

Furthermore, the leaders' ability to apply emotion intelligence resonates their audacity to create conducive workplace environments that can enable followers undertake their work optimally and in a manner that is self-driven (Saleem et al., 2020). It is believed that while it is critical for followers to pursue acceptable norms, processes and procedures as per expectations, leaders' insistence on their enforcement may negate followers' possibilities of being creative and innovative (Williams et al., 2017). Instead, leaders can, and should, enable their followers to act effectively by seeking to understand, appreciate and support their decisions. This is better achieved by ensuring that individuals respect other peoples contributions and work together towards the achievement of team goals rather individual ones (Hoch & Dulebohn, 2017).

Nevertheless, leaders need to identify the individual needs of their followers and prioritise their personal enrichment objectives. They should desire and be seen to prioritise their followers' performance and develop their confidence in their ability to accomplish given tasks successfully. This is critical to the sustainability of organisations such as FBSs since it is an initial step towards grooming new leaders and ensuring effective exit strategies (Ford & Harding, 2015).

Motivating Others

The leadership practice of motivating others involves consistently supporting and encouraging them towards the achievement of sustainable growth and development of their organisations (Zhu et al., 2015). Leaders may motivate their followers through intentional pursuit of activities that do not only appreciate them but also have long-lasting impact on individuals, teams and organisations (Fowler, 2018). However, for leaders to motivate others requires that they do not only possess abilities to do so but can also apply high levels of emotional intelligence which are exhibited in their empathy, social skills and moral/ethical behaviours (Harper, 2016).

In order to undertake activities that can sustainably motivate others, leaders need to identify and associate with their followers at a personal level (Eva et al., 2021). This calls for leaders to not only actively listen to their followers but also have the audacity to accept criticisms concerning their leadership styles and strategic decisions that they make (Kang & Sung, 2016). This is essential to enable them understand their followers and celebrate their individual performances while offering carefully tailored and appropriate advice (Mao et al., 2019). For instance, in order to ensure that milestones are celebrated, leaders do not only need to know when such instances occur but also offer appropriate empathies to the affected individuals in their different circumstances (Collins & Jackson, 2015).

Leaders can also motivate others by cheering and rejoicing with them when they use their knowledge, skills and abilities well to perform particular assignments successfully (Fowler, 2018). It requires that leaders are proactive in relation to the activities of their followers and can appropriately scan and identify critical issues affecting them. It is aligned to social learning theories which tend to suggest that sustainable leadership requires the use of the leaders' attributes to appreciate impeding social situations (Chughtai et al., 2014).

Appreciating and recognizing the work of others is a critical component of effective shared leadership since it can advance teamwork at the expense of personal expedience (Salas et al., 2015). This is important in organisations such as SACCOS where leaders' ability to lead effectively and successfully is closely-intertwined with their social dispensation (Stoop et al., 2021).

Furthermore, leaders' ability to motivate others necessitates that they are genuine with the motivational strategies they present to their followers. These may be in line with intrinsic motivational strategies such as individual development that are aligned to developing the self (Andersson et al., 2020). It is also visible in praising and recognising members who are committed to shared values of the group (Yahaya & Ebrahim, 2016).

Motivating others may also be achieved through the leaders' desire and actual practice of ensuring that creative rewards are offered to people whose contribution to the success and development of the organisation is considered exceptional (Chareonwongsak, 2017). Leaders need to assure their followers by not only appreciating their competences but also publicly recognising their efforts for the sake of personal motivation which can lead to good Board performance and attainment of competitive advantage for the organisation (Mathieu & Kukenberger, 2015).

Leadership Self-efficacy

Self-efficacy is a function of self-belief that one has the ability to accomplish a particular task effectively and deliver exceptional results within available constraints (Caldwell & Hayes, 2016). It is the main reason behind leaders' ability to influence 'the self' towards pursuance of strategies that can effectively address the 'what', 'why' and 'how' an activity or process can be done (Yang et al., 2017).

Consequently, there is belief that individuals who possess high levels of self-efficacy tend to approach erstwhile difficult tasks as challenges to master than threats to avoid (Mao et al., 2019). Self-efficacy is also mirrored in the scope to which one applies emotional intelligence to deal with others and undertake social engagements that are geared towards encouraging others (Yang et al., 2017).

Notably, leadership self-efficacy (LSE) refers to "leaders' beliefs about their perceived capabilities to organize the positive psychological capabilities, motivation, means, collective resources, and courses of action required to attain effective, sustainable performance across their various leadership roles, demands, and contexts" (Hannah et al., 2008, p. 2). It is particularly concerned with the degree to which leaders' can echo behaviours that foster the attainment of effective leadership (Bayraktar & Jiminez, 2020).

Leadership self-efficacy captures leaders' beliefs about their capability to perform their designated roles and activities effectively. It is seen as an essential impetus for leaders' urge and persistence to get better at these roles and activities over time (Dwyer, 2019). There is evidence to indicate that higher levels of LSE can encourage employee objectivity and are a harbinger to their increased creative behaviour (Mao et al., 2019).

Leadership self-efficacy is critical in ensuring that leadership roles are not only visible but also accomplished well across organisational functions (Mutha & Srivastava, 2021). It is critical in the leaders' ability to effectively analyse specific and general organisational problems, employ effective judgement to emerging situations and, motivate and build confidence of others (Ali et al., 2018). It may additionally be achieved through behavioural perceptions of personal mastery, political skilling, role modelling, social persuasion and emotional intelligence (Frieder & Basik, 2016).

Leadership Self Efficacy in Boards of FBSs may be understood and examined through their ability to start and lead change processes, build and manage interpersonal relationships, reflect self-awareness and confidence and, build group consensus (Dwyer, 2019). Board members' ability to apply LSE is reflected in their capacity to apply their skills and aptitudes for the benefit of the organisations they represent (Barroso-Castro et al., 2016). As a result, it is imagined that such leaders may reflect behavioural attributes of creativity which may be congregated into pools of aptitudes, experiences, capabilities and expertise that other team members can tap into (Ninkovic & Floric, 2018).

This is more important to the function of Boards where such capabilities are known to improve individual commitment and accountability and lead to effective Board performance (Pearce & Patel, 2017). Nevertheless, the visibility and application of LSE may be more evident in contemporary organisations where structures and social make up tend to provide a more-conducive platform for leaders to use their personal attributes (Chan, 2020). This is evident in the results of the study, which show that environments of FBSs can sometimes present hindrance for leaders to proactively assert and use their individual attributes concerning specific decisions due to their mandate to realise consensus, group accountability and mutualism.

Starting and Leading Change

Change in organisations is a contextual issue whose effective leadership requires creative and innovative leadership strategies (Hyo et al., 2016). Leaders' effort towards starting and leading change may be reflected in their ability to set new directions when current ones seem to be ineffective (Bayraktar & Jiminez, 2020). It is equally evident in the leaders' capacity to change habits of group members when there is apparent risk of failure to achieving set objectives (Chesley & Wylson, 2016). It involves the leaders' knack to bring about effective change even when circumstances are out of one's control.

Furthermore, the concept of starting and leading change in groups is aligned to the leaders’ ability to determine the scope of change, diagnose the change and create a vision of how to effectively lead the required change (Binci et al., 2016). Literature shows that for leaders to lead change effectively, they need to understand and appreciate the totality of coexisting facts, which are perceived mutually exclusive before implementing any change process (Brookes et al., 2017; Chesley & Wylson, 2016). It is equally critical that leaders are aware and appreciative of the possible effect the particular change is likely to have on other organisational processes and systems (Hyo et al., 2016).

Also, to effectively start and lead change, leaders need to possess capacity, competences and behaviours to work as champions of the change process and ability to create a sense of urgency to ensure its successful implementation (Brookes et al., 2017). It is essential that there are sufficient and appropriate financial resources and human competences to effectively implement the change process and that participants have appropriate power to enable them pursue and implement various change strategies, processes and activities at various levels (Binci et al., 2016).

It is generally argued that leaders’ failure to exercise appropriate power does not only hinder their individual effort but also has propensity to fail the whole leadership change process (Sloof & von Siemens, 2021). Thus, it is critical that leaders possess and exercise ethical behaviours and relate political, spiritual and emotional intelligences to ensure collaboration with all stakeholders in the change process (Wylie et al., 2014).

Effective leadership change requires that leaders are able to scan, identify and ascertain the impetus for change which normally emerges from social tensions among groups, structures and or systems (Yang et al., 2017). This is mediated by identities and meanings that members of a particular society attach to the impending change and its effect on their individual behaviour as well as that of the team and organisation.

Effective leadership change in FBSs further necessitates that leaders appreciate impending organisational dynamics to formulate appropriate planning strategies and manage possible resistance (Pullen & Rhodes, 2014). It is imperative that leaders identify, determine and communicate investments and returns that are expected to accrue from an impending change process so as to increase chances of its acceptance and eventual success (Chesley & Wylson, 2016; Patel, 2015).

Managing Interpersonal Relationships

The concept of managing interpersonal relationships is important in ensuring LSE because it helps to enhance effective shared leadership in organisations (Huszczo & Endres, 2017). Such relationships may be dyadic, team-aligned or organisation-wide. In order for leaders to effectively manage interpersonal relationships, they need to establish very good interactions with all the stakeholders, actively and tersely communicate with them and, successfully manage work and social engagements (Sosik et al., 2014).

Moreover, the extent to which leaders can effectively manage interpersonal relationships is largely aligned to the cultural diversities surrounding a particular work environment (Krapfl & Kruja, 2015). Consequently, leaders can be considered to have attained high levels of LSE if they can identify other people's behaviours effectively and accurately (Caldwell & Hayes, 2016). Such leaders are not only culturally-attuned but tend to reflect personal attributes of good leadership behaviours (Grille et al., 2015).

Furthermore, LSE is attained when leaders are able to effectively communicate and have their followers' psychological balance tip to their favour (Kang & Sung, 2016). This is reflected in the manner in which they deal with individual team members' social and political elements towards those of the group (Cacciattolo, 2015). Leaders should be aware of and prepared to engage in high-quality conversations that are characterised by respect, trust and loyalty (Burch & Heinrich, 2016; Pastra et al., 2021).

In addition, leaders need to pursue visionary communication by determining and using the most-appropriate strategies to enable accurate conveyance of the organisations' objectives and vision (Kohles et al., 2015). Also, leaders should be intentional in pursuing communication tactics that portray them as caring but also astute in their resolve to take unpopular decisions for the good of the enterprise (Brandt & Uusi-Kakkuri, 2016).

While it is essential to identify areas of relationship with individuals and teams and pursue effective communication strategies to ensure they are meaningful and sustainable, leaders require to be intentional in managing them. This is majorly critical for FBSs which are considered dynamic and complex and, therefore, reflective of corporate behaviours that are not normally predictable (Mateo & Cristofaro, 2017).

Moreover, leaders need to appreciate the various forces at play and engage with respective players in a manner that is respective of their diversity and social inclinations (Ferdman, 2014; Stremersch et al., 2020). They have to be cognizant of available pockets of internal coherences and competences, scrutinise their ability to create organisational change and be aware of the extent to which such processes would affect individual goals, team dynamics and organisational objectives (Binci et al., 2016).

Reflecting Self-awareness and Confidence

Leadership self-efficacy is normally evident in leaders who reflect self-awareness and confidence (Caldwell & Hayes, 2016). This is evident in their capacity to identify their own strengths and weaknesses, applying their confidence to get things done, using their attained experiences and competences to get the best of out of a given situation and, helping others reach their targets.(Kuvas & Buch, 2019). It involves accurate self-observation and is characterized by self-confidence, realistic self-assessment, self-deprecating and a positive sense of humour (Dwyer, 2019).

Self-awareness is concerned with one's ability to compare one's behaviour with particular norms that define oneself and a keystone of emotional intelligence (Showry & Manasa, 2014). Leaders with high levels of self-awareness echo personal behaviours of honesty and are not overtly critical or unrealistically hopeful (Lemoine et al., 2019).

Self-awareness is particularly critical to the realisation of effective LSE since it does not only help leaders become aware of their strong points and limitations but also has potential to engender followers towards achieving the required vision (Solas, 2016). It is evident in one's capacity to have a deep understanding of one's emotions, needs and drives that may be visible in the leader's attainment of high levels of self-efficacy, personal mastery and internal locus of control (Schein & Schein, 2017).

Reflection of self-awareness and confidence may be realised through leaders' observation and analysis of their own mental state and, introspection by identifying, learning about and accepting their fundamental values, feelings, identity and, motives (Gessnitzer et al., 2015). This has the ability to help leaders attain profound personal insights, build their confidence and realise complex sets of moral values that can enable them lead themselves and others effectively (Andersson et al., 2020).

Yet, through social comparison and self-appraisal, leaders can develop the confidence they need to engage with others and successfully get things accomplished (Nayak et al., 2020). While attainment of high levels of confidence is a learning process, leaders' experiences and skills are critical in ensuring that they get the best out of any given situation without compromising their morals (Yazdani & Murad, 2015).

Attainment of LSE is largely considered evident in leaders who realize that they owe moral duties to their organisations to create wealth and empower their followers to attain their highest potential (Mao et al., 2019). It is reflected in leaders who realize their obligation to steward and serve others rather than being served by them (Bavik, 2019).

Building Group Consensus

The appreciation of building group consensus as an essential component of attaining LSE is premised on the belief that its achievement determines the extent to which group behaviour helps to shape organisational behaviour (Grille et al., 2015). Given the unpredictable environments of organisations, leaders need individual attributes of emotional and cultural intelligence that are practiced along high levels of visible self-leadership (Bernerth & Hirschfeld, 2017; Neck et al., 2017).

Building group consensus effectively and sustainably necessitates that leaders stand by their values and beliefs at all times and are able to make others recognise their efforts towards the realisation of the organisation's vision (Mutha & Srivastava, 2021). It is reflected in the leaders' ability to ensure that they always gain the consensus of others and maintain effective leadership of such gains (Alipour et al., 2017).

In particular, the need to stand by one's beliefs and values is considered important to attaining LSE because it is hinged on the extent to which leaders can be believed and their efforts accepted as authentic (Lemoine et al., 2019). It concerns the leaders' beliefs in themselves and the scope to which they perceive their own values and moral/ethical standings as acceptable to others (Bernerth & Hirschfeld, 2017).

Furthermore, attaining group consensus requires that leaders are able to communicate their efforts, intentions and vision strategies accurately and timely and within appropriate channels (Bernerth & Hirschfeld, 2017). It further obliges that leaders utilise their power and authority in a manner that is aligned to creating practices and controls that provide value to the goals of the group and are acceptable to team members and aligned to organisational objectives (Sloof & von Siemens, 2021).

In general terms, the need for building group consensus is aligned to the attention that leaders put towards preserving and gaining the support of other members within the group (Guenter et al., 2017). This is not only dependent on good individual beliefs and effective communication but is also premised on the extent to which leaders can galvanise and effectively lead with the gained consensus.

Moreover, the attainment of group consensus may evoke new dynamics such as increased individual motivation that can lead to internal coherence and competition (Witt and Schesinger, 2013). Whereas this may generally be considered an important factor of acceptable group and organisational behaviour, it can at the same time ignite organisational politics that may stretch the leaders' imagination (Cacciattolo, 2015).

Board Performance

Board performance revolves around the ability of Board members to effectively represent and work for the best interests of their shareholders (Nalukenge, 2020; Pearce & Patel, 2017). It may be measured against the continuous realisation of organisational growth that is normally attained through pursuance of effective internal control mechanisms that are geared towards curtailing undesired self-interests (Zhou et al., 2018).

Board performance within the context of social organisations such as FBSs, tends to be more concerned with the extent to which Boards can utilise their members' knowledge and skills to ensure that internal processes and tasks are established, monitored, overseen and evaluated (Zattoni et al., 2015). It involves the Boards' ability to make effective, appropriate and timely decisions that can ensure effective performance.

Notably, Board performance may be appreciated from the extent to which members' skills and competences and diversity integrate to foster collective learning and effective leadership of organisational resources (Al-Matari, 2019; Conheady et al., 2015). It is reflected in the manner in which members' individual contributions are coordinated to ensure ease of information flow and accomplishment of impending tasks and expected obligations (Fuzi et al., 2016).

There is debate that the more diverse the composition of the Board, the more effective is its performance likely to be given the vast pool of experiences, skills and knowledge represented by the Board members (Chatterjee & Nag, 2018; Fernandez-Temprano & Tejerina-Gaite, 2019; Galbreath, 2018). Such Boards are generally associated with lower realised risk and characterised by moderated decisions (Bernile et al., 2018). Yet, the nature of Board composition tends to be aligned to the industry of interest given that individuals reflect different behaviours and possess different sets of skills and expertise that are better-suited for similarly different sectors (Song et al., 2017).

Board performance may be measured along the extent to which Boards meet or, indeed, exceed their expected formal roles and responsibilities (Nalukenge, 2020). Depending on the nature of the organisation and aligned industry, Boards may be involved in corporate governance and leadership oversight as well as management issues (Bernile et al., 2018). The extent to which any of the corporate, managerial or functional roles overshadows others may reflect the nature of the organisation; its industry, complexity, internal and external dynamics as well as expectations of the shareholders and stakeholders (Arora & Bodhanwala, 2018).

Generally, Board performance tends to revolve around the extent to which Boards manage internal processes, carry out control tasks and, undertake strategy tasks. Whereas internal processes are concerned with structure, Board member participation and coordination, control tasks relate to issues of monitoring and evaluation while strategy tasks are aligned to utilisation of firm resources (Nowland, 2016).

There is emerging debate that measuring the performance of Boards can be hard to achieve given their diversity and complications with their placement in the organisational structure (Bird et al., 2018; Fuente et al., 2017). This is reflected in the nature of the organisation as well as Board allegiance, composition and affiliation. While Board performance is generally viewed from the contexts of contemporary business firms, social dynamics in the not-for profit organisations (NFPOs) and institutionalism in public enterprises seem to complicate its appreciation (Corten et al., 2017).

Moreover, it is hard to determine how much of the Boards' performance can directly and solely be attributed to the effort of its members or those of other stakeholders such as the executives of the Secretariats or the members of the organisation (Nowland, 2016). However, whatever contribution Boards make for their organisations, the gist of their presence revolves around providing leadership oversight over internal processes, control tasks and strategy tasks (Pearce & Patel, 2017).

Managing Internal Processes

Board effectiveness is likely to depend on social-psychological processes that relate to group participation, coordination, and open discussions (Zhou et al., 2018). Group participation involves careful scrutiny of information provided by management before Board meetings, the availability of Board members for tasks outside designated meeting times and their active participation in Board meetings (Chareonwongsak, 2017). Research presents that the time directors devote to their Boards differs considerably among firms and that these differences greatly influence Boards' ability to fulfil their tasks (Pearce & Patel, 2017; Zattoni et al., 2015).

Passive Boards are normally characterised by 'rubber-stamping' of management decisions to satisfy the requirements of the company law while active ones reflect vigorous member participation in decision-making processes and devotion of necessary time to Board assignments (Fuente et al., 2017). Such efforts ensure constructive and fruitful discussions, thereby improving the quality of decisions arrived at and forming the basis on which members can effectively use their knowledge and skills to successfully undertake cognitive and intellective tasks (Mumford et al., 2017).

Board members are typically considered as individuals with high degrees of specialised knowledge and skills which can be applied to particular tasks and be helpful to group decision-making (Chatterjee & Nag, 2018). However, for such knowledge and skills to benefit the Board and the organisation, Board members need to be intentional in identifying and knowing each other's competences well, and ensuring that division of work matches such competences (Bhatt & Bhattacharya, 2015).

It is also critical that Board members use their specialised knowledge to discuss topical issues of interest and that the social environment encourages the development of mutual trust and respect (Chareonwongsak, 2017). Board members need capacity to identify and effectively handle cognitive conflicts, which may occur on decision processes during Board meetings or on member interests (Uribe-Bohorquez et al., 2018).

The performance of Boards is further premised upon the extent to which open discussions are encouraged and visible in their tasks. This is evident in Boards' ability to effectively handle cognitive conflicts that arise out of task-oriented variances in judgment and, differences in ideas and opinions (Ali et al., 2018). There is consideration that open debate and disagreements inside the Boardroom facilitate evaluations of company performance and result in feedback for appropriate corrective actions (Rebeiz, 2015).

This may induce top managers to consider strategic alternatives and carefully evaluate the ones on the table with a view to initiating and formulating new and more-aligned strategic proposals (Vishwakarma, 2017). Explicitly, Boards of FBSs are concerned with ensuring that internal processes are not only formulated and managed effectively but function according to approved strategic plans (Zhou et al., 2018).

Carrying Out Control Tasks

The Boards' major tasks in carrying out control tasks include hiring and ensuring that the welfare of human resources is adequate and appropriate (Munisi & Mersland, 2016). It involves the undertaking of investment decisions as well as providing information about the organisation's financial position and taking strategic decisions on the way forward. Control tasks are considered the primary responsibility of Boards since they constitute their legal responsibility to monitor and evaluate actions of top executives and the organisation's performance (Barroso-Castro et al., 2016; Nalukenge, 2020). Boards have the power and mandate to identify and elect top managers, deal with external influences and, carry out strategic functions that benefit the firm (Song et al., 2017).

In addition, Boards are responsible for determining their compensation as well as those of the CEOs and other human resource cadres depending on the nature and structure of the organisation's compensation framework (Haynes et al., 2017). However, there is increasing evidence that agency issues continue to arise out of, sometimes, hefty payments that some Board members allocate to themselves compared to what other employees in the same organisation receive (Munisi & Mersland, 2016).

Boards are also concerned with undertaking financial planning, budgeting and availing information about the financial status of the organisations in which they work. This requires that Boards are intentional in not only identifying areas of possible investment but also determining the return on investment that would accrue from such projects (Garcia-Meca et al., 2015).

An efficient and effective Board can lead to improved financial performance by minimising information asymmetry between the organisation and the market (Uribe-Bohorquez et al., 2018). This may lead to shareholder confidence in the Board and eventually result in higher capital market valuation.

Boards may also carry out control tasks through actively controlling and evaluating strategic decisions. Activities of controlling, monitoring and evaluation are particularly critical to the company's performance and growth they help to align current business strategies with the impending external environments (Chatterjee & Nag, 2018).

Additionally, Boards are responsible for warranting that the organisation's business is conducted within acceptable management, governance and legal best practices while monitoring and evaluating its progress (Fuzi et al., 2016). Several studies opine that this is better achieved when Boards have members with matching skills and competences and are independent (Fuzi et al., 2016; Rashid, 2018; Uribe-Bohorquez et al., 2018).

Undertaking Strategy Tasks

Boards have the responsibility to undertake strategy tasks which are aligned to providing management oversight and strategy formulation and implementation (Conheady et al., 2015) This tends to revolve around initiating strategic proposals, providing expert advice on market, management, financial and technical issues and, making decisions on long-term firm strategies.

In order to ensure that efficient and effective performance is achieved, Boards normally invest time and financial resources in carefully identifying the most-competent and skilled human resources and apportioning appropriate financial resources to meet the organisation's current and future needs (Chatterjee & Nag, 2018). Specifically, Boards' strategy tasks in FBSs involve processes of ensuring that members' savings are carefully managed, loan disbursements are timely collected and reasonable profits are made in the process (Said et al., 2018).

Boards' mandate to undertake strategy tasks reverberates their contribution in providing advice on a number of organisation-wide strategic decisions (Bernile et al., 2018). They are expected to review and provide the necessary input into strategic proposals which are normally presented by top management through Manager/CEO

(Chareonwongsak, 2017). This has capacity to enhance and significantly influence the organisation's corporate strategy and overall performance (Song et al., 2017).

Boards' obligations in this regard is to reconcile management decisions with the objectives of shareholders and stakeholders and take decisions that are consistent with the organization's vision. This is important in helping Boards solve general critical strategic issues and explore new market opportunities (Haynes et al., 2017).

The importance of Boards' ability to undertake strategy tasks is reflected in their capacity to provide leadership with critical advice on market, management, financial and technical issues of the organisation (Bhatt & Bhattacharya, 2015). Boards are key to generating and preserving investor confidence, providing better access to financing, reducing agency costs and thus improving the efficiency of the organizational structure (Uribe-Bohorquez et al., 2018)

Additionally, Boards have the power to make or ratify all of the important decisions, such as policies on investment, management compensation and Board governance (Galvina et al., 2021). Moreover, since Boards are considered the top decision-makers in organisations, they are at the centre of the nexus of stakeholder relationships (Galbreath, 2018). They are, therefore, the best-placed to ensure that long-term strategies are aligned to the goals, mission and vision of the organisation and, reminiscent of effective Board performance and sustainable organisational performance (Zhou et al., 2018).

Theoretical framework

This study was guided by a number of theories to appreciate the conceptions of shared leadership, LSE and Board performance. Even though the study applied the potential of a number of appropriate theories, it nevertheless embraced and utilised the power of the Stewardship Theory, Social Cognitive Theory (SCT) and Agency Theory to appropriate the understanding of the concepts of LS, LSE and BP respectively.

Stewardship Theory

Hinged in the fields of sociology and psychology, the Stewardship Theory presents a humanistic model where agents' behaviours are based on their desire to effectively lead the organisation to sustainable high performance (Pandal & Leepsa, 2017). It opines that agents are stewards of the organisation and their principle role is to maximise its performance within the constraints of available resources (Song et al., 2017). This is particularly true for FBSs where leaders are normally elected to the EXCO mostly due to their ability to realise sustainable performance rather than their professional qualifications. The Stewardship Theory is in agreement with this argument by presenting that the ability of stewards to perform excellently may be hinged on the social satisfaction that would accrue to members (Otieno et al., 2015).

The Stewardship Theory debates that agents are noble, ethical and moral characters who are not necessarily motivated by individual goals but are rather inherently trustworthy (Hernandez, 2012). It portrays stewards as good agents whose behaviours are based on an intrinsic desire to serve the organisation and whose interests are naturally aligned with those of the principals' (James et al., 2017). It may be construed that since FBSs' Board members work on voluntary bases and are elected through democratic means, their motivation to serve is more aligned to their interest to serve rather than the compensation that would result from their services (Kanuthu et al., 2019).

Furthermore, stewardship theorists suggest that in order to realise effective stewardship in organisations, there is need to have governance mechanisms that are continuously-aligned to interests and behaviours of concerned agents and principals (Madison et al., 2016). This is generally visible in social and family enterprises, which mirror active engagement of followers (Kaliannan & Adjovu, 2015; Shrotryia et al., 2021; Smith & Bititci, 2017).

The social environments of FBSs reflect participative management practices where decision making by Boards are consensus-based and all members have the chance to become leaders through a democratic process (Pugliese et al., 2015). It may be debated that the voluntary and short period of service by Board members may work as an intrinsic motivator for them to serve diligently with less or no time to think of manipulating governance rules and procedures or misappropriating resources (Chareonwongsak, 2017).

Nevertheless, given that the theory suggests that optimal stewardship role is easily-achieved when agents possess ultimate power and authority (Rashid, 2018), the study highlights that this is indeed a challenge for most Boards as their power and authority is generally vested in decisions taken by all members during the organisation's AGM.

Proponents of the stewardship theory, additionally, suggest that good stewardship relies on effective communication and respect for all parties (James et al., 2017). This does not only help to preserve the stakeholders' interests but is essential for ensuring continuous attention to the work of the organisation. Thus, one may argue that monthly Board and committee meetings, social groups are good for ensuring effective and good stewardship in FBSs (Nayak et al., 2020). Such communication platforms are seen as essential for ensuring effective leadership since they promote responsibility and reciprocity and nurture member relationships (Pressgrove, 2017).

In addition, shared leadership may be appreciated through the organisational theory, institutional theory and, institutional change theory (ICT). Organisational theory involves the examination of firm dynamics and their impact on the leader's capacity to effectively manage within them (Daft, 2016). It focuses on the firm's social environment and its effect on the leaders' ability to identify, analyse and adopt its goals and vision (Northouse, 2016). It is equally concerned with identifying leadership styles and their contribution to achieving sustainable organisational effectiveness (Stremersch et al., 2020).

The institutional theory fronts that organisations are impacted upon by their external social environments (Hung, 1998). Consequently, leaders can rely on the institution's social environment to determine possible external pressures and plan to manage them accordingly (Bott, 2015). Thus, the institutional theory helps to appreciate shared leadership in FBSs through the examination of the effects of external pressures on Board performance. Whereas such interferences may normally be occasioned by major stakeholders to FBSs such as their parent organisations, it can also be from the wider social and economic environments they operate in (Andersson et al., 2020).

The Institutional Change Theory (ICT) is considered relevant to understanding shared leadership in FBSs due to their distinctive nature that revolves around institutionalization of activities and processes as stipulated in the governing rules and regulations (ICA, 2015a). Moreover, given that organisations tend to have people from different social and professional backgrounds and, sometimes, reflecting both formal and informal engagements, ICT can be instrumental in elucidating drivers and dynamics of change in areas such as balance of power, resource management and compliance to expected rules and regulations (Binci et al., 2016).

Whilst these theories, indeed, help to appreciate shared leadership, they fail to bring out the fact that the major role of leaders in FBSs is to work as stewards on behalf of their members and, therefore, organisational and institutional dynamics can be identified and managed from that perspective. Likewise, the stewardship theory is considered more appealing and relevant to understanding shared leadership in FBSs because it helps to align with their unique nature (Fisher & Nading, 2021). This is irrespective of the fact that all FBSs are governed according to general rules and regulations as provided by the GoU. Yet, FBSs exhibit uniqueness, which is derived from their by-laws that shape their existence and, determine the nature of stewardship.

Social Cognitive Theory

The social cognitive theory (SCT) reflects the belief that individual participation and contribution is critical to the organisation's overall performance (Bandura, 1991). It describes the role of perceived competencies in thought and action and is based on the idea that individuals learn by observing others within a social context (Wood & Bandura, 1989). The SCT is particularly central to self-efficacy, which is aligned with individuals' capacity to execute particular courses of action successfully in a given situation (Bandura, 1991). The theory argues that it is the development of higher levels of self-efficacy that allow an individual to learn behavioural strategies that are necessary to face new challenges and achieve difficult goals (Schunk, 2001).

Particularly, the SCT helps to appreciate LSE by bringing out the leaders' beliefs about their abilities to lead others towards attainment of higher and sustainable organisational performance within particular social contexts (Nyarku & Ayekpe, 2019). This may be achieved through leadership activities of planning, setting overall direction, delegating, communicating, and motivating others (Schein & Schein, 2017).

Furthermore, SCT suggests that learning is central to developing LSE since it helps to develop effective behaviours that can then be used to manage new and challenging situations (Annosi et al., 2020). This may be realised through formal learning as well as informal experiences from the social organisational environment. In both cases, LSE is seen as essential in defining the level to which leaders can initiate particular programs, how much effort they can expend to apply these newly acquired manners, and how long they can sustain such energies in the face of leadership challenges (Hannah et al., 2008).

In FBSs, SCT brings to the fore the extent to which LSE is practiced amid the organisation's quest for collective effort. It helps to shed light on the need for individual Board member behaviour for effective Board performance and allows the examination of its evidence (Dwyer, 2019). It also facilitates identification and possible determination of salient components required for effective shared leadership and their influence on the overall Board performance (Carson et al., 2017).

The appropriateness of SCT to appreciating leaders' LSE emanates from its clear contrasts to other theories that tend to emphasize the role of the organisation's context in shaping individual leader behaviour. It provides a comprehensive and inclusive perspective through the consideration of individual and environmental factors to explain and understand LSE (Bordia et al., 2017). Yet, the role theory, social exchange theory (SET) and social learning theory (SLT) tend to align with one particular perspective of the individual or organisation and, therefore, fail to provide the influence of both.

The role theory, for example, holds that individuals' behaviours are reflective of their social identities and people are active shapers of their environment and not passive reactors (Hoyt et al., 2013). It postulates that individual leaders' behaviour can easily be predicted from their preferences and beliefs around a particular function (Hsu et al., 2016). Thus, while role theory provides critical understanding of LSE from an individual perspective, it nevertheless fails to bring in the aspect of the influence of the environment to the leaders' development of self-efficacy.

Similarly, Social Exchange Theory (SET) argues that effective leadership develops from social behaviour characterised by mutual reciprocation and trust (Bordia et al., 2017). It debates that social behaviour is concerned with an exchange of material and non-material goods such as symbols or approval, recognition or prestige (Wu & Chen, 2018). It further argues that certain peculiar antecedents in a given environment can and often lead to interpersonal connections and create a sense of individual and team satisfaction especially where tangible rewards are lacking (Rafique & Khoo, 2018).

Thus, SET looks at the environment as the major determinant of individuals' leadership self-efficacy but fails to highlight the importance of individual cognitive abilities in effectively and sustainably developing self-efficacy that is instrumental in ensuring growth and sustainability of organisations (Mao et al., 2019).

On its part, Social Learning Theory (SLT) suggests that individuals are consistently looking for means to learn from direct and observed experiences within the environment of their workplace (Bandura, 1977). The theory tends to bring in the aspect of individual influence as team members gain direct experiences by fulfilling their roles and responsibilities while at the same time obtaining observed experiences by following modelling behaviours of other members (Liu et al., 2014).

Whereas this is relevant to the understanding of LSE, especially in the context of FBSs, it seems to hinge solely on the interaction between individuals at the expense of the role of the internal and external environs to this process. It is also silent about the time factor which is deemed critical to the realisation of effective LSE (Ali et al., 2018).

Agency Theory

Agency Theory is based on the principal-agent context where one party (the principal) delegates to another (the agent). It is used to identify, explain and resolve issues emanating out of a relationship between shareholders, as principals, and company executives, as agents (Pandal & Leepsa, 2017). It is defined as the capacity to take action within the powers and authority of concerned stakeholders and wider social relations of organisations involved (Tourish, 2014). The Agency Theory further avers that agents generally tend to choose opportunistic self-interested behaviours rather than those aimed at maximising shareholders' interests (Davis et al., 1997).

Consequently, shareholders enact governance mechanisms that are intended to monitor the agents' behaviour so as to align their interests with those of the organisation and increase its performance (Namazi, 2013). The relationship between shareholders and agents concerns behavioural and governance views and is a major contributor to the degree to which Boards perform their roles (Madison et al., 2016)

Additionally, the Agency Theory suggests that the major role of the Board is to reduce the divergence between managers and other stakeholders while seeking to protect members' resources (Mori et al., 2015). It claims that risks emanating out of the agency problem may be minimised with the formation of a wide scope of Board members and inclusion of those from outside the organisation (Rashid, 2018).

In this regard, Agency Theory is appropriate in understanding Board performance in FBSs since Boards are agents who represent the interests of their members (Pandal & Leepsa, 2017). It is also critical in determining the performance of FBSs' Boards since members are internally sourced, work voluntarily and their extent of accountability is limited to the data they forward to FBSs' members annually (Chan, 2020).

Additionally, Agency Theory helps to understand Board performance in terms of its members' behaviour towards issues of ethics, accountability and general oversight over organisational resources (Chakrabarty & Bass, 2014). This is important in FBSs where Boards may lack the requisite power and authority to ensure that they effectively implement their agency role (Curtis, 2013). Indeed, the fact that critical decisions need to be taken by all members during their AGM means that the ability to realise effective agency is curtailed by lack of institutional right do so.

Lack of positive agency is deemed to be one of the biggest contributors to the dismal performance of some Boards because it thwarts their ability to assume transformative leadership roles and positively respond to market trends (Pandal & Leepsa, 2017).

Nevertheless, Agency Theory has been criticised for stressing the principal-agency conflict and the realignment of both parties' interests to limit the effects of the agency problem at the expense of competence and behaviour attributes (Corten et al., 2017). It has also been critiqued for ignoring organisational issues of monitoring, compensation strategic planning and information symmetry (James et al., 2017).

In addition to using the Agency Theory to understanding Board performance, the Resource Dependency Theory (RDT) and Resource-Based Theory (RBT) provide substantial appreciation. Particularly, the RDT provides that members of the Board should be individuals with appropriate skills, experiences and expertise to provide the organisation with appropriate counsel and advice and, create necessary linkages with other organisations (Bhatt & Bhattacharya, 2015). It also argues that Boards should have the capacity to support, monitor and evaluate manager's performance to enable them achieve sustainable competitive advantage (Zhou et al., 2018).

The Resource Based Theory (RBT) argues that Board performance is effective when members are encouraged to deploy distinctive individual/group capabilities (Wright et al., 2001). Such capabilities can be reflected in the members of Boards, managers and other workers in the Secretariats as well as external stakeholders such as funders, government and other interested parties (Mori et al., 2015). Nevertheless, cooperative principles of democracy and voluntarism may not allow the attainment of core competences through Board diversity (Bernile et al., 2018).

Moreover, the nature and structure of Boards of FBSs is derived from members who may not necessarily possess knowledge and skills that can propel these organisations to higher levels of competitiveness (Pearce & Patel, 2017). The argument by RDT that diversity of Board members helps Boards tap into their skills to perform optimally may not be possible in SACCOS in Uganda because of the limitation on Board composition to nine members (Chatterjee & Nag, 2018).

Conceptual Framework

Available literature shows that there has been significant research on the concepts of shared leadership, LSE and Board performance. However, such research seems to have been conducted on the concepts either singularly or along another variable or variables. Few studies have been undertaken concerning any of the two of the concepts and none involving all the three variables. Moreover, none of the studies concerning any of the concepts has been conducted within the specific context of FBSs or SACCOS in general and, within the boundaries of Uganda.

Thus, this study provided interesting facts not only on the concepts of shared leadership, LSE and Board performance but also their effect on the wider practice of leadership in FBSs in particular and SACCOS in general. It was additionally deemed an important study for policy makers, leaders and co-operators in SACCOS who were expected to have profound interest in ensuring that Boards of such institutions were efficient and effective enough to guarantee the safety and growth of their members' financial contributions, savings and investments.

The study investigated the concept of shared leadership in line with leadership practices of reflecting reputable personal behaviour, setting and promoting the vision, fostering creativeness, applying emotional intelligence and motivating others. The notion of LSE was examined in line with Board members' ability to effectively start and lead change, manage cordial and reciprocal interpersonal relationships, reflect high levels of self-awareness and confidence and build sustainable group consensus. The perception of Board performance was researched into by establishing the degree to which Boards managed internal processes, carried out control tasks and undertook strategy tasks. The relationships among the three concepts were provided in Figure 2.1.

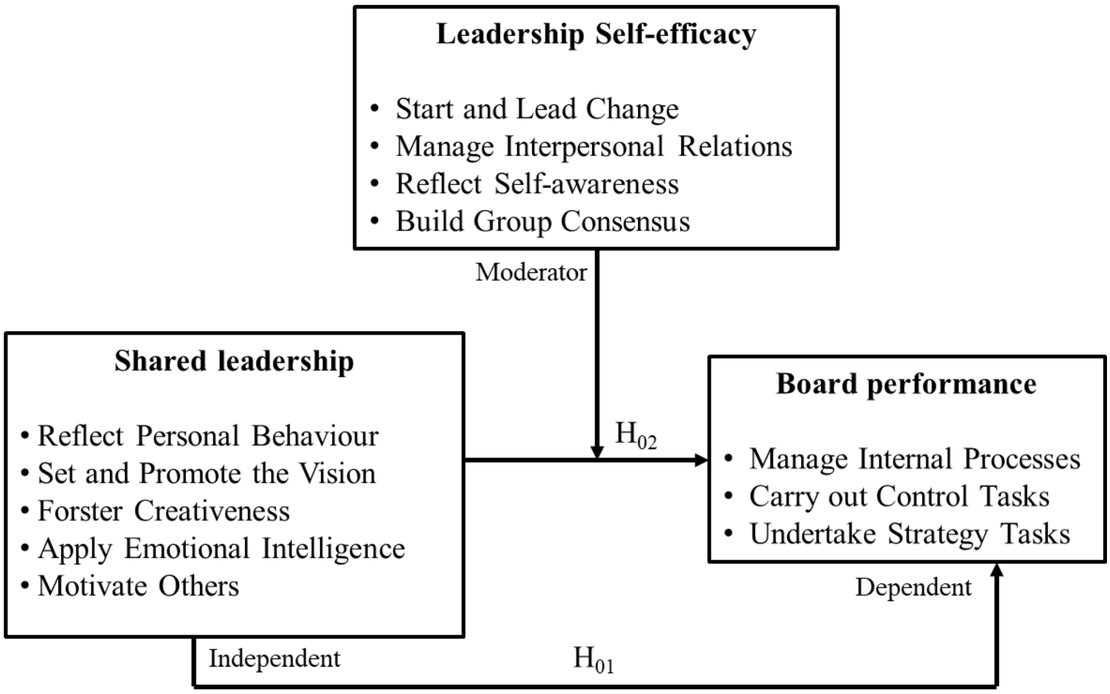

Figure 2.1: Conceptual Framework

Synthesis of Research Gaps

Studies on Shared Leadership

The concept of shared leadership is widely explored in research especially within the context of team dynamics (Annosi et al., 2020; Barnett & Weidenfeller, 2016; D'Innocenzo et al., 2016; Hoch & Dulebohn, 2017; Wang et al., 2017). For instance, a quantitative study by Hadi & Chaudhary (2021) on 351 respondents in Pakistan revealed that share leadership positively impacts team performance. Additionally, empirical studies by Liu et al. (2021) and Xie et al. (2021) conducted in teams in China discovered that shared leadership has positive effect on team innovative behaviours and team creativity respectively. Whist these studies had critical bearing on the understanding of shared leadership, they were nevertheless undertaken in contemporary organisations with streamlined structures and in contexts that engendered competitiveness.

Other notable studies were conducted by Fransen et al. (2018) to appreciate the emergence of shared leadership in newly formed teams that originally had a vertical structure of leadership. Undertaken using a quantitative methodology and correlation analysis, the study revealed that the distribution of leadership in teams was only possible over considerably longer periods. However, the study failed to offer the exact period that could be considered ideal for shared leadership to be understood and effectively practiced by team members. These findings are critical in comparing leadership in FBSs where leadership tenure is shorter.

Another study conducted in China by Hsu et al. (2016) examined the interaction between shared and vertical leadership in projects concerned with information technology (IT) and information management systems (IMS). Utilising a quantitative methodology to analyse data from 90 graduates in IT/IMS, the study revealed that shared leadership was effective when team members understood their roles and both types of leadership could work interchangeably (Hsu et al., 2016). Whereas the study helped to appreciate the role of individual members of the Boards, it did not bring out the interplay between such roles and distribution of shared leadership within the members. This study bridged that gap by examining shared leadership in FBSs where roles and leadership are distributed among Board members.

Other studies have looked at shared leadership from a servant and volunteer perspectives with hindsight that both resonate ideals of selflessness, sharing of roles and use of individual knowledge, skills and expertise without pecuniary compensations (Andersson et al., 2020; Kanuthu et al., 2019; Tukamuhebwa et al., 2022a).

Studies on Leadership Self-efficacy

Whereas a myriad of studies on self-efficacy abound, those on the specific concept of leadership self-efficacy are rare. A recent review of literature on LSE by Dwyer (2019) established that there was substantial diversity in construct development and measurement of LSE. It highlighted that LSE was critical to the realisation of individual and collective team performance.

A quantitative study by Kuvas & Buch (2019) on 109 leaders and 696 followers drawn from the public sector in Norway unearthed that leader role ambiguity was positively related to economic leader-member exchange (LMSX) but negatively related to social LMX. The results tend to suggest that while LSE may benefit organisations' economic LMX, it may not have significant bearing on their social exchanges. This is significant to FBSs whose social and economic exchanges between the leaders and the members is critical to the performance of Boards and SACCOS.

Available research on LSE tends to agree that there is a significant relationship between LSE of individuals and the performance of their teams. For instance, a study conducted using data from 445 respondents in Serbia to determine the relationship between LSE of principals and that of teachers revealed that LSE was a critical mediator of this relationship (Ninkovic & Floric, 2018). However, the study was based in a structured organisation where individual's roles were similarly well spelt out. Yet, the social and complex environment of FBSs may not reflect this kind of organisational arrangement.

Research by Caldwell & Hayes (2016) also established that possession of LSE and self-awareness helps leaders attain self-empowerment and effectiveness. However, these studies were conducted in contemporary organisations and using mono research methods or explication of theory.

Studies on Board Performance

Research on the concept of Board performance has generally been conducted in contemporary organisations with their focus more aligned to the performance of individual Board members rather than Boards as entities (Fuente et al., 2017; Pearce &

Patel, 2017; Zhou et al., 2018). Moreover, most of these studies pursue monolith methodologies of explication of theory, quantitative or qualitative. This may result in biased findings compared to data collected and analysed through the epistemological and ontological perspectives contained in the mixed methods' research (MMR) approach (Bryman & Bell, 2015).

Using a cross-sectional design and a sample of 184 Board members in the Nordic countries, research by Pastra et al. (2021) found out that trust between Board members has positive correlation with Board effectiveness and organisational performance. Studies by Fernandez-Temprano and Tejerina-Gaite (2019) and Bernile et al. (2018) identified that greater Board diversity has positive influence and lead to better Board performance. These findings are critical to this study, which is conducted in environs of minimal diversity and along institutionalised policies and regulations (Roelants & Salvador, 2020).

Studies on Board performance have also identified that Board characteristics influence the degree to which Board can attain effectiveness (Al-Matari, 2021). Board performance has also been studied from the perspective of Board members' roles. A mixed-methods' research by Nalukenge (2020) reveals that Boards in Uganda are generally more concerned with executive roles of control compared to those of strategy and service.

Nowland's (2016) investigation of current literature reveals that measurement of Board performance could be achieved through diverse criteria. This means that there is lack of a generally acceptable measurement criterion for Board performance in organisations; whether in the private, public, social or non-profit sectors. Therefore, the use of specific roles in terms of internal processes, control tasks and strategy tasks for this study creates criteria of measurement that can be considered generally acceptable.

Studies on shared Leadership and Board performance

Whilst there are several studies that have been undertaken on the concept of shared leadership and that of Board performance singularly or with other concepts, hardly any studies have been done to identify the relationship between the two. Moreover, none of such studies has been conducted in the environments of social organisations such as FBSs or within the confines of Uganda’s borders.

However, there is research that was conducted by Barnet and Weidenfeller (2016) through review of literature to determine the effect of shared leadership on team performance. Using data covering a 14-year period, the study revealed that shared leadership was not only complex and unique but also required proper interplay of the environment and individual skills. These results help to create comparison with those from this study on FBSs where environments are highly institutionalised and individual skills rather scarce.

Studies on Shared Leadership and Leadership Self-efficacy

Available literature does not present specific studies on the relationship between shared leadership and LSE within the social environments of FBSs. Instead, there is limited research on the relationship between the concepts of LSE and firm performance, or shared leadership and self-efficacy.

Pearce II and Patel (2017) undertook research to establish the effect of individual Board members’ efficacy on firm performance. Carried out in the United States of America (USA) and using the ethnographic methodology, the study found that stability of Board members was significant to firm performance.

Research by Sehgal et al. (2017) on data collected from 575 teachers and 6,020 students presented that there was a positive relationship between teacher self-efficacy and the effectiveness of principals. Another study by Yang et al. (2017) determined that individual self-efficacy of bankers in China enabled employee and team creativity. These studies are critical in the appreciation of LSE within the institutionalised contexts of FBSs where leadership is shared and creativity shelved at the expense of group consensus.

Studies on LSE and Board Performance

Several studies have been conducted to appreciate the relationship between self-efficacy and firm performance but hardly any are specific to the concept of leadership self-efficacy. A study by Pugliese et al. (2015) using a qualitative video recording methodology established that Board dynamics were contextual and significant to Board effectiveness. Furthermore, a study by Caldwell and Hayes (2016) identified that a leader's self-efficacy was critical to individual growth and effectiveness but not necessarily firm performance. Similarly, Seibert et al.'s (2017) research conducted on managers and supervisors in 190 stores in Australia determined that LSE moderated the relationship between leaders' effectiveness and increases their chances of promotion.

Table 2.1: Summary of previous research and identified knowledge gaps

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2022	Tukamuhebwa et al., (2022).	The influence of Global Cooperative Principles on Leadership Effectiveness in SACCOS in Kampala City, Uganda.	Descriptive – correlational (regression analysis - Survey Questionnaire. #=161) in Uganda	Very weak correlations and non-significant relations between global cooperative principles and leadership effectiveness	The study dwelt on the single issue of members' ability to practice cooperative principles as predictors of effective leadership in SACCOS. Yet, this is multifaceted	This study helps to bridge the gap by integrating three perspectives of leadership in SACCOS and their interplay in the realisation of good governance practice.
2022	Tukamuhebwa et al., (2022).	Voluntarism and its effect on performance of Boards in SACCOS in Central Uganda. Pan Africa Christian University.	Descriptive – correlational (regression analysis) / Survey questionnaire). #=176 in Uganda	Strong correlations and significant relationships between leaders' commitment, self-efficacy and practice with performance	The study has a narrow scope of appreciating voluntary leadership from a few perspectives and in general terms of organisational performance	This study helps to appreciate performance from the specific context of Boards rather. This is helpful in providing deeper understanding of the phenomena of study.
2021	Al-Matari (2021)	Do characteristics of the board of directors and top executives have an effect on corporate performance among the financial sector? Evidence from stock	Data collected over 6 years	A mixture of results on the effect of Board members characteristics on corporate governance	The study used many variables that may not have been critical to the realisation of effective corporate governance	The current study uses already-used research instruments to collect data on specific variables that are related to the concept of Board performance
2021	Bilal et al., (2021)	Does leadership foster taking charge behaviours? A post-heroic leadership perspective in the public sector higher educational institutes	Mixed Methods / Mediation Analysis - 282 faculty in Pakistan	SL is ideal for governing Higher Sector Educational Institutes in the Public Sector	The study is based in the public sector and in the context of Pakistan	The study uses some of the attributes highlighted to understand SL from a social context of FBSs

Source: Secondary Data (2022)

Table 2.1 Continued…

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2021	Hadi & Chaudhary (2021)	Impact of shared leadership on team performance through team flexivity: examining the moderating role of task complexity	Quantitative Research. 351 respondents in Pakistan	Shared leadership positively impacts team reflexivity which effects team performance.	The study is conducted on teams at different levels of the organisation structure. It is hard to measure the impact effectively.	Current study focuses on the specific concept of Boards in FBSs. This helps to appreciate leadership from leaders at the same level of responsibility.
2021	Liu et al., (2021)	Shared leadership and innovative behaviour in scientific research teams: a dual psychological perspective	Quantitative (Shared Questionnaires). 89 Scientific research teams in China	Shared leadership has a positive impact on team members' innovative behaviour along particular mediations	Study is based in research teams in the context of China which is known for her innovativeness. Results may not apply in other contexts	Current study looks at the effect of innovativeness in Boards from the perspective of new business ventures and strategies.
2021	Pastra et al., (2021)	Exploring trust in the boardroom: the case of Nordic region	Cross-sectional design (184 Board members)	Trust between members is positively related with Board effectiveness and Organisational performance	The study is undertaken in contemporary organisations in an urbanised environment	The current study provides understanding of Board performance from the context of organisations in various environments
2021	Stoop et al., (2021)	The impact of the cooperative structure on organisational social capital	Ontological, Semi-Structured interviews (#=46)	The need to integrate into formal markets as micro-credits had negative effect on SACCOS' social fabric	The study used a mono research design from a small sample. Results may not have been very representative of the population.	The study provides comprehensive understanding of leadership in SACCOS within its social structure

Source: Secondary Data (2022)

Table 2.1 Continued…

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2021	Xie et al., (2021)	Shared leadership and team creativity: a team level mixed-methods study	Mixed methods design. Surveys (166 respondents in 51 teams)	Both relation-oriented and task-oriented SL have positive correlations with team creativity	The study is complex due to the various dimensions it is based on	The current study is carried out with clear variables and research questions for clarity of appreciation and interpretation.
2021	Yoon at al., (2021)	The effects of shared leadership on team performance	Multi-source survey (319 respondents from 91 teams)	High level shared leadership positively influences team performance	Results from the study may not be appropriate to the specific context of Boards in social groups	The study uses mixed methods to correct data and information from real participants in real time
2020	Nalukenge (2020)	Board performance and compliance with IFRS disclosure requirements among microfinance institutions in Uganda	Mixed methods research design	Boards carry out roles of strategy, service and control which is most undertaken	The research used IFRS data compiled within 1 year. This may not have yielded valid and accurate results	The current study is undertaken on a wider geographical scope and uses data from individuals in Board roles
2019	Dwyer (2019)	Leadership self-efficacy: review and leader development implications	Explication of theory (literature review)	Substantial diversity in construct development and measurement of LSE	The review failed to underscore the critical relationship of LSE with the Boards of SACCOS	Findings from the study provide a comprehensive appreciation of LSE by Boards from a social perspective firm perspective
2019	Fernandez-Temprano & Tejerina-Gaite (2019)	Types of director, board diversity and firm performance	Literature review	Diversity of Board members is highly correlated with firm performance	The study findings are based on available literature which may not necessarily be accurate	The study bases its findings on the data and information provided by members currently serving in FBSs

Source: Secondary Data (2022)

Table 2.1 Continued…

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2019	Kuvas & Buch (2019)	Leader self-efficacy and role ambiguity and follower leader-member exchange	Quantitative / Survey (#=109 leaders, 696 followers)	Leader role ambiguity was positively related to economic LMX & negative to social LMX relationships	Survey was conducted in contemporary organisations whose existence relied on economic success	Findings highlight the importance of social LMX relationships in addition to economic LMX for leaders in SACCOS.
2019	Lyndon & Pandey (2019).	Shared leadership in entrepreneurial teams: a qualitative study	Qualitative / Interviews (18 respondents)	SL has a positive effect on entrepreneurial teams when members share roles	The use of the Qualitative research alone could have biased the findings	This study benefits from the rigour present in the use of a mixed methods' research approach.
2018	Bernile et al., (2018)	Board diversity, firm risk, and corporate policies	Quantitative research / Survey Questionnaire	Greater board diversity leads to lower volatility and better Board performance	Study did not determine the performance of Boards with homogenous members	Findings help to show that the performance of Boards may not necessarily be based on the diversity of its Board members
2018	Chareonwongsak (2018)	Enhancing board motivation for competitive performance of Thailand cooperatives	Structural equation modelling (SEM). Survey. Boards & Managers	Motivation of Boards of cooperatives significantly affects performance of cooperatives	The study hinges on the extrinsic motivation factors of financial compensation, composition and governance issues	Findings from the study extrapolate the importance of motivation from a holistic picture that includes both extrinsic and intrinsic motivation regimes.
2018	Fransen et al., (2018)	The emergence of shared leadership in newly formed teams with an initial structure of vertical leadership: a longitudinal analysis	Descriptive – correlational (regression analysis) / Survey questionnaire	Leadership became more distributed in teams over time	Individual views may not provide conclusive appreciation of shared leadership in teams	Findings from study helps to explain Board performance from a team’s perspective in terms of shared leadership practiced in FBSs

Source: Secondary Data (2022)

Table 2.1 Continued…

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2018	Ninkovic & Floric (2018)	Transformational school leadership and teacher self-efficacy as predictors of perceived collective teacher efficacy	Quantitative / Survey Questionnaire / Regression analysis	LSE mediates the relationship between individual performance and collective performance	The study fails to bring out the issue of the impact of the social environment of teachers	Findings help to understand the effect of the social environment of SACCOS on the performance of Boards
2018	Uribe-Bohorquez et al., (2018	Board independence and firm performance: The moderating effect of institutional context	Explication of theory- 2185 stock firms (global) over 10 years	Board’s independence increases a firm’s efficiency. Institutional environment matters	Study conducted in the rich western economies. Institutional environment is largely contemporary	Study enlightens on the extent to which institutionalised contexts of FBSs affect performance of their Boards
2017	Hsu et al., (2017)	Exploring the interaction between vertical and shared leadership in information systems development projects	Quantitative - 90 Graduates of IT/IMS in China / Online Survey	Shared leadership is effective when team members understand their roles. Vertical leadership can fill the gap when Shared leadership is absent	Study did not bring out the fact that roles in a shared leadership environment are distributed and not necessarily a preserve of one individual	Results help to determine the influence of shared leadership in an environment where roles are distributed among members
2017	Kyazze et al., (2017).	Cooperative governance and social performance of cooperative societies.	Cross-section design and confirmatory test analysis. #=293 cooperatives in Uganda	Positive and significant relationship between innovation and social performance but non-significant ones with social performance	The study was focused on a wide scope of cooperatives. Findings may not solely be attributed to the specific nature of SACCOS whose major role is to raise funds for its members	Results from the study are specific to the nature and institutional environments of FBS in Uganda. This helps to provide a comprehensive understanding of the research phenomena.

Source: Secondary Data (2022)

Table 2.1 Continued…

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2017	Munisi & Mersland (2016)	Ownership, Board compensation and company performance in Sub-Saharan African Countries	Dataset from listed sub-Saharan African companies	Board ownership and chief executive officer ownership are positively associated	Study uses data from website of listed companies. This may not provide accurate information	Findings cement the fact that ownership and leadership in SACCOS are closely-related because of intrinsic values and not money motivation.
2017	Pearce II & Patel, 2017)	Board of director efficacy and firm performance variability	Ethnography – Qualitative (USA)	Board stability & resources influence Board performance	The study is based on Boards within contemporary firms in the USA.	Study will shed light on Board performance in a context where Board independence is lacking
2017	Sehgal et al., (2017)	Teacher effectiveness through self-efficacy, collaboration and principal leadership	Positivist, Quantitative; 575 teachers, 6,020 students (India) / Survey (regression)	Positive relationship between teacher SE and effectiveness & leadership & collaboration with principals	The context of schools is dynamic, complex and considerably different from that of FBSs which is static and instutionalised	Findings from the study help to relate Board members' SE with their ability to perform in a static and institionalised environment creating new appreciation of SL.
2017	Seibert et al., (2017)	Linking development experiences to leader effectiveness and promotability: the mediating role of LSE and mentor network	Positivist philosophy; Survey Questionnaire	LSE mediates the relationship of job challenges, promotability & leadership effectiveness	Study does not look at the effect of formal development programs, job challenges & Board supervision in different contexts	Study teases out leadership development from the elements of leadership practice, job challenges & Board supervisory roles
2017	Yang et al., (2017)	A multi-level study of servant leadership on creativity: the roles of self-efficacy and power distance	Quantitative research / Survey Questionnaire on employees in Banks in China	Self-efficacy enables employee creativity and team creativity	The study explores servant leadership which may not resonate the environment of shared leadership	The study identifies that creativity of Board members may be affected by the tenure members spend in leadership roles

Source: Secondary Data (2022)

Table 2.1 Continued…

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2016	Barnett & Weidenfeller (2016)	Shared leadership and team performance	Explication of theory from 2003-2016 / Literature review	Shared leadership is complex, unique, takes time to develop. Member skills strengthen team performance, environment impacts effectiveness of SL	Study is based on empirical evidence from other studies which are mostly conducted on contemporary organisations with formal roles of members	Study findings are based on empirical data obtained from Board members of a social organisation. This helps to provide critical evidence and influence of shared leadership in specific teams of SACCOS
2016	Malik and Makhdoom (2016)	Does corporate governance beget firm performance in Fortune Global 500 companies	Positivisit philosophy, quantitative approach / Synthesis of archival data	Strong positive relationship between corporate governance & firm performance	Findings not based on primary data. Based on diverse contexts; does not bring out Board performance parameters	Study findings will help to bring out more understanding of Board performance in specific and regulated contexts of FBSs
2016	Nowland (2016)	Measuring Board of director performance: An overview and future research opportunities	Explication of theory / Literature review	Boards from Asia scored poorly on the measures of Board meeting activity and director attendance	Study limited to a limited scope of what can be considered measures of Board performance	Study enhances understanding of Board performance by revealing other effective measures of Board performance
2016	Serban & Roberts (2016)	Exploring antecedents and outcomes of shared leadership in a creative context: a mixed methods approach	Mixed Methods on undergraduate students in UK	internal team environment and task cohesion predict shared leadership	Study is highly contextualized and fails to bring out how internal environment would predict shared leadership in less-creative contexts	Findings help to determine that internal team environment predict shared leadership in social business contexts of FBSs

Source: Secondary Data (2022)

Table 2.1 Continued…

Date	Researcher(s)	Title / Focus of research	Design / Methodology	Findings	Knowledge gaps	How current study addresses the gaps
2015	Posner (2015)	An investigation into the leadership practices of volunteer leaders	Positivist – Quantitative research / Survey Questionnaire	Leaders actively practice leadership roles, accept responsibility but lack power & authority	The context of research is limited to sports in the US and fails to highlight the effect of volunteerism on performance	The study looks at the concept of voluntarism in shared leadership in terms of its contribution to overall Board performance
2015	Pugliese et al., (2015)	An observational analysis of the impact of Board dynamics and director participation on perceived Board effectiveness	Interpretivist philosophy using video recording / Qualitative video observations, interviews	Board interactions are multidimensional, dynamic & contextual	Study looks at Board meetings and member participation as sole measures of effective Board performance	Examination of Board members' roles in line with members' ability to utilise individual skills (LSE) provides a wider scope on Board performance
2013	Schwartz-Ziv and Weisbach (2013)	What do Boards really do? Evidence from minutes of Board meetings	Explication of theory - 11 real-world Boardrooms, Israel / Database analysis	Boards spend most of their time monitoring management & rarely disagree with their CEOs	Study looks at supervisory & managerial roles as the only ones carried out by company Boards	The study will enrich understanding of the roles of Boards through activities of; internal processes, task and strategy

Source: Secondary Data (2022)

Chapter summary

The chapter on literature review has examined available theoretical and empirical studies with a view to presenting plausible understanding on the variables of shared leadership, leadership self-efficacy and Board performance. The chapter has helped to expound on the concepts of research by highlighting the major underpinnings surrounding the conceptual, theoretical and contextual perspectives of the study.

Additionally, the chapter has examined and related the ethos of the Stewardship Theory and ICT to appreciate the notion of shared leadership. It has looked at the Social Cognitive Theory and Social Exchange Theory to understand and explain the tenets of Leadership Self-Efficacy and applied the power of the Agency Theory and Resource Dependency Theory to comprehend Board performance.

Moreover, the chapter has presented that whereas there are considerable studies on the perspective of Board performance, scanty research has been conducted on the specific concepts of shared leadership and LSE within the context of research. In addition, the chapter has established that studies have been undertaken on each of the concepts of the study either singularly or dually, but barely any have been conducted that involve all the three concepts within the contexts of FBSs or SACCOS in Uganda.

The study bases on these gaps to investigate the influence of shared leadership on Board performance in FBSs and the moderating role played by leadership self-efficacy in this relationship.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter details the methodology used to identify, determine, collect and analyse primary quantitative and qualitative data for the study. It presents the research philosophy and design that the study undertook to recognise, gather and investigate primary quantitative and qualitative data and the sample from which data was taken.

The chapter presents a concise and detailed account of the type of data collected and the methods and instruments used to collect it. It offers a comprehensive account of the pilot study conducted to ascertain, deal with and assure the validity and reliability of the research instruments used and data collected. The chapter presents the analysis plan and examines the processes that were undertaken to achieve this.

Research Philosophy

The appreciation of the research philosophy for the study was aligned to the beliefs and processes involved in the manner in which data was gathered and analysed (Korte & Mercurio, 2017). The study undertook a positivist-interpretivist approach to identify, collect and analyse quantitative and qualitative data. The positivist approach helped to deal with quantitative data with the assumption that social reality had an objective ontological structure and that the purpose of theory was to generate hypotheses that were measurable (Bryman, 2016b; Punch, 2014).

The appropriateness of the positivist approach in this study was derived from the understanding that the research phenomenon was evident and observable enough to form its own sense of reality (White & Millar, 2014). It was equally reflected in the belief that collected numerical data could be used to predict cause and effect (Onen, 2016), help to deduce hypotheses and identify emerging relationships among concerned variables (Creswell & Creswell, 2018).

Conversely, the interpretivist approach was pursued with a view to identifying what was and what could be known; how the interplay of shared leadership and Board performance really was and, the manner and extent to which they reflected in the reality of Boards of FBSs in Uganda (Ravitch & Carl, 2016). Notably, the need to apply the interpretivist method was to isolate, stress and appreciate the social fabric in which concepts of shared leadership, LSE and Board performance were embedded (Marshall & Rossman, 2016).

It was similarly considered appropriate in recognising emerging theoretical relations and helping the researcher to look at the research environments and participants from a holistic perspective (Creswell & Poth, 2018). The interpretivist approach allowed the researcher to determine relevant details about the participants in terms of their work contexts and how this helped to shape obtained results (Berg & Lune, 2017).

Research Design

The study undertook a mixed-methods' research (MMR) approach to collect and analyse data. This was premised on the need to understand the research phenomenon from multiple research perspectives (Hesse-Biber & Johnson, 2015). The MMR approach was considered the most appropriate in providing a better understanding of the research problem and presenting results that reflected a broader perspective. It was equally deemed the most-relevant method given the nature of the research phenomenon and research questions that required confirmatory and exploratory responses (Fiorini et al., 2016). The study used component design where collections of quantitative and qualitative data were carried out separately but within the same time frame (Hesse-Biber & Johnson, 2015).

The use of the component design was judged suitable for this study because it helped in arriving at more valid and reliable outcomes through the utilisation of the strengths of one or both approaches while compensating for the weaknesses of the other.

For instance, the quantitative research approach brought in the strengths of a larger sample population and the ability to use many variables (Almalki, 2016). This approach helped to increase the validity of results obtained from collected data since responses from a wider audience and context could be construed to mean a better spread of understanding of the research phenomenon (Flight & Julious, 2016). On its part, qualitative research contributed the strengths of sensitivity to meaning and methodological flexibility (Mitchel et al., 2018).

The use of the component design also helped to explain significant and non-significant outcomes that otherwise would have been hard to concisely understand if other approaches had been deployed (Loseke, 2017). Within the continuum of component design, the study pursued the methodology of triangulation to develop a comprehensive understanding of the research phenomenon (Burch & Heinrich, 2016).

The use of triangulation was based on the desire to collect quantitative and qualitative data in the same timeframe and with equal consideration and effort (Almalki, 2016). Triangulation helped to realise an effective research process through maximising on time, reducing researcher/participant fatigue and, apportioning equal devotion to both approaches (Povee & Roberts, 2015). It facilitated the analysis and integration of data and information from both approaches within the same context (Creswell & Creswell, 2018)

More importantly, the use of triangulation helped in examining the relationship between shared leadership and Board performance and the moderating role of LSE since results from both approaches could be compared easily. It facilitated the elimination of inconsistencies and was instrumental in the realisation of clear observations of the research phenomena (Bazeley, 2018). This helped to build confidence in the results obtained and present them as a true reflection of the concepts of study.

Population Studied

Quantitative and qualitative primary data were collected from the population of FBSs from the major faiths in Uganda, which were Catholic, Anglican, Muslim, Pentecostal / Evangelical and Seventh Day Adventist (SDA). According to the Uganda National Housing Survey Report (UNHS) of 2019/2020, the country had 39% of her people professing the Catholic faith, 32% Anglican, 14% Muslim, 11% Pentecostal, 2% SDA and 2% others (UBOS, 2021).

Available data from the Department of Cooperatives within the Ministry of Trade, Industry and Cooperatives (MoTIC) indicated that there were over 350 SACCOS, which were affiliated to different faiths and distributed across the country. Each of these FBS had an Executive Board which comprised a minimum of seven and maximum of nine members as required by regulations governing SACCOS in Uganda (UCA, 2016). Thus, using an average of eight Board members for each FBS, the population of Board members for the study was 2,800 in 350 FBS across the country.

Samples used

Sample for Quantitative Data

The study determined two samples for quantitative data, the one for the Boards and that of Board members that made these Boards. In both cases, Cochran's formula was used where *e* = the margin of error, Z = value at 95% confidence level, *p* = population and q = 1-p (Punch, 2014).

$$n_0 = \frac{Z^2pq}{e^2}$$

To determine the sample size of FBSs, the study used a population of 350 FBSs (as obtained from the archives of the Cooperatives Department in the MoTIC), margin of error of 5% and, confidence level of 95%. This resulted in a sample size of 184 FBSs, which were distributed in the various faiths using Cochran's formula. The resultant sample size comprised 72(39%) for Catholic-affiliated FBSs, 45(24%) for Anglican, 50(27%) for Pentecostal and 11(6%) for Islam and 6(3%) for SDA and others (Table 3.1).

Table 3.1: Sample Size for FBSs Participating in the Study

Total	Population	Proposed sample size	Actual sample size
Catholic	138	72	19
Anglican	85	45	10
Pentecostal	95	50	13
Islam	20	11	2
SDA & Others	12	6	1
Total	350	184	45

However, the actual sample size of Boards that was eventually used to collect quantitative data was 45 distributed as Catholic 19(42%), Anglican 10(22%), Pentecostal 13(29%), Islam 2(4%) and, SDA and others 1(2%). This was occasioned by the researcher's failure to locate some of the registered FBSs and lack of engagement with others because of various reasons such as their refusal to participate.

The sample size for the Board members was calculated using a population of 2,800 (calculated by using an average of eight members for each of the 350 Boards in the country), margin of error of 5% and, confidence level of 95%. This resulted in a sample size of 338 who were distributed according to their faiths using Cochran's formula. Thus, 132(29%) were from the Catholic faith, 82(24%) Anglican, 91(27%) Pentecostal, 20(6%) Islam and, 13(4%) SDA and other faiths (Table 3.2).

Table 3.2: Sample Size for Board Members Participating in the Study

Total	Population	Proposed Sample size	Actual sample size
Catholic	1,104	132	135
Anglican	680	82	71
Pentecostal	760	91	101
Islam	160	20	18
SDA & Others	96	13	9
Total	2,800	338	334

However, the actual sample size of Board members that took part in the study was 334 instead of 338. These were distributed as Catholic 135(41%), Anglican 71(21%), Pentecostal 101(30%), Islam 18(5%) and SDA and others 9(3%) (Table 3.2). Whereas effort was made to ensure that there was representation from all regions of the country, there were respondents from the Central region 200(60%) and Kampala 95(29% compared to the Western 21(6%) and Eastern 18(5%) regions (Fig 3.1).

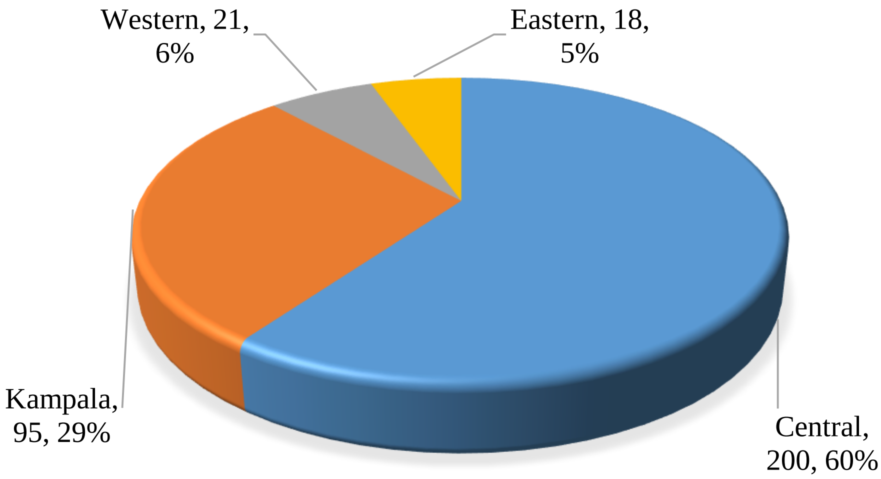

Figure 3.1: Distribution of Respondents to the SRQs according to Region

The rather large numbers of respondents from Central could be attributed to similarly big numbers of FBSs in this region compared to others. It was interesting to note that there were no FBSs in the Northern region – a fact that could be attributed to lack of meaningful economic activity because of insecurities experienced in the region.

Sample for Qualitative Data

The sample population for qualitative data was derived from the already-determined sample population of 334 respondents to the SRQ. This involved expert sampling where perceived knowledge of participants on the operations of Boards was the key factor for their inclusion in the research (Marshall & Rossman, 2016). Participants were also chosen according to their ability, position and willingness to provide detailed and adequate data on the concepts of the study. Consequently, the sample population for qualitative data included Chairpersons and/or Managers / CEOs of participating FBSs.

Qualitative data for the study was collected from a sample size of 19 participants of which 13(68%) were Chairpersons and 6(32%) were CEOs or Managers of participating FBSs. Male participants accounted for 14(74%) of the respondents while 5(26%) were female. In terms of geographical distribution, 8(42%) were from Central, 5(26%) were from Kampala while 4(21%) were from Western and 2(11%) from the Eastern region. Also, 6(32%) professed the Catholic faith, 6(32%) were Pentecostals, 5(26%) were Anglicans and, 2(10%) were Muslim (figure 3.2).

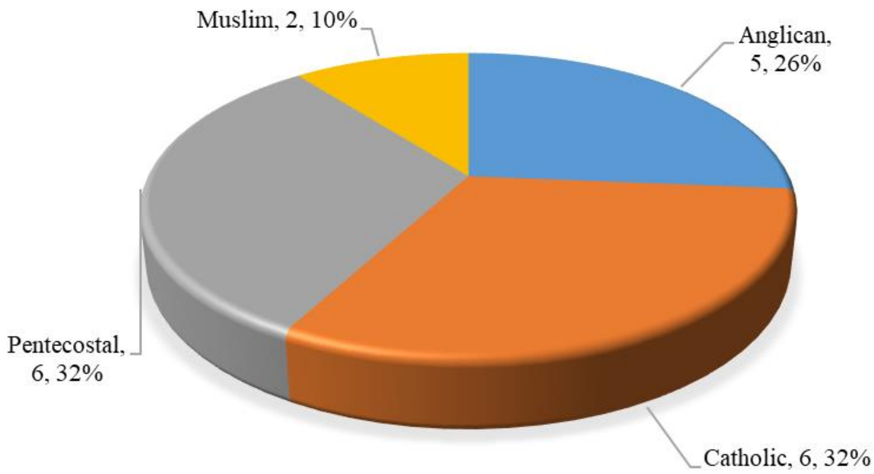

Figure 3.2: Distribution of Participants to the SSI according to Faith Affiliation

The disparities in the characteristics of participants such as gender, affilliation and region could be explained from a number of perspectives that shaped their willingness to participate. These ranged from institutional challenges such as the extent to which leaders of FBSs could provide certain information concerning their operations to their own ability to explicate required information.

It was also a reflection in the time and logistical constraints that arose as a result of the need to personally engage actively with all participants. Consequently, there were more participants to the SSI from the Central region compared to other regions since the researcher was based here and it was, therefore, easier for him to engage the participants in terms of costs, time and effort. Nevertheless, this did not in any way impact negatively on the validity and reliability of the data collected or results obtained since these participant' characteristics were not key to achieving research effectiveness. It could, therefore, be construed that data collected from this sample population was representative of the population from which it was drawn (Gravetter & Forzana, 2016).

Sampling Methods Adopted

The study used the probability sampling technique to determine the sample population for quantitative research. The use of probability sampling was deemed appropriate for this study because it allowed each member/unit of the population an equal specifiable chance of being selected (Creswell & Creswell, 2018). Specifically, the research embraced the perspective of stratified sampling to distribute the population into strata of the different religious denominations (Burch & Heinrich, 2016). This was essential in allowing various denominations equal representation and was critical to arriving at a sample population that could be considered representative of the population of FBSs from which it was got.

On the other hand, the study used non-probability sampling to determine the sample population for qualitative research (Creswell & Poth, 2018). In particular, the expert sampling technique was pursued to identify respondents to the SSIs for collection of specific data that was aligned to the research questions. The use of expert sampling helped to target participants who were considered to have expert knowledge and understanding of the research phenomenon and concepts of the study (Berg & Lune, 2017).

Types of Data

The study used primary quantitative and qualitative data which was generally considered ‘original’ because it was deemed not to have been collected or used in any other research before (Almalki, 2016; Burch & Heinrich, 2016). Quantitative data was aligned to numbers and the conceptualisation of reality through variables (Neuman, 2014). The use of quantitative data in this study was deemed appropriate due to the need to test hypotheses which reflected a numeric perspective and whose variables could be analysed to identify emerging relationships among them (Kothari & Garg, 2014).

On the other hand, primary qualitative data was collected to help provide meaning to the research phenomenon (Flynn et al., 2018). Given the cultural and social environments that FBSs operated in and Board dynamics, qualitative data was critical in obtaining information that would otherwise not have been captured within the quantitative data spectrum (Creswell & Poth, 2018). Moreover, qualitative data obtained helped to augment the quantitative one and thus led to a more-balanced and valid interpretation of results (Almalki, 2016).

Data Collection Methods and Procedures

Collection of Quantitative Data

Quantitative data were collected using a survey research questionnaire (SRQ) that was deemed appropriate for this study because of its ability to collect relatively large volumes of data (Tingley, 2014). The use of SRQ was equally considered the most applicable for this study because of the many variables involved and the fact that it allowed the use of Likert scaling (Bazeley, 2018).

The use of Likert scaling was particularly instrumental in ensuring the validity and reliability of collected data due to its ability to mitigate undesirable challenges of human bias (Rahman, 2016). Given the nature and scope of the research as a country-wide study, the use of SRQ reduced on costs, allowed ease of administration and enabled faster and easier analysis of collected data and presentation of results (de Vaus, 2013).

Quantitative data was collected from 334 Board members of FBSs in three regions of central, western and eastern Uganda. Data were collected using SRQs that comprised three sections where Section A sought data on shared leadership; Section B was concerned with data on the variable of leadership self-efficacy while Section C required responses on the notion of Board performance (Appendices I(a), I(b), I(c).

The administration of the data collection process was achieved with the aid of two research assistants. Whereas the initial plan was to deploy four assistants with one assigned to each of the four regions, the need to establish rapport with participating FBSs meant that personal involvement of the principal researcher was required.

The average time taken to complete each SRQ was 10 minutes per individual while time spent on this exercise averaged 90 minutes at each FBS. Each process was preceded by 10-15 minutes' rendezvous with participants to explain the research concept and requirements for effective completion of the research instrument. This was despite the fact that Chairpersons of Boards or CEO/Managers of FBSs would normally have engaged with their respective Board members prior to the exercise.

Each questionnaire was manually filled in by the participant and, where necessary, the research assistants offered guidance and explanation of questions that seemed challenging. Board members from each FBS undertook the research process at the same time and, within their office (FBSs premises). This was because getting Board members individually proved to be an uphill task and, therefore, the only sure way of assuring their participation was engaging them during their monthly Board meetings. On a number of occasions, some leaders took it upon themselves to call for extra-ordinary meetings to allow their members participate in the research.

Collection of Qualitative Data

The collection of qualitative data reflected a phenomenological approach in form of the interviewing method (Tuohy et al., 2013). The gist of the interviewing approach to data collection was premised on the assumption that perspectives of participants could be more accurately obtained through human interaction and used to provide meaning to the research phenomenon (Azwihangwisi & Mudzusi, 2018). The use of the interviewing method was considered the most suitable due to its ability to explore participant beliefs, experiences and views on the concepts of the study correctly (Creswell & Poth, 2018).

The semi-structured interview (SSI) approach was used to obtain qualitative data from 19 participants who included Chairpersons and Executives of FBSs such as Managers/CEOs where applicable. Effort was expended towards engaging the participants to the interviews prior to the dates of the actual interviewing process to ensure their availability on the scheduled dates. Moreover, to guard against possible intimidation that could accrue out of unfamiliar environments, all interviews were conducted in the participants' (FBS) offices. In all cases, interview sessions were conducted after those of the questionnaires and lasted between 30-40 minutes.

A key informant guide (KIG) was used to ensure coherence in the manner that the questions were presented even though there was leeway for participants to avail their input in areas where set questions seemed ring-fenced. This was critical towards ensuring that additional data on the research phenomenon was not missed due to the researcher's insistence on the protocol of questions contained in the KIG (Alsaawi, 2014). Data and information provided by the respondents was captured through note taking and tape-recording. This was pursued to guard against misrepresentation of respondents' views or failure to capture particular information (Roulston, 2014).

Given the technical requirements and expertise required to conduct successful interviews, the researcher engaged with some of the target sample population prior to the actual interviewing processes through informal conversations and observations where possible. This proved critical to the success of the actual interviewing processes as prior engagement helped to create the necessary rapport and eased tension.

Data Collection Instruments

Research Questionnaires

The collection of data on the variable of shared leadership was undertaken using a modified tool inspired by the Leadership Practice Index (LPI) as promoted by Kouzes and Posner (2012). Data collected was concerned with determining the extent to which the practice of shared leadership in FBSs in Uganda reflected commonly considered effective leadership practice.

In this regard, respondents to the SRQ were asked to rate their engagement in activities that allowed them to realise effective leadership practice in terms of their ability to reflect reputable personal behaviour, set and promote the vision, foster creativeness, apply emotional intelligence and motivate others. Respondents provided answers to 30 statements; 6 from each of the leadership practices along a 5-point Likert scale where 1 = Strongly Disagree; 2 = Disagree; 3 = Neither agree nor Disagree; 4 = Agree; 5 = Strongly Agree (Appendix A1). The use of this particular Likert scale was based on the wider need for the researcher to align with other instruments used to collect data on the variables of LSE and Board performance and enhance ease of analysis of the collected data (White & Millar, 2014).

Data concerning the variable of leadership self-efficacy was obtained using inspiration from the Multidimensional Leadership Self-Efficacy Scale (MLSES). The preference for this scale was based on the fact that it helped to bring out the main components of self-efficacy from the leadership perspective (Dwyer, 2019). The scale embraced salient behaviours of effective leaders within a group setting namely; starting and leading change processes, building and managing interpersonal relationships, enthusing self-awareness and self-confidence, and gaining consensus of group members (Bobbio & Manganelli, 2009).

The scale comprised 14 statements of which three sought to determine leaders' ability to start and lead change while a similar number related to their ability to build and manage interpersonal relationships. It contained five statements on leaders' reflection of self-awareness and confidence and, three on their ability to gain and with group consensus. The tool helped in collecting data to determine the extent to which Board members' behaviours were influenced by their leaders' decisions. This was achieved using a five-point Likert scale where 1 = Strongly Disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly Agree (Appendix A2).

Data on Board performance was collected using inspiration from the Board Internal Processes and Task Performance Scale (BIPTPS) as promoted by Zattoni, Gnan and Huse (2015). The scale was considered appropriate because it helped to investigate Board performance through Board roles, responsibilities and activities they undertook (Barroso-Castro et al., 2016). It comprised statements on the sub-variables of managing internal processes, carrying out control tasks and undertaking strategy tasks.

The tool contained 21 statements of which 10 were concerned with the Boards' ability to manage internal processes, five dealt with their capacity to carry out control tasks while six sought data on undertaking strategy tasks. Responses to the questions were provided along a five-point Likert scale where 1 = Strongly Disagree; 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Strongly Agree (Appendix A3).

Key Informant Guide

Qualitative data were collected from a sample population of 19 participants using a Key Informant Guide (KIG). The KIG comprised 18 questions of which ten were concerned with information on shared leadership and eight were aligned to the concept of leadership self-efficacy. In order to appreciate the concepts in equal measure, the KIG contained two questions on each of the sub-variables of the perspectives (Appendix A4). Responses from the 19 participants to the 18 questions were transcribed, edited, analysed using N-Vivo software and presented along those from the SRQ to form part of the findings in chapter four of this dissertation.

The use of the KIG was considered advantageous and appropriate for this study because it allowed collection of additional data that could be considered relevant to the further appreciation of the concepts (McIntosh & Morse, 2015). It also helped in identifying and collecting rather sensitive data through honest and personal interaction with the participants (Guest et al., 2017).

Instrument Validity and Reliability

Validity and reliability of instruments used in the study was considered an all-embracing process that required careful formulation of appropriate hypotheses and research questions and aligning them to theoretical and conceptual frameworks and, data collection and analysis methods (Campbell et al., 2013). It was achieved through great personal care to ensure that research questions were based on the identified research gaps with a view to bridging them with the collected data and information. Validity and reliability were further enhanced through pursuance of ethical conduct in identifying and dealing with disconfirming evidence or negative cases (Israel, 2015).

Validity

Validity was concerned with the strength of the conclusions that could be derived from the results obtained from the study and the extent to which such results were accurate and measurable (Heale & Twycross, 2015). It related to the degree to which inferences made in the study could be deemed accurate and justifiable (Creswell & Creswell, 2018).

Internal validity involved the determination of how accurately the measures obtained actually quantified what they were designed to measure while external validity referred to the extent to which measures obtained from the study sample described the population from which it was drawn (Wong et al., 2012).

Criterion validity was used to assess how findings from the instruments used compared with those from other studies (Bolarinwa, 2015). This was possible given that the instruments used in collection of quantitative data were based on the inspiration from those that had successfully been applied in other research.

Construct validity was arrived at by using existing instruments for each of the variables. This was critical to ensuring that data collected reflected and accurately aligned to the content of the variables under investigation (Imms & Greaves, 2013).

Content validity was achieved through the use of different questionnaires for each variable under investigation (Antonakis & Dietz, 2011). Content validity index (CVI) indicated outcomes that were above 95% for all variables (Heale & Twycross, 2015).

Reliability

The concept of reliability referred to the degree to which results obtained by a measurement and procedure could be replicated (Bolarinwa, 2015). It was reflected in the consistency of the measure used, the quality, dependability and credibility of obtained data and, the extent to which results could be accepted as reflective of the phenomena under study (Morse, 2015). Reliability could be achieved in ways such as test-retest reliability, alternate form of equivalence reliability and internal consistency reliability.

Instrument reliability for this research was measured using internal consistency, which was concerned with the extent to which items on the instrument could measure the same thing. The appeal of an Internal Consistency Index (ICI) of reliability was that it was estimated after only one test administration and, therefore, helped to avoid problems associated with testing over multiple time periods (Wong et al., 2012).

The measure of internal consistency to determine instrument reliability was considered appropriate since all the three instruments required participants to offer response options along similar scales (Cronbach & Shavelson, 2004). Specifically, the use of the coefficient alpha test helped to determine and measure emerging correlations between the various variables. It was undertaken in line with the assumption that the average correlation of a set of items was an accurate estimate of the average correlation of all items that pertained to the impending constructs (Bonett, 2010).

The study used Cronbach's Alpha to measure the internal consistency or average correlation of the variables. Alpha tests which returned values of 0.6 and above were considered to reflect consistency and reliability (Tavakol & Dennick, 2011). Results of the reliability tests on the three variables indicated that the lowest alpha was 0.688 on LSE items while the highest was 0.777 on Board performance (Table 3.3). Therefore, all average items were accepted as consistent and reliable.

Table 3.3: Sample Size for FBSs Participating in the Study

Items	N	Correlation on performance	Cronbach's Alpha	Decision
Shared Leadership	334	0.43	0.746	Reliable
Leadership Self efficacy	334	0.48	0.688	Reliable
Board performance	334	1.00	0.777	Reliable

Source: Field data (2020)

Instrument Pre-testing

A pilot study was undertaken to test research protocols, instruments for data collection, recruitment strategies for participants and other related research techniques (Janghorban et al., 2014). It echoed all the procedures of the main study and was a critical process for selecting the reliability of the expected outcome and feasibility of the measurement being used (In, 2017). A pilot study was essential in providing the necessary information not only for the sample size but also the assessment of other aspects such as the position of the researcher in the process and determining the epistemology and methodology of the research (Flight & Julious, 2016).

Instrument pre-testing was important in providing possible improvement on the researcher's skills to effectively manipulate the instruments and ensuring preparedness to implement the main study successfully (Nunesa et al., 2010). It was equally deemed an appropriate tool for managing contextual information, testing and developing the adequacy of data collection and analysis processes and, enhancing the rigour and validity of the entire research (In, 2017).

Determining Feasibility of the Study Protocol

A pilot study was carried out for this research to determine the feasibility of the study protocol, help in recruitment of participants, testing of the measurement instruments and, generally preparing for the main research process. Given that the study undertook an MMR approach, it was critical to ensure that the quantitative and qualitative tools of data collection reflected unbiased questions to solicit for similarly unbiased responses (Loseke, 2017). This was majorly critical given that the researcher had stake in the study as an executive of one of the SACCOS in the investigation.

The use of proven instruments for collection of quantitative data and ensuring that questions in the interview guide were specific to the research questions helped to guard against researcher bias. Additionally, the researcher made a journal log in which ideas were documented as they arose to maintain centrality and establish unbiased exploration of the research phenomena (Roulston & Shelton, 2015).

The actual implementation of the pilot study was achieved using purposeful sampling. The population of the pilot study comprised Boards of FBSs in the five Divisions of Kampala City. The sample size of 40 respondents was determined from two Boards for each of the FBS affiliated to the faiths of the Catholics, Anglicans, Pentecostals and Muslims in each of the five Divisions of Kampala City. However, the actual participants in the pilot study were 30 after others gave various reasons for their failure to engage. The criterion for engaging the respondents to the pilot study was based on the need for fair inclusion and their willingness to participate in the research.

The administration of both the SRQs and SSIs was carried out at the respondents' premises within the same day for each respondent. This was to minimise on the time taken to engage with the respondents and reduce on the costs for possible double engagements. Thus, two weeks were used to undertake the pilot study with all the engagements taking place in the afternoon hours. Whereas completion of questionnaires took an average of 20 minutes, interview sessions lasted between 35-40 minutes each.

Notable reflections from the study involved the rephrasing of the questions to ensure ownership of the responses. It also revealed the need to offer preliminary explanations of underlying principles to members of the Executive Board while appreciation of different times of Board meetings within the month was found critical to ensuring adequate attendance and active participation.

The conduct of interviews with Chairpersons of Boards and / or CEOs/Managers was carried out immediately after the conduct of SRQs. These were undertaken within the offices of the executives, responses of which were used to redefine questions within the interview guide. Cognizant of the fact that experience gained by the respondents could raise issues of bias, all participants in the pilot study were excluded from the main study to ensure credibility of its findings (In, 2017).

Recruitment of Participants

Additionally, the pilot study was undertaken to explore and deal with possible limitations of recruitment of participants such as lack of accessibility, lack of interest or total unwillingness to participate and, failure to appreciate and embrace the nature and merits of the study (Azwihangwisi & Mudzusi, 2018). In this regard, the pilot study determined that Board members were very eager to participate in the study. However, their main interests did not necessarily seem to align with the merits of the study but the desire to get outright answers to their impending challenges around the topic of research. This helped the principal researcher to institutionalise the need for explanation of the reason for the research for every group of participants.

The pilot study also highlighted the fear of exposure of cherished FBSs' strategies as some respondents were not sure of the eventual usage of data provided (Wijk & Harrison, 2013). The principal researcher's explanation and insistence on the fact that this was an academic study whose findings were not to be used elsewhere seemed to have been generally received positively. Nevertheless, one FBS seemed not to have been convinced by the offered explanation and withdrew its earlier consent to have its Board members participate in the pilot study. This allowed the researcher design better means to communicate effectively to other target participants of the main study.

Testing the measurement instrument

The pilot study involved the use of two measurement instruments - the survey research questionnaire (SRQ) for collecting quantitative data and semi-structured interview (SSI) for gathering qualitative data. The SRQ comprised three sections to collect data on the variables of shared leadership, LSE and Board performance respectively. The SSI was undertaken using relevant questions on the three variables from a qualitative perspective with a view of collecting responses that could provide appropriate answers to the research questions. The main issues of concern were to ensure that the measurement instruments tested the hypotheses accurately and addressed the research questions adequately. The pilot study was also essential in helping to test whether the instruments were comprehensible and could attract appropriate responses.

Data Entry and Analysis

The analysis of quantitative data from the pilot study was entered into the Statistical Package for Social Sciences (SPSS) program with specific codes used for each questionnaire item. The analysis was descriptive and involved data on the variables of shared leadership, LSE and Board performance. Qualitative data from three respondents of three FBSs was edited and analysed for possible similarities and differences in line with research questions asked.

Results from the analysis of data collected during the pilot study showed that given more data, the provided responses had capacity to offer dependable appreciation of the concepts under investigation and form the basis on which informed decisions could be made to realise effective leadership in FBSs in Uganda.

Data Analysis Plan

Quantitative Data Analysis Plan

The study used descriptive-correlational technique to analyse quantitative data because the method was considered appropriate for realising accurate explanations for each variable and emerging correlations (Ivey, 2016). Within the dimensions of descriptive statistical analysis, data was analysed to present general explanations on the variables and sub-variables of shared leadership, LSE and Board performance.

Bivariate analysis was undertaken to examine the influence of shared leadership and LSE on Board performance in FBSs respectively (Sherbaum & Shockley, 2015). In this regard, each of the sub-variables within the major variables of shared leadership and LSE was examined against sub-variables within the major variable of Board performance. In each case, the interpretation of outcomes involved presentation of statistics about the levels of significance, meaning of results and was aligned to available literature.

Additionally, quantitative data analysis was undertaken using multivariate analysis (Randolf & Myers, 2013). Particularly, regression analysis was used to uncover dependences among the criterion variables (Park et al., 2017). This was conducted along the assumption that standardised units of measurement existed, the sample was generally representative and the dependent variable reflected a zero value while the independent variable was linearly-independent (Scott, 2012).

The use of regression analysis generally and linear regression in particular, was judged appropriate for this study because it provided more-reliable understanding of the significance of the relationship between shared leadership, LSE and Board performance. Moreover, the linear regression model had been used in similar research such as in the study to determine the relationship between financial performance and management of loan repayment in SACCOS in Tanzania (Ndiege et al., 2016). Similarly, regression analysis was used to identify the moderating effect of work function and team autonomy to shared leadership in a Danish company (Fausing et al., 2013).

Tests of Significance

Test of statistical significance was accomplished using the null hypothesis as opposed to the alternate hypothesis strategy. The null hypothesis proposed that there was no effect or correlation between variables being investigated. Preference for using the null hypothesis strategy was based on researchers' belief that it was much easier to disapprove a particular hypothesis than to positively prove one (Bryman & Bell, 2015).

Notably, the study used the power of tests such as one-sample t-test, coefficients of determination (R^2), Beta, F-statistical values and collinearity statistics to determine the possible relationship between and among the various variables. One sample t-test was instrumental in determining whether there was a significant difference between means.

Coefficients of determinants (R^2) helped to determine the significance of emerging relationships and whether deviation of the observed results could be attributed to the sample data (Bonett, 2010). The measure of coefficient of variation (CV) was used to compare the degree of variation while the sig helped to determine the p-value (the evidence for or against the null hypothesis). The level of statistical significance was determined at 0.05 and, therefore, any p-value that was less than this level ($p < 0.05$) was considered statistically significant (Bryman, 2016a).

Multiple Regression Assumptions Pretests

Cronbach's alpha test for reliability and normality test was used to test the impact of removing a single variable from a set of variables under each objective and to help in understanding patterns of internal consistence in the way data was distributed (Bryman, 2016b). Moreover, to ensure that the results were worth using for decision making, certain assumptions were set and met through running statistical tests of normality and collinearity so as to avoid type one or type two errors (Cronbach & Shavelson, 2004).

Normality tests were done to establish whether the data were normally distributed. The absence of normality violations led to assumptions of normal data distribution and formed the basis for reliable inferences and interpretations. The diagrammatic representations in Figures 3.3, 3.4 and 3.5 show normal Q-Q plots, which translate that shared leadership, LSE and BP were normally distributed within FBSs in Uganda.

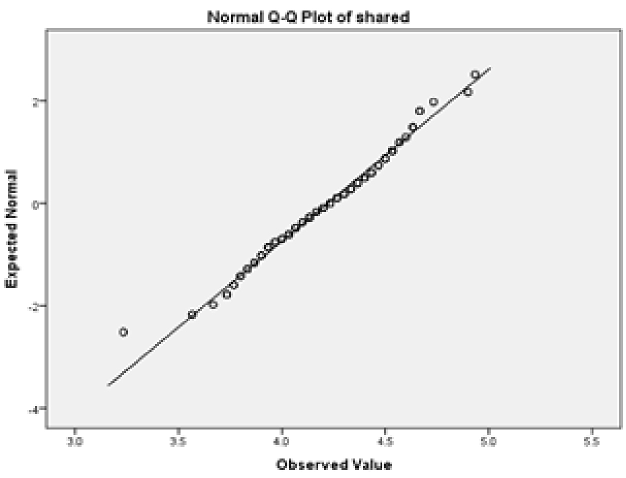

Figure 3.3: Diagrammatic Representation of Test of Normality for SL

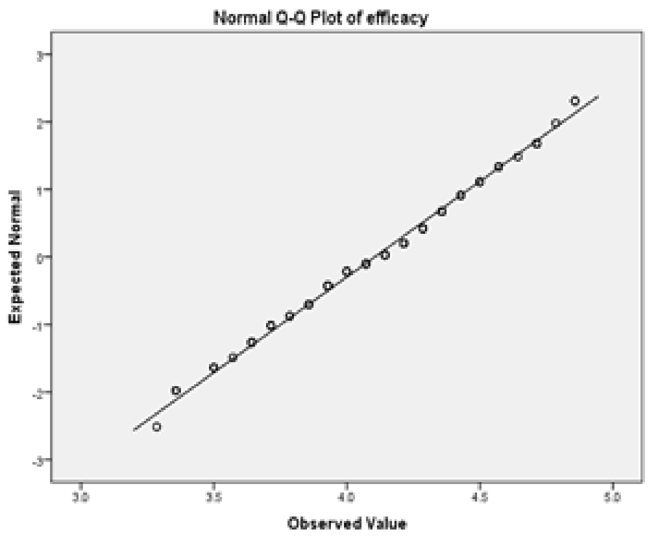

Figure 3.4: Diagrammatic Representation of Test of Normality for LSE

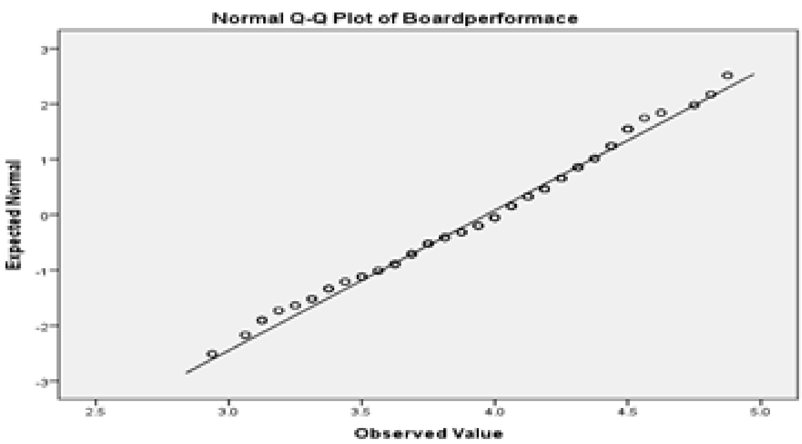

Figure 3.5: Diagrammatic Representation of Test of Normality for BP

Qualitative Data Analysis Plan

Qualitative data analysis was conducted in a precise, consistent, and exhaustive manner through recording, transcribing, exploring and describing data with enough detail to achieve quality and credibility of findings (Creswell & Poth, 2018). This was achieved through thematic analysis which was concerned with identifying, analysing, organizing, describing, and reporting themes arising out of a given data set (Nowell et al., 2017).

The particular use of thematic analysis was considered appropriate for this research because it provided a highly flexible approach and a detailed, rich and complex account of the data collected using SSIs. It was also deemed useful in examining perspectives from different participants on a particular variable, identifying emerging differences and similarities and, generating unanticipated data (Ravitch & Carl, 2016).

Qualitative data was transcribed using the N-Vivo 2020 software. Data was explored for consistencies to create themes which were then compiled to form codes from which categories were made and information generated (Syed & Nelson, 2015). It was considered important to code results along the expected answers to the research questions to enable ease of integration and interpretation with quantitative responses (Table 3.4).

Table 3.4: Themes and Codes for Qualitative Data

Theme	Code
Behaviour	Code of conduct Board environment
Vision	Optimistic about the future Board structure
Creativeness	Benchmarking New ways of work
Intelligence	Diverse views Member relationships
Motivation	Rewards Accomplishments
Change	New direction Members' attitudes
Relationships	Communication Forging new relationships
Self-Awareness	Strengths and weaknesses Confidence to lead
Consensus	Personal values Group consensus

Word Query of N-Vivo 20 was used to determine the number of times a particular word appeared in the responses offered by participants to the interviews. Word Query represented this occurrence in terms of frequency, percentage and graphically with the word appearing more times given a bigger and bold face compared to others that were less numerous. For instance, in answer to the question: Do you have any measures in place to ensure that Board members adhere to the principles and code of conduct of your SACCOS? N-Vivo Word Query results showed that 'yes' was the most-offered answer, followed by 'policies', then 'meetings' and 'governance' (Figure 3.4).

Figure 3.6: N-Vivo Word Query results on the code of adherence to principles

However, even though the researcher was dedicated to ensuring that answers offered by participants were aligned to the KIG, sometimes, this was hard to achieve. Thus, there were new ideas that participants offered and, which were considered worthy of inclusion. Where this happened, care was taken to ensure that their integration did not jeopardise the credibility of outcomes (Morse, 2015). It was also important to warrant that explanations were carefully aligned to research questions since collected data included words that tended to attract multiple interpretations (Campbell et al., 2013).

Ethical Considerations

The basic consideration for highlighting ethical issues within this study was based on the common belief that there was hardly any research that did not evoke moral concerns (Palys & Lowman, 2014). Such notions were premised on the understanding that ethics in research revolved around the researcher's obligation to protect the confidentiality of the data and information provided and, the integrity of the participants involved (Panter & Sterba, 2011). The express resolve for this study was based on the promise that data collected was never to be shared with other parties without the permission of the participating individuals and institutions and, that the researcher would conduct the study along highest levels of professionalism and integrity (Spicker, 2011).

Specifically, the researcher remained cognizant of the need for strict observance of ethical guidelines as stipulated by PAC University and ensured that permission was sought and received from the various participating institutions (Jirojwong et al., 2014). Notably, permission was sought and granted from the Registrar of Cooperatives in MoTIC (Appendix B1) and the Microfinance Support Centre (MSC) (Appendix B5). Permission was also received from the Catholic Secretariat (Appendix B2), the Province of the Church of Uganda (CoU) (Appendix B3) and, the Uganda Muslim Supreme Council (UMSC) (Appendix B4) for SACCOS affiliated to their faiths.

In respect to this study, ethical issues arose concerning participants, data collected, and the researcher. For instance, it was recognised that permission sought and granted by the respective institutions to conduct data in particular FBSs was not sufficient to make their Boards agree to take part in the research. This was brought about by the sensitivity of the data and information to be shared and the fear of external business interference such as competition from other SACCOS in the same domain. Consequently, the researcher forged other means of actively engaging with Board Chairpersons and management executives of such FBSs to ease their fears on issues of personal privacy and data confidentiality (Israel, 2015). Whereas this was a laborious and time-consuming process, it nevertheless, helped to create mutual respect and understanding between the researcher and the concerned FBSs on one hand and participants on the other.

Moreover, the need to ensure the privacy of participants and confidentiality of data collected and information provided was reflected in the use of anonymous questionnaires and interview guides. This was further helped by ensuring that questions contained in both instruments were unambiguous, systematic and reflective of hypotheses to be tested and research questions to be answered. It was realised that the use of the pilot study prior to the main research was instrumental in managing ethical issues that would have otherwise arisen about personal privacy and data confidentiality (Wijk & Harrison, 2013).

Prior to the main study, there had been misgivings concerning the objectivity of the researcher given his interest in the subject of investigation and position as an executive member of one of the participating FBSs. This challenge was managed by the researcher's principled position that reflected higher interest in appreciating leadership in FBSs generally rather than personal interest in his position within one particular entity.

Moreover, the entity in which the principal researcher had interest did not take part in the research. Also, the researcher kept and routinely updated a journal log of what was deemed critical to understanding the research phenomenon with no bias (Bryman, 2016b).

Furthermore, the researcher ensured that the whole research process reflected good and professional practice through timely identification and effective management of possible areas of ethical impropriety (Israel, 2015). This included, but was not limited to making sure that collection of secondary data (which formed the bulk of the literature review process) was properly sourced and acknowledged (Johnstone, 2014). It also involved physically collecting all required data and, dealing with it with utmost care and, appreciating participants for their time and effort invested in the process.

Chapter Summary

The chapter has identified and examined the philosophy and design that the study embraced. It has highlighted that the study was undertaken through a multi methods research design where both quantitative and qualitative data were collected and analysed using appropriate methods and techniques. Furthermore, the chapter has underlined that stratified and expert sampling techniques were used to determine sample populations for quantitative and qualitative data respectively.

It has further presented that the study used SRQs and SSIs to collect data while descriptive-correlation and thematic analysis were utilised for quantitative and qualitative data respectively. Analysis of quantitative data was undertaken using SPSS while that of qualitative data was achieved through the deployment of N-Vivo 20.

The chapter further highlighted and discussed that while there were ethical considerations concerning participants, data collected and the researcher’s stand on the study, these were managed through seeking for required permissions and, pursuing professional standards and practice of personal integrity.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

This chapter looks at and discusses findings obtained from quantitative and qualitative research from data received from 334 respondents to the SRQs and 19 participants to the SSIs respectively. The chapter examines the results from analysis processes along hypotheses and research questions on the concepts of shared leadership, leadership self-efficacy and Board performance within the context of FBSs in Uganda. The discussion uses descriptive and inferential statistics' analysis and multivariate analysis methods to understand and discuss emerging relationships between and among the variables and sub-variables within the concepts of the study.

The discussion pursues a triangulated approach to present and discuss findings on the same concept, variable and sub-variable within the same continuum. Where possible, the discussion integrates the findings from the study with relevant literature to attain more understanding and/or make contrasts as appropriate. The discussion uses the power of descriptive statistics in form of means, t-test, standard deviation, coefficient of variation and sig. (2-t) from a 5-point Likert scale to underline the concepts of investigation. It uses regression analysis to determine the influence of shared leadership on Board performance and the moderating role of leadership self-efficacy within the context of FBSs in Uganda.

Analysis of Data and Results on Shared Leadership in FBSs

The concept of shared leadership in SACCOS generally and FBSs in particular resonates the pursuit of specific common goals through collective responsibility that is reflected in group thinking, team commitment, consensual decision making and distribution of leadership functions (Fransen et al., 2018). Shared leadership in FBSs in Uganda is visible at the governance levels of the Boards and functional committees, which relate to the roles of supervision, vetting, finance and audit. The Secretariat, which is the administrative arm, is generally concerned with ensuring the efficiency and effectiveness of their normal organisational administrative functions (Eva et al., 2021).

Evidence from literature on the wider perception of leadership, suggests that effective performance of leaders generally hinges on their ability and capacity to influence others towards sustained pursuance and eventual realisation of a common vision (Bernerth & Hirschfeld, 2017; Cumberland et al., 2016; Raelin, 2017). Whereas leaders can undertake different activities to realise this, the study looks at those that enable them reflect refutable personal behaviours, set and promote the vision, foster creativeness, apply emotional intelligence and motivate others.

Reflect Reputable Personal Behaviour

The capacity of leaders to reflect reputable personal behaviour aligns to their effort to pursue good governance principles. It echoes the leaders' ability to reflect highest possible levels of self-leadership and personal mastery in environments that are usually complex, dynamic and toxic (Bernerth & Hirschfeld, 2017). It reverberates their capacity to take personal responsibility for their actions and, ensuring that other people understand and work around an agreed code of conduct. It is further evident in the degree to which leaders meet their obligations and their ability to help and lead others work along set principles and by-laws. The reflection of reputable personal behaviour also involves the ability of leaders to encourage others appraise their performance without reservations and ensuring that members are led towards the realisation of Board effectiveness.

To establish the levels of practice of activities that Boards in FBSs in Uganda undertake to reflect reputable personal behaviour, the study analysed views of Board members to selected descriptive statements as summarised in table 4.1.

Table 4.1: Results of One-sample t-test Statistics on Personal Behaviour

Reflect reputable personal behaviour	N	Mean	t-test	SD	CV	Sig (2-t)
You always take personal responsibility for your actions	334	4.35	142	0.561	0.13	0.00
You ensure that others understand and work around an agreed code of conduct	334	4.17	89.9	0.854	0.20	0.00
You ensure that you meet all obligations to others and the Board all the time	334	4.07	81.2	0.923	0.23	0.00
You encourage others to appraise your performance with no reservations	334	4.29	109	0.725	0.17	0.00
You lead and help others work along set principles and by-laws	334	4.19	98.3	0.781	0.19	0.00
You are sure about the way the Board should be led to ensure its effectiveness	334	4.21	115	0.674	0.16	0.00

Source: Field data (2020)

Results reveal high ranking of Boards' engagement in the practice of reflecting reputable personal behaviour with high mean scores that are above 4.0 for all the activities involved. There are statistically significant responses on all leadership activities as reflected in high t-test values, average standard deviations and CVs (Table 4.1).

In particular, the leadership activity of taking personal responsibility for one's actions reflects the highest mean (4.35), highest t-value (142), lowest value of standard deviation (0.561) and the lowest coefficient variation of 0.13. These results are not surprising given the fact that Boards of FBSs constitute members who are normally elected to their positions because of other members' perception of them as leaders of high levels of self-confidence, self-efficacy and locus of control (Chan, 2020).

Conversely, the leadership activity of ensuring that one meets one's obligations to others and the Board reveals the lowest mean values of 4.02, moderate t-test values (81.2), highest values of standard deviation (0.923) and coefficient variation of 0.23. The findings tend to reflect the reality of Board leadership in FBSs which is generally characterised by delayed decision making; a situation partly blamed on their chronic failure to hold scheduled meetings (Bernile et al., 2018). They equally echo perceptions that Board members may not normally be committed to the work of their SACCOS since they spend most of their time trying to meet obligations of their individual job assignments and volunteer their services to their SACCOS. These views are also echoed by sentiments from some participants to the interviews who seem frustrated by the failure of their Boards to engage in periodic meetings. A Chairperson of one of the oldest and most successful FBS in the study observed:

> The Board has failed me because it does not meet as expected. This means some decisions are either delayed or not attended to at all. I wish I could get a way of managing without them – Respondent #13.

Furthermore, there is a moderate ranking of results on the leadership practices of helping and leading others to work along set principles and by-laws, encouraging others to appraise one's performance and assurance to lead others effectively (Table 4.1). This reflection may be attributed to the institutionalised nature of SACCOS, which makes them seem like enhancers and protectors of good governance on one and, hindrances to independence and innovation on the other. Ability of Board members to help and lead others along set principles and assurance of their leadership effectiveness are welcome practices since they can encourage business continuity and personal interest through marshalling of collective effort (Wang et al., 2017).

These views tend to align with those from some of the participants to the interviews who are quick to point out that the institutionalised environments of their SACCOS enable them to realise leadership effectiveness. A Board Chairperson of one of the FBSs noted:

> The Board environment allows me to realise leadership effectiveness through transfer of leadership skills since most of the members are senior professionals and former SACCOS' leaders - Respondent #3.

Set and Promote the Vision

The need for leaders to set and promote the vision sustainably is considered an important individual characteristic of ensuring viable growth and sustainable development of their organisations (Kohles et al., 2015). In FBSs, this is possible when Board members possess and reflect personal leadership attributes of charisma, personal mastery, self-awareness, confidence and self-efficacy (Grabo & van Vugt, 2016). Such characteristics are desired because they enable Board members develop optimism in their work and allow them to participate in formulating strategic directions of their SACCOS.

To establish the level of the leadership practice of setting and promoting the vision in FBSs in Uganda, the study extracts views of Board members to selected descriptive statements on the activities involved as indicated in Table 4.2.

Table 4.2: Results of One-sample t-test Statistics on Promoting the Vision

Set and promote the vision	N	Mean	SD	t-test	CV	Sig. (2-t)
You participate in formulating the strategic direction of the SACCOS	334	4.39	0.841	95.4	0.19	0.00
You are optimistic about the future of your SACCOS	334	4.50	0.670	122.7	0.15	0.00
You look for new developments and determine how these will affect the SACCOS	334	4.23	0.721	107.2	0.17	0.00
You engage with other members to ensure their individual interests are catered for	334	4.19	0.726	105.5	0.17	0.00
You are an active participant in setting the vision of your SACCOS	334	4.19	0.814	94.0	0.19	0.00
You understand and promote the purpose and goals of the SACCOS to others	334	4.41	0.622	129.6	0.14	0.00

Source: Field data (2020)

Findings show high ranking of Boards' involvement in all the leadership activities involved in the practice of setting and promoting the vision. This is evident in high mean scores that are above 4.0, moderate standard deviations, statistical significant responses reflected in high t-test values and relatively low coefficient variations that are below 2.0 (Table 4.2).

Notably, results indicate that the leadership activity of being optimistic about the future of the SACCOS reflects the highest mean (4.50), highest t-test value (107.2), lowest standard deviation (0.670) and a low coefficient value of 0.15. This result tends to align with the perception that since Board members work on voluntary bases, their continued active engagement in the SACCOS can only be reflective of their insatiable belief in its growth and development (Palumbo, 2016). It is also in line with available literature on voluntarism, which shows that it is the intrinsic satisfaction that volunteer leaders derive from the service rather than the monetary value that motivates them to continually serve (Posner, 2015).

Moreover, results from the interview processes show that the fact that Board members work on voluntary bases does not necessarily impinge their ability to set and promote the vision through their Board effort. Indeed, some participants to the interviews highlight that their optimism stems from collective responsibility and builds on that of other SACCOS' members to assure progress of their economic lives through collective social capital (Barroso-Castro et al., 2016). A manager of one of the FBSs disclosed:

> I am optimistic about the growth and development of my SACCOS because I am one of the founders. I always try to put more effort in ensuring that it succeeds. This makes Board members appreciate and work hard towards achieving the vision of the SACCOS - Respondent #5.

Nevertheless, some participants point out that they sometimes find it hard to remain optimistic about the future of their SACCOS. They reveal that this generally revolves around the need by some members to be treated preferentially due to their positions in the parent institution. Other challenges include refusal of some members to serve on the Board and committees, failure to attend meetings regularly and as required by law and, utter lack of interest in the SACCOS' work.

More results from the SRQ show that activities of promoting the purpose and goals of the SACCOS, participating in strategy formulation and looking for new developments reflect high rankings in terms of their mean value, t-tests and coefficient variations. Nevertheless, the activities of engaging with others concerning their interests and actively participating in setting the SACCOS' vision have moderate rankings (Table 4.2).

These results tend to reflect current rules, regulations, statutes and policies from the GoU that limit terms of Board leadership in SACCOS' to two terms of two years each (UCA, 2016). This may imply that leaders do not normally have enough time to strategize, formulate and implement long-term plans, which usually require considerably longer periods to realise (Alipour et al., 2017). Whereas this may be a blessing when Board's performance is poor, it can be wasteful when Board performance is optimal.

Foster Creativeness

The leadership practice of fostering creativeness is concerned with the leaders' capacity to determine the need for change and deploy appropriate measures to achieve it. It is aligned to one's ability to scan the environment, identify impending risks and opportunities and marshal corrective effort to manage and harness them efficiently (Osiyevskvy, 2016).

The study determines the presence of the practice of fostering creativeness by examining the extent to which Board members seek to improve their leadership skills and, encourage others to come up with new ways to do Board's work. It is concerned with establishing the degree to which members can learn from their mistakes, benchmark with successful SACCOS and undertake new businesses even when these are considered risky by the majority of the constituents.

To examine the presence of the leadership practice of fostering creativeness in FBSs in Uganda, the study examines opinions of Board members to selected descriptive statements concerning the activities involved as indicated in Table 4.3.

Table 4.3: Results of One-sample t-test Statistics on Fostering Creativeness

Foster creativeness	N	Mean	SD	t-test	CV	Sig. (2-t)
You make it a point to improve your leadership skills	334	4.23	0.669	115.5	0.16	0.000
You encourage others to come up with new ways to do Board's work	334	4.38	0.555	144.2	0.13	0.000
You benchmark with successful SACCOS to ensure better performance	334	4.23	0.858	90.1	0.20	0.000
You engage with others to learn from past mistakes concerning the Board	334	3.92	0.861	83.2	0.22	0.000
You are at the forefront in planning for new business undertakings	334	4.32	0.784	100.7	0.18	0.000
You can push for risky investments even when you don't have support of others	334	3.64	1.159	57.4	0.32	0.000

Source: Field data (2020)

Results from quantitative analysis show moderate ranking of all activities involved in fostering creativeness in FBSs in Uganda. This is evident in average values of means, standard deviations, t-test values and coefficient variations. Findings indicate that Boards rank the activity of encouraging others to come up with new ways to do Board's work higher than others with the highest mean value of 4.38, the lowest std. dev. of 0.555, highest t-test value of 144.2 and lowest CV of 0.13. Results also indicate the leadership activities of planning for new business undertakings and benchmarking as highly ranked by the respondents (Table 4.3).

The findings are in tandem with the global cooperative principles, which tend to encourage different SACCOS to benchmark and share knowledge but also ensure that any economic business is aligned to the ultimate goals of assuring members' economic control (ICA, 2015a). They further reflect the emerging competition that is occasioned by the government's initiative to use SACCOS to enhance financial inclusion of the rural poor (FINSCOPE, 2018).

Moreover, whereas it is possible for Boards to engage in activities aligned towards the realisation of positive change and innovation, there is consternation that the unilateral quest to foster creativeness through such activities is not always possible due to the Board's definitive need for mutual consensus (Wu & Chen, 2018). This collaborates with some responses from qualitative data where some participants indicate that it is not always easy to foster creativeness by introducing innovations because of the need for members' engagement, acceptance and endorsement at the AGM.

However, other participants reveal that they do not find it challenging to introduce new products and have them endorsed. A Chairperson of one of the FBSs revealed:

> It is not challenging at all to bring in new products because such products are first discussed in our monthly meetings and then forwarded to the AGM. We also benchmark to ensure that we take on those products that will have worked well somewhere else – Respondent #1

The observation is more reflected in FBSs whose membership is literate and professional compared to those that are characterised by high levels of illiterate members. Results further reiterate that fostering creativeness is generally easier in FBSs where policies are streamlined and strictly adhered to than in those where good governance is lacking. This is in line with available literature on governance in SACCOS which shows that higher levels of member' empowerment and democracy tends to reflect effective oversight (Kyazze et al., 2017).

Contrariwise, results from the SRQs indicate that Boards do no regularly occupy themselves in activities of engaging with others to learn from past mistakes and rarely push for risky investments. This is manifested in their relatively low mean values, high standard deviations, low t-test values and high coefficient variations (Table 4.3). Failure of Boards to undertake risky investments is in line with the cooperative principles of democracy, autonomy and independence which are geared at ensuring that SACCOS do not engage in businesses that can compromise democratic member control and social cohesion (Tukamuhebwa et al., 2022b).

Apply Emotional Intelligence

The notion of emotional intelligence concerns the leaders' ability to empower others to develop effective leadership skills (Harper, 2016). It puts the need for pursuance of effective followership at the fore and is characteristic of purposeful follower enablement and, leadership exit and succession strategies (Chughtai et al., 2014).

Findings on the leadership practice of applying emotional intelligence relate to the Boards' ability to listen to other people's views with empathy and develop cooperative relationships with them. It involves their resolve to treat others with self-esteem and, supporting their decisions concerning the work of the SACCOS. It is further concerned with leaders' capacity to allow others freedom to decide on how to work and, ensuring that they grow in their jobs through learning new skills and developing themselves.

To establish the level of the practice of applying emotional intelligence in FBSs in Uganda, the study uses respondents' views to descriptive statements as seen in Table 4.4.

Table 4.4: Results of One-sample t-test Statistics on Emotional Intelligence

Apply emotional intelligence	N	Mean	SD	t-test	CV	Sig. (2-t)
You work towards developing cordial relationships with other Board members	334	3.95	1.015	71.1	0.26	0.00
You can listen to other members' views even when these may be off topic	334	4.43	0.609	132.7	0.14	0.00
You treat other members of the Board with self-esteem	334	4.41	0.607	132.7	0.14	0.00
You support and appreciate decisions made by others for Board's work	334	4.56	0.532	156.6	0.12	0.00
You create a workplace environment that allows freedom of work for others	334	4.37	0.658	121.5	0.15	0.00
You help others to develop their confidence in their ability to accomplish tasks	334	4.01	0.844	86.9	0.21	0.00

Source: Field data (2020)

Findings reveal that the leadership practice of applying emotional intelligence is the most undertaken by Boards of FBSs in Uganda with the highest ranking of average means and t-test values, average standard deviations and low coefficient variations. Results show that the activity of supporting decisions that people make on their own has the highest ranking of mean values of 4.56 while that of developing cooperative relationships reflects moderate mean values of 3.95. In addition, findings indicate high rankings for the activities of listening to diverse points of views, treating others with respect and giving fellow members freedom to decide on a number of issues (Table 4.4).

These findings tend to echo the general understanding by scholars that for any group of people to arrive at a common understanding, they need to appreciate each other's contribution (Herbin, 2015). They also align with the spirit of the cooperative movement whose goal is to ensure that members work together to improve their socio-cultural, technical, professional and economic livelihoods (Kwai & Urassa, 2015). Results are in support of the principle of democracy which pursues majority agreement as opposed to minority demands, rights and needs (Roelants & Salvador, 2020).

Furthermore, results show that Boards tend to pursue the leadership activity of listening to other people's views (mean= 4.37) as a means to apply emotional intelligence. This is considered critical to enhancing the realisation of the SACCOS' motive of consensus on major decisions and ensuring that group harmony is not only established but also sustained for the SACCOS' growth and development.

These findings tend to rhyme with those from qualitative analysis, which show that the leadership activity of listening to others is not only paramount to the sustainability and growth of FBSs but also critical to enhancing confidence, growing respect and generally motivating other Board members. As one of the participants noted:

> My experience has taught me to listen to others even when their views are not so good. This helps them to grow their confidence and helps me to lead them when they feel valued. The challenge is when the channels of communication are not clear, when minutes are not taken, or Board members fail to meet for a long time - Respondents #12

Other participants however highlight that it is not always easy to listen to and adopt views from some Board members. This may be due to the nature of the views being presented, their completeness/shallowness and/or their ease/difficulty of implementation. Thus, some participants opined that whereas it is important to listen to all available views with equal and keen interest, it is important to decide which ones are worth their while.

Surprisingly, however, results from SRQs show moderate ranking of the activity of developing cordial social relationships (mean=3.95, std = 1/015, t-t = 71.1, cv= 0.26) (Table 4.4). Cognisant of their base as social enterprises, one would expect that the pursuit of social cordial relationships by members would be paramount for the success and sustainability of SACCOS. However, this scenario may be explained from the fact that Board members may not necessarily have enough time to start and enrich relationships with each other because of their short tenure in leadership (Uribe-Bohorquez et al., 2018). Yet, sustainable cooperative relationships require ample time to develop and nourish.

Motivate Others

It is acknowledged that to realise effective leadership, followers need to be motivated and encouraged to ensure their loyalty towards the organisation's vision, core values and mission (Gill & Caza, 2015). Empirical studies on leadership suggest that leaders who are able to genuinely appreciate the commitment of their followers are effective because they will have shown higher levels of emotional and cultural intelligence (Fowler, 2018; Shrestha & Baniya, 2016).

Whereas motivation of leaders may be achieved along various perspectives, the study looks at those concerning Boards' ability to encourage, promote and celebrate good performance and cheer and rejoice with those that will have used their skills to accomplish their responsibilities. It examines their intention to reward commitment and successful completion of tasks while accommodating contributions and views of others.

To examine the level of the leadership practice of motivating others in FBSs in Uganda, Board members offer their observations to selected descriptive statements on the activities involved as presented in Table 4.5.

Table 4.5: Results of One-sample t-test statistics on motivating others

Motivate others	N	Mean	SD	t	CV	Sig. (2-t)
You encourage the celebration of good Board performance	334	4.24	0.661	117.4	0.16	0.00
You cheer and rejoice with members who use their knowledge and skills	334	3.58	1.185	55.2	0.33	0.00
You support the rewarding of members who show commitment to Board’s work	334	4.21	0.670	114.9	0.16	0.00
You ensure that committed members are recognized during the SACCOS’ AGM	334	4.42	0.623	129.6	0.14	0.00
You applause members who successfully accomplish their tasks	334	4.12	0.890	84.6	0.22	0.00
You encourage and appreciate views of other members of the Board	334	4.57	0.525	159.4	0.11	0.00

Source: Field data (2020)

Findings indicate high ranking of activities involved in motivating others with high means that are above 4.10 high t-test values and average CVs for most activities. In particular, the activity of encouraging and appreciating the views of other members reflects the highest mean value of 4.57, lowest standard deviation (0.525), highest t-test value of 159.4 and lowest CV of 0.11 (Table 4.5). These results show that Boards value the idea of appreciating contribution of others because this is critical for them to galvanise different efforts towards common agreement on particular aspects of importance to the SACCOS (Drescher & Garbers, 2016).

Additionally, activities of recognising people who exemplify commitment, cheering and rejoicing with people for good performance, ensuring that people who show commitment are rewarded and encouraging the celebration of accomplishments are ranked highly in terms of the mean values, t-test values and coefficient variations (Table 4.5). These results are in tandem with literature, which tends to indicate that the success and effectiveness of SACCOS is intricately aligned to the extent to which their members are committed to their core values and strategic goals (Said et al., 2018).

Findings are equally premised on the understanding of SACCOS in general and FBSs in particular as unique social entities whose major purpose for existence is to meet the unique and specific needs of their members (Otieno et al., 2015). However, in response to the question on whether Boards are always keen on looking for ways to reward members that reflect commitment and outstanding performance, participants to the interviews reveal that this is not always the case. They highlight that rewarding people for commitment and good performance is sometimes hard to attain because it is not within the agenda of the SACCOS and, therefore, does not normally have a budget to support it. Others reiterate that it is not a profitable or necessary gesture since everyone else is working hard in their respective areas towards the success of the SACCOS in an environment of voluntarism.

Yet, for FBSs that reward their members for commitment and outstanding performance, there is belief that this has a positive effect of motivating the beneficiaries towards achieving greater success (Chareonwongsak, 2017). They note that such rewards do not necessarily have to be intrinsic but can be extrinsic in nature and revolve around intentional and periodic offers of simple gestures such as public official mentions and, recognitions. A CEO of one of the FBSs in the study disclosed:

> It would be a good idea and we have always thought about it but due to the limited finances that we have, we are trying as much as possible to use the least expenditure to grow this SACCOS – Respondent #7.

Contrariwise, results indicate that the activity of cheering and rejoicing with those who use their knowledge and skills is ranked lowest with a mean value of 3.58, highest standard deviation (1.185), lowest t-value of 55.2 and highest CV of 0.33 (Table 4.5). This may be due to the nature of SACCOS, which tend to pursue group thinking and consensual decision-making at the expense of individual ability (Pearce & Patel, 2017). This state of affairs may not only lead to stifling the development of individual confidence but can also make it difficult for Boards to identify such abilities in their members.

Analysis of Data and Results on Leadership Self-Efficacy in FBSs

Leadership self-efficacy resonates the leaders' sustainable ability and capacity to influence their individual behaviours towards high levels of attainment (Dwyer, 2019). It concerns application of emotional and cultural intelligence to engage others towards sustainable performance across all organisational functions (Seibert et al., 2017). LSE is reflected in individual characters, behaviours and pursuits that enable leaders to identify the need for change and galvanise available resources to implement it successfully (Yang et al., 2017).

The concept of LSE may be examined through diverse but related leadership facets such as effective planning, motivation, followership and self-leadership (Alipour et al., 2017). However, the study examines LSE from the perspective of the leaders' ability to start and lead change effectively, manage interpersonal relationships amicably, reflect self-awareness/confidence sustainably and, effortlessly build group consensus.

Start and Lead Change

The leadership behaviour of starting and leading change is aligned to individual conduct to determine the need and scope of change and design creative ways to effect it (Chesley & Wylson, 2016). It is a contextual issue, which requires leaders' appreciation of prevailing environments, analysis of available facts and diagnosis of the impact the change is likely to prefer on stakeholders (Hyo, Yun, Won, & Park, 2016). It necessitates that leaders are able to balance prevailing politics to achieve social cohesion and, communicate the need for and the nature of the required change in a timely and professional manner (Bayraktar & Jiminez, 2020).

To examine and understand the leadership behaviour of starting and leading change in FBSs in Uganda, the study captures views of Board members on their abilities to set a new direction for the group if the one currently being taken does not seem correct. It looks at their capacity to change attitudes and behaviours of others if they fail to meet group objectives and, their skill to change things in a group even when these are not directly under their control. Table 4.6 presents a summary of these views.

Table 4.6: Results of One-sample t-test Statistics on Starting and Leading Change

Start and lead change	N	Mean	SD	t-test	CV	Sig. (2-t)
You are able to set a new direction for the group if the one currently taken does not seem correct to you	334	3.51	1.141	56.2	0.33	0.00
You can usually change the attitudes and behaviours of group members if they do not meet group objectives	334	3.88	0.825	86.1	0.21	0.00
You are able to change things in a group even if they are not completely under your control	334	3.25	1.267	46.9	0.39	0.00

Source: Field data (2020)

Results on the leadership behaviour of starting and leading change indicate relatively low rankings for all the statements as evidenced in means that are below 4.0, high standard deviations, low t-test values and high coefficient variations. Notably, results show that leaders are more likely to engage in changing attitudes and behaviours of others than setting new directions and changing things in a group (Table 4.6).

These results tend to echo the environment of SACCOS that is characterised by the ulterior need to arrive at consensus and ensure social harmony (Nyarku & Ayekpe, 2019). It is therefore, in the mandate of Board members to ensure that any deviant behaviour from other members that might threaten the attainment of the SACCOS' common goals and objectives is summarily contained.

The findings tend to echo those from the interviews where some participants highlight that they are able to change behaviours and attitudes of other Board members through tactics such as negotiations and persuasions (Agndal et al., 2017).

A Chairperson of one of the FBSs in the study clarified:

> I am able to start and lead change through persuasion, participation and engaging Board members. This is normally easier when the change I am bringing on board has worked somewhere else. However, failure of Board members to meet regularly sometimes makes it hard to adopt some changes – Respondent #2).

Further results from quantitative analysis indicate that Board members are unlikely to engage in activities of setting new directions for the group if the ones currently in use do not seem correct (mean = 3.51; CV = 0.33). They also show that Board members seem to find it hard to change things in a group especially when these are not directly under their control as reflected in low mean values of 3.25, high SDs of 1.267 and high CVs of 0.39 (Table 4.6).

These findings are in accord with the reality of SACCOS as social entities that are led and managed along institutional principles and policies that are hard to change (ICA, 2017). They are equally reminiscent of rules and regulations, which require that any important changes be endorsed by all members in the AGM. Yet this may normally be out of time for some of the most-pressing changes that Boards may require at a particular time (Errasti, Bretos, & Nunez, 2017).

Collaboratively, results from interviews show that most Board Chairpersons and Executives find it hard to start and lead change as individuals due to the stringent nature of rules and laws governing SACCOS. They highlight the main challenge as lack of commitment from Board members who normally fail to turn up for meetings and, therefore, affect decision-making processes. They intimate that in some occasions, such frustration has led to resignations.

A Chairperson of one of the FBSs noted:

> I can advise but as you know, the Board oversees the entire operation. Even when I try to change things, this may not work because the Board knows it has the final say on everything. This can be very frustrating - Respondent #18.

Build and Manage Interpersonal Relationships

The leadership behaviour of building and managing interpersonal relationships is critical to effective reflection of LSE in organisations because it enhances the wider concept of shared leadership (Eva et al., 2021). The attainment of good interpersonal relationships by leaders reflects effective self-leadership, followership and high levels of cultural and emotional intelligence (Krapfl & Kruja, 2015). It echoes the leaders' ability to communicate effectively, appreciate cultural diversity and, engage with others in a manner that promotes social harmony (Sosik et al., 2014).

The study examines the leaders' behaviour of building and managing interpersonal relationships in FBSs in Uganda in terms of their ability to establish very good relations with people they work with, assurance to communicate with people by going straight to the point and, successfully managing relationships with others. This is established through Board members' views to selected descriptive statements as seen in Table 4.7.

Table 4.7: Results of One-sample t-test statistics on Managing Relationships

Manage interpersonal relationships	N	Mean	SD	t-test	CV	Sig. (2-t)
You usually establish very good relations with the people you work with	334	4.36	0.582	136.8	0.13	0.00
You are sure you can communicate with others, going straight to the point	334	4.09	0.779	96.0	0.19	0.00
You can successfully manage relationships with group members	334	4.34	0.599	132.6	0.14	0.00

Source: Field data (2020)

Findings show considerably high rankings for all the descriptive statements in managing interpersonal relationships as reflected in averages above 4.0, standard deviations below 1.000, high t-test values above 95.0 and low CVs that below 0.2 (Table 4.7). Specifically, results reveal that Board members tend to behave in a manner that helps them to establish very good relationships with others (mean = 4.36; CV = 0.13) and are able to manage such relationships successfully (mean = 4.34; CV = 0.14).

The need for leaders to ensure that they establish and manage good interpersonal relationships with those they work with is critical to ensuring survival of SACCOS since these are established on the idea of trust, friendship and mutual respect (Pencavel, 2014). It is interesting to note that whereas this social trust has sometimes led to complacency of Board leaders and subsequent failure of some SACCOS, it is nevertheless, the glue that helps to determine and cement their cultures (Galvina et al., 2021).

Conversely, findings from quantitative analysis indicate that Board members are less likely to engage in behaviours that help them to communicate by going straight to the point (mean = 4.09). This may be explained from the need to embrace consensus and therefore, the desire to tread carefully so as not to antagonise other people's points of views. It might also be reflective of the Board members' inability to communicate effectively since this is a learned skill (Gordon & Gordon, 2017). Yet, the fact that Board members of FBSs in Uganda have limited time in leadership roles may not allow them to learn, assimilate and practice effective communication skills.

These results seem to contradict those provided by participants to the interviews who point out that there is open communication within Boards of most FBSs especially using WhatsApp groups, phones, monthly meetings and official letters.

Particularly, the communication channels of social media such as WhatsApp are considered representative in nature since those within the group have access to privileged information in real time (Nayak et al., 2020). Nevertheless, given that some of the members can decide to ignore or may not be able to afford costs associated with Internet services, some participants say they find it more feasible to combine WhatsApp with other forms of communication such as phone calling.

One of the Managers of an FBS in the study commented:

> Communication is a bit hard. Using channels such as WhatsApp can help disseminate information but some people may not contribute. This affects the Board negatively because someone may ignore the message – Respondent #9.

Reflect Self-awareness / Confidence

Behavioural attributes of self-awareness and confidence have always been regarded as critical to realising effective leadership as they enhance leaders' capacity to exercise their power and authority in a manner that builds other group members. Normally, leaders with high levels of self-awareness and confidence reflect a positive sense of humour and honesty and, are conscious of their strengths and limitations (Downing et al., 2020). They are more likely to make critical observations and determine the best courses of action while actively engaging with others to realise the group's set objectives (Showry & Manasa, 2014).

Concerning this study, the Board members' behaviours to reflect self-awareness / confidence is appreciated from their ability to identify their strengths and weaknesses, show confidence in their ability to get things done and know how to get the best out of given situations. It includes appreciating members' capacity to use their experiences and competences to help others and, their abilities to stand by their beliefs and values as volunteer leaders.

To establish the levels of leaders' ability to reflect self-awareness/confidence in FBSs in Uganda, Board members give their reflections to selected descriptive statements on behaviours they engage in as summarised in Table 4.8.

Table 4.8: Results of One-sample t-test Statistics on Showing Self-awareness

Reflect self-awareness / confidence	N	Mean	SD	t	CV	Sig. (2-t)
You can identify your strengths and weaknesses	334	4.40	0.752	107.0	0.17	0.00
You are confident in your ability to get things done	334	4.44	0.596	136.1	0.13	0.00
You always know how to get the best out of situations you find yourself in	334	4.03	0.666	110.6	0.17	0.00
You can use your experience and competence to help members reach targets of the SACCOS	334	4.40	0.605	132.8	0.14	0.00
You are usually able to stand by your beliefs and values as a leader	334	4.52	0.552	149.9	0.12	0.00

Source: Field data (2020)

Findings on the leaders' behavioural attribute of self-awareness/confidence reveal high rankings of all statements as indicated in means that are above 4.0, average standard deviations, high t-test values and lower CVs. Only the leadership behaviour of always knowing how to get the best out of situations reflects a lower mean value (Table 4.8).

Results indicate that leaders of FBSs in Uganda usually stand by their beliefs and values (mean = 4.52; CV = 0.12) and, are confident about their ability to get things done (mean = 4.44; CV = 0.13). Findings further indicate that Board members can identify their strengths and weaknesses and normally use their experience and competence to help others (mean = 4.40) respectively.

These results tend to align with circumstantial evidence of SACCOS' environments, which reflect predictability (Errasti et al., 2017). It is also reflective of the nature of FBSs as social entities, which are based on the faith of their parent institutions and whose members are expected to echo inherent values and beliefs.

Relatedly, results from the interviews seem to be in tandem with outcomes from quantitative research where majority of participants acknowledge that the environments of their SACCOS enable them to know their strengths and weaknesses. Nevertheless, some participants highlight that they may not be in position to actualise their strengths because of the nature of their engagement terms.

As one of the participants noted:

> Yes, I know my strengths and they are based on the guidelines. My weaknesses relate to the fact that I work in this place as a volunteer. Therefore, I cannot have much time for its activities. This slows down Board and SACCOS' work – Respondent #7.

Further results from the SRQs indicate that Board members are less likely to engage in the behaviours of knowing how to get the best out of a given situation in which they normally find themselves (mean = 4.03; CV = 0.17) (Table 4.8). This is not surprising given the institutionalized nature and solemn culture of SACCOS where the possibility of the emergence of unique and unpredictable situations is not normally the norm.

Build Group Consensus

Leaders' ability to build group consensus is deemed a critical element to their attainment of LSE because it does not only help them lead their groups effectively but is also fundamental to determining group and organisational behaviour (Grille et al., 2015). This normally requires that leaders can understand their own emotions, appreciate the cultural environments they work in and reflect high levels of ethical behaviour (Bernerth & Hirschfeld, 2017). It calls for leaders not only to aspire to be authentic but also communicate their intentions concisely. Leaders' behaviours must ignite desire in group members to emulate them and develop eagerness to participate in group and organisational activities (Bernerth & Hirschfeld, 2017).

The perception of building group consensus as an attribute of LSE is examined and discussed along the Board members' ability to make others recognise their efforts towards the success of their FBSs, their capacity to gain the consensus of other group members and ability to maintain and effectively lead with the gained consensus.

To establish the extent to which leaders engage in behaviours that are geared towards building group consensus in FBSs in Uganda, Board members offer their reflections to selected descriptive statements as observed in Table 4.9.

Table 4.9: Results of One-sample t-test Statistics on Building Group Consensus

Gain consensus of others	N	Mean	SD	t	CV	Sig. (2-t)
You are usually able to make others recognise your efforts towards the work of the SACCOS	334	4.20	0.669	114.7	0.16	0.00
You always gain the consensus of group members in your SACCOS	334	4.07	0.535	138.9	0.13	0.00
You usually maintain and lead with the gained consensus to implement activities of the SACCOS	334	3.97	0.836	86.7	0.21	0.00

Source: Field data (2020)

Results on Board members' ability to build group consensus indicate high and moderate rankings for all the statements as exemplified in high means, average SDs, high t-test values and low CVs. Findings further show that Board members are more likely to engage in the behaviours of making others recognise their efforts and gain the consensus of group compared to their ability to lead with the gained consensus (Table 4.9). These results are not shocking given that the sustainability of SACCOS is largely hinged on the capacity of Board members to share leadership and lead by consensus (Wang et al., 2017).

The realisation that Board members tend to engage actively in ensuring that others recognise their efforts may be based on the need for them to be considered for re-election on their specific Boards. As literature reveals, it is critical for leaders to be cognizant of their followers' perception of their qualities and behaviours since these tend to form the bases on which they can be trusted with continued leadership roles (Gill & Caza, 2015).

Furthermore, results reveal that Board members agree that they always try to gain the consensus of others in making decisions concerning the SACCOS. This is majorly true given the principle of democratic member control that requires common agreement on issues that are considered critical to the survival of SACCOS (Tukamuhebwa et al., 2022b). These findings echo those from the interviews where participants emphasise the need for group consensus as a harbinger for effective Board performance.

As one of the participants to the interviews highlighted:

> I ensure I reach group consensus on all matters of the SACCOS because it is against its principles and policies not do so. I therefore, try as much as possible to engage everyone involved. I think this is good to ensure growth and continuity of the SACCOS – Respondent #11.

More results indicate that Board members are less likely to lead with the gained consensus (mean = 3.97; CV = 0.21). The main reason behind this failure seems to emanate from the fact that Board members do not seem to take their responsibilities to the SACCOS as essential due to their voluntary nature (Tukamuhebwa et al., 2022a). Consequently, most Board meetings are characterised by rampant absenteeism and possible failure to lead with gained consensus. There is acknowledgement that some Boards can spend months without holding meetings with serious decisions being taken by a few individuals, notably the Chairpersons or the Executives of the Secretariat.

In answer to the question on whether Board Chairperson and Executives find it easy to reach group consensus and lead accordingly, some participants reveal that this may not always be easy.

A Chairperson of one of the participating FBSs pointed out:

> It is not possible to have consensus on everything. The fact that the work of SACCOS is based on voluntary leadership means that it should not take people's valued time. I take decisions when it is necessary – Respondent #17.

Analysis of Data and Results on Board Performance in FBSs

The measure of Board performance in FBSs is closely-linked with the capacity of Board members to use their skills, knowledge and expertise to monitor their activities and provide governance oversight (Zattoni et al., 2015). It is reflective of the Boards' ability to coordinate their effort and resources towards collective leadership (Wu & Chen, 2018).

Moreover, given their institutionalised nature, measuring the performance of Boards of FBSs attracts peculiar complications, which may not necessarily be present in contemporary organisations within the private and public sectors (Chatterjee & Nag, 2018). It is equally problematic to ascertain the extent to which Board performance can solely be attributed to the effort of their Board members or other organisational dynamics such as the contribution of members and/or alignment to rules and regulations.

The study appreciates Board performance of FBSs in Uganda through examination of views presented by the Board members concerning their abilities to formulate, manage and monitor internal processes, control tasks and, strategy tasks.

Manage Internal Processes

There is debate within the confines of corporate governance that Boards are generally used to pass decisions that will normally have been agreed upon by owners and management just to meet legal requirements (Bernile et al., 2018). Nevertheless, Boards have been known to provide critical leadership and managerial oversight through the utilisation of their members' personal attributes and institutional memory (Mumford et al., 2017). Boards of FBSs seem to bring this to the fore more than their counterparts in contemporary organisations because of their critical role in ensuring effective managerial and leadership oversight and efficient utilisation of scarce resources.

The main roles of SACCOS' Boards in managing internal processes revolve around their ability to scrutinize information provided by management carefully before actual meetings and, being available for the work of the Board when requested.

It reflects their capacity to participate with critical questions during meetings and knowing each other's competences well while matching individual knowledge and competences with available tasks. It is equally concerned with their efficacy to manage conflicts that may arise around decisions taken by members and those involving general interests of SACCOS' members.

The study uses views from respondents to the SRQs on Board members' ability to manage internal processes of their SACCOS as presented in Table 4.10.

Table 4.10: Results of One-sample t-test statistics on managing internal processes

Manage internal processes	N	Mean	SD	t	CV	Sig (2-t)
Board members carefully scrutinize information before the meetings	334	3.95	1.006	71.8	0.25	0.00
Board members are always available if the Board work should demand it	334	3.10	1.199	47.2	0.39	0.00
Board members participate with critical questions during meetings	334	3.79	1.264	54.8	0.33	0.00
Board members know each other's competences well	334	4.01	0.946	77.4	0.24	0.00
There is division of work matching knowledge & competences of Board members	334	3.26	1.260	47.3	0.39	0.00
When an issue is discussed the most knowledgeable members use their knowledge	334	4.07	0.943	78.9	0.23	0.00
Conflicts & disagreements normally occur on decision processes during Board meetings	334	3.98	0.905	80.3	0.23	0.00
Conflicts and disagreements normally occur on the SACCOS' members' interests	334	4.13	0.737	102.4	0.18	0.00

Source: Field data (2020)

Findings from the SRQs indicate that Board members are generally involved in managing Board internal processes as reflected in mean values that are above 3.00, average t-test values and average coefficient variations. In particular, results show higher rankings of Boards' ability to manage conflicts occurring on interests of SACCOS' members (mean = 4.13; CV = 0.18), allowing the most knowledgeable members apply their knowledge during meetings (mean = 4.07; CV = 0.23) and, ensuring that members know each other's competences well (mean = 4.01; CV = 0.24) (Table 4.10).

These findings may be explained from the institutional understanding of leadership of SACCOS as being characterised by trust of their members as the basis for leadership rather than one's competence (Barroso-Castro et al., 2016). They also echo the critical need for consensus on all leadership and management issues as an essential stimulant for ensuring that conflicts are managed as they emerge in order not to jeopardise the social harmony of members (Rafique & Khoo, 2018).

Findings further reveal moderate rankings for Board's ability to manage conflicts occurring on decision processes (mean = 3.98; CV = 0.23), scrutinising information before meetings (mean = 3.95; CV = 0.25) and participating in meetings with critical questions (mean = 3.79; CV = 0.33). The need for members to ensure that no conflicts occur on decision processes is in tandem with the philosophy of mutual agreement (Fisher & Nading, 2021).

More results show rankings that are below average for Board's ability to match available tasks with members' knowledge and competences (mean = 3.26; CV = 0.39) and their availability for SACCOS' work whenever required (mean = 3.10; CV = 0.39). Failure for Boards to match members' competences with available tasks can be explained from the realisation that as social entities, SACCOS may not necessarily have Board members with appropriate competences for the various tasks. The specific process of unavailability of members for the work of the SACCOS is a disturbing realisation since their success generally hinges on the ability of Boards to meet and pass relevant decisions in a timely manner (Bernile et al., 2018).

These results tend to rhyme with those from the interviews where members express that their biggest challenge in undertaking their roles as Boards is largely aligned to the commitment and availability of their members for SACCOS' work. Yet, unlike contemporary organisations where the roles of Boards are more concerned with issues of governance and leadership oversight, those of SACCOS are additionally mandated to ensuring efficient management of available resources (Bhatt & Bhattacharya, 2015). It is also interesting to note that unlike contemporary organisations, which have functional organisational structures, most SACCOS do not have such and generally lack Secretariats to undertake functional tasks.

Carry out Control Tasks

In addition to managing internal processes, Boards are responsible for carrying out control tasks whose main objectives are to realise sustainable oversight through effective planning (Namoga, 2016). Boards of FBSs engage in control tasks in terms of following up and reassessing current investments with a view to determining alternative methods for improvement or sustaining current ones. They are also involved in controlling and evaluating strategic decisions and using the results to initiate new strategic proposals. These particular tasks are critical to the performance of FBSs since they form the basis for managing and ensuring sustainable competitive advantage (Chatterjee & Nag, 2018).

Additionally, Boards carry out control tasks of establishing financial plans and budgets and setting up of compensation regimes for various stakeholders in the SACCOS. They also keep abreast of the financial position of SACCOS in order to help set their financial direction and, influence the nature of performance that such entities can realise. This mandate has sometimes been abused and misused with some Boards preferring abnormal compensations to themselves at the expense of the SACCOS' need for continued growth and development (Munisi & Mersland, 2016).

To evaluate the extent to which Boards of FBSs in Uganda carry out these control tasks, the study examines responses from members as summarised in Table 4.11.

Table 4.11: Results of One-sample t-test Statistics on Carrying out Control Tasks

Carry out control tasks	N	Mean	SD	t	CV	Sig. (2-t)
The Board is involved in following up and reassessing investments	334	3.99	0.915	79.6	0.23	0.00
The Board sets staff remuneration	334	4.17	0.716	106.4	0.17	0.00
The Board is active in controlling and evaluating strategic decisions	334	3.96	0.901	80.3	0.23	0.00
The Board establishes plans and budgets for SACCOS' activities	334	4.29	0.819	95.8	0.19	0.00
The Board keeps itself informed of the SACCOS' financial position	334	4.29	0.673	116.5	0.16	0.00

Source: Field data (2020)

Results indicate high and moderate rankings for all the descriptive statements as reflected in mean values that are above 3.90, standard deviations that are below 1.000, relatively high t-test values and low correlation variations (Table 4.11). Notably, findings show that members engage more with the control activities of keeping themselves informed of their SACCOS financial position (mean = 4.29; CV = 0.16), establishing plans and budgets (mean = 4.29; CV = 0.19) and setting staff remuneration (mean = 4.17; CV = 0.17) (Table 4.11).

The results are in line with the Boards' mandate to ensure proper and effective fiscal environments of their SACCOS and form part of the expectations from their constituents. It is understandable that even in situations where active Secretariats are in position, it is the role of Boards to ensure that all stakeholders are equitably compensated for their services to realise growth and development of their SACCOS (Osiyevskvy, 2016).

On the other hand, results reflect average participation of Boards in the control tasks of reassessing investments (mean = 3.99; CV = 0.23) and, controlling and evaluating strategic decisions (mean = 3.96; CV = 0.23) (Table 4.11). These results tend to align with those concerning the commitment of Board members especially in terms of their presence for meeting, which mirror a rather dismal involvement.

Undertake Strategy Tasks

Boards' ability to undertake strategy tasks effectively is critical to their performance because it is aligned to providing strategic advice on issues concerning long-term interests of the SACCOS (Corten et al., 2017). Boards undertake strategy tasks of providing advice on markets, financial and operational issues by scanning the environment and appropriating the most-effective measures to ensure sustainable profitability (Song et al., 2017).

They are also involved in initiating strategic proposals and making decisions on long-term strategies. These functions are critical to the success of FBSs since they enable Boards to study and align impending economic environments to their missions and visions (Zhou et al., 2018). To establish the levels to which, Boards undertake strategy tasks in FBSs in Uganda, members' views are contained in table 4.12.

Table 4.12: Results of One-sample t-test Statistics on Undertaking Strategy Tasks

Undertake strategy tasks	N	Mean	SD	t	CV	Sig. (2-t)
The Board provides advice on market, management, financial & technical issues	334	4.14	0.748	101.2	0.18	0.00
The Board initiates strategic proposals	334	4.24	0.922	84.1	0.22	0.00
The Board makes decisions on long-term strategies	334	4.15	0.931	81.5	0.22	0.00

Source: Field data (2020)

Findings on Board members' ability to undertake strategy tasks reveal high rankings as reflected in mean values above 4.00, standard deviations below 1.000, t-test values above 80.0 and, low correlation variations (Table 4.12). The statistical significance of these results reflects the general understanding of FBSs' Boards as entities majorly responsible for making medium and long-term strategies. They also echo their fundamental obligation to work as stewards of available resources to ensure their effective and efficient management for sustainable growth (Pressgrove, 2017).

Tests of Hypotheses

The principle objective of carrying out this study was to determine the influence of shared leadership on Board Performance of FBSs and the moderating role of leadership self-efficacy on this relationship. The study used simple, hierarchical and multiple regression analyses to test independent, moderating and combined effects respectively. The tests were undertaken at significant levels of 95% and decisions on hypothesis made using p-values. The study rejected the hypothesis if $p<0.05$ and supported it when $p>0.05$.

Results are further interpreted using coefficients of determinants (R^2), F-Statistic values and Beta values (β). The use of R^2 helps to determine changes in dependent variables as influenced by changes in independent variables; with high values depicting higher powers of the model (Warne, 2011). On the other hand, β is used to determine the positive or negative effect of the independent variable on the dependent variable (Donnelly & Verkuilen, 2017). Discussions invoke an integrated interplay of context and appropriate literature along specific objectives of the study.

Thus, the section that follows discusses and presents tests of hypotheses on the relationship between shared leadership and Board performance and, the moderating effect of leadership self-efficacy on this relationship.

Shared Leadership and Board Performance

Shared leadership implies the etiquettes that inform division of labour, delegation of roles and promotion of ethos of collective responsibility to attain effective functionality of the executive (Wu & Chen, 2018). Whereas the concept of shared leadership has, to some extent, been examined in contemporary organisations, this study seeks to appreciate its presence in social enterprises notably, Faith Based SACCOS in Uganda.

Particularly, this section examines obtained results along the first objective of the study, which is to establish the influence of shared leadership on Board performance of FBSs in Uganda. The objective has a related hypothesis H_1 that states that H_1: shared leadership does not significantly influence Board performance in FBSs in Uganda. This hypothesis has five sub-hypotheses namely:

H_{01}a: Reflecting reputable personal behaviour does not significantly influence Board performance in FBSs in Uganda

H_{01}b: Setting and promoting the vision does not significantly influence Board performance in FBSs in Uganda

H_{01}c: Fostering creativeness does not significantly influence Board performance in FBSs in Uganda

H_{01}d: Applying emotional intelligence does not significantly influence Board performance in FBSs in Uganda

H_{01}e: Motivating others does not significantly influence Board performance in FBSs in Uganda

The subsequent discussion concerns examining the independent and combined effects of each and all leadership practices on Board performance of FBSs in Uganda.

Reflecting Reputable Personal Behaviour and Board Performance

Reflection of reputable personal behaviour concerns leaders' practice of activities that can help them to be desired and emulated by their followers. It involves consistent reflection of good personal example and using extra energy to galvanise followers' efforts to realise the firm's objectives (Gill & Caza, 2015). To establish the influence of the practice of reflecting reputable personal behaviour on Board performance of FBSs in Uganda, a sub hypothesis itemised as H_1a: reflecting reputable personal behaviour does not significantly influence Board performance in FBSs in Uganda, was tested. Results of the test are presented in Table 4.13.

Results contained in Table 4.13 show that the practice of reflecting reputable personal behaviour correlates with Board performance up to 0.410, which reflects a positive but moderately weak relationship. Results further indicate that 16.8% variation in Board performance is explained by activities that Board members carry out to mirror reputable personal behaviour.

Table 4.13: Independent Influence of Personal Behaviour on Board Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.410a	0.168	0.153	0.36417

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	8.773	6	1.462	11.025	.000b
	Residual	43.366	327	0.133		
1	Total	52.139	333			

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Stand. Coeff. Beta	T	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
	(Constant)	2.488	.244		10.186	.000		
	Personal responsibility	.043	.037	.060	1.148	.252	.916	1.091
	Code of conduct	.050	.025	.108	1.998	.046	.874	1.144
	Obligations & Commitments	.113	.023	.262	4.822	.000	.862	1.161
	Performance appraisal	.017	.028	.032	.619	.536	.974	1.027
	Set principles	.072	.027	.142	2.685	.008	.909	1.100
1	Leadership effectiveness	.059	.031	.099	1.868	.063	.904	1.106

a. Predictors: (Constant), Personal responsibility, Code of conduct, Obligations and commitments, Performance appraisal, Set principles, Leadership effectiveness
b. Dependent Variable: Board Performance

Source: Field data (2020)

Test results reveal positive effects of all the activities involved in the practice of reflecting reputable personal behaviour as shown in the following equation:

$$BP = 2.488 + 0.060PR + 0.108CC + 0.262OC + 0.032PA + 0.142SP + 0.099LE$$

Where BP = Board Performance, PR = Personal Responsibility, CC = Code of Conduct, IO = Obligations and Commitments, PA = Performance Appraisal, SP = Set Principles, LE = Leadership Effectiveness.

Coefficients in the equation mean that a unit change in the Board members' ability to take personal responsibility, ensure that others understand the code of conduct, meet their obligations and commitments, encourage performance appraisal, work around set principles and ensure leadership effectiveness results in positive change of 0.043, 0.050, 0.113, 0.017, 0.072 and 0.059 in Board performance respectively.

Worth noting from the results in Table 4.13 are revelations that Board members tend to be highly involved in the activity of ensuring that they meet their obligations and commitments (β=0.113, T=4.822) but are not necessarily in the habit of encouraging others to appraise their performance with no reservations (β=0.017, T=0.619, p= 0.536). These results are indicative of the normal expectations for Board leaders to reflect best possible examples that are professional, ethical and worthy of emulation by members of their SACCOS. They are also in tandem with literature that presents the practice of reflecting reputable personal behaviour as strongly embedded in the manner in which Board members are perceived as role models by their followers (Jordan et al., 2015).

Based on the results from the test, the relationship between the practice of reflecting reputable personal behaviour and Board performance is statistically significant (Higher F-value, $p<0.05$). Thus, sub hypothesis H_1a is not supported and is, therefore rejected. Results clearly show that leaders' undertaking of activities that help them reflect reputable personal behaviours are essential in ensuring the overall performance of Boards in FBSs.

Setting and Promoting the Vision and Board Performance

The perception that leaders' ability to set and promote the vision is a good practice for the realisation of effective leadership stems from its capacity to galvanise available human resources towards achieving a common goal. This is generally visible in the activities that leaders undertake on a daily basis to formulate the strategic direction of the

SACCOS, working towards its development and relentlessly spurring others towards realising its vision, goals and long-term interests (Kohles et al., 2015).

To establish the influence of the practice of setting and promoting the vision on Board performance of FBSs in Uganda, a sub hypothesis catalogued as H_1b: the practice of setting and promoting the vision does not significantly influence Board performance in FBSs in Uganda is tested. Results are contained in Table 4:14 and discussed thereafter.

Table 4.14: Independent Influence of Setting and Promoting the Vision on BP

Model Summary								
Model		R	R Square		Adjusted R Square		Std. Error of the Estimate	
1		.442[a]	.195		.181		.35819	
ANOVA								
Model		Sum of Squares			Mean Square	F	Sig.	
	Regression	10.184		6	1.697	13.228	.000[b]	
	Residual	41.955		327	.128			
1	Total	52.139		333				
Coefficients								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Err	Beta	T	Sig.	Tolera	VIF
	(Constant)	2.162	.232		9.323	.000		
	Strategic direction	.107	.025	.227	4.280	.000	.872	1.147
	Optimistic performance	.064	.030	.108	2.097	.037	.927	1.078
	New developments	.102	.029	.186	3.576	.000	.908	1.102
	Individual interests	.082	.028	.151	2.951	.003	.939	1.065
	Vision setting	-.025	.025	-.052	-.998	.319	.913	1.095
1	Goals promotion	.086	.033	.135	2.587	.010	.905	1.104

a. Predictors: (Constant), Strategic direction, Optimistic performance, New developments, Individual interests, Vision setting, Goals promotion

b. Dependent Variable: Board Performance

Source: Field data (2020)

Results show that the practice of setting and promoting the vision correlates with Board performance up to 0.442, which reflects a positive but moderately weak relationship. The findings further indicate that 19.5% variation in Board performance can be explained by activities undertaken by Boards to set and promote the vision of the SACCOS. There are positive effects of all the activities involved in the practice of setting and promoting the vision apart from that of participating in setting the vision as the following equation shows:

$$BP = 2.162 + 0.227SD + 0.108OP + 0.186ND + 0.151II - 0.052VS + 0.135GP$$

Where BP = Board Performance, SD = Strategic Direction, OP = Optimistic Performance, ND = New Developments, II = Individual Interests, VS = Vision Setting, GP = Goals Promotion

Coefficients in the equation mean that a unit change in the Board members' ability to formulate a strategic direction, remain optimistic about the Board's work, look for new developments, engage with members to assure their individual interests and, promote goals and purpose of the SACCOS causes a positive change of 0.107, 0.064, 0.102, 0.082 and 0.086 in Board performance respectively. Yet, a unit change in the activity of participating in setting the SACCOS' vision results in a negative change of 0.052 in Board performance (Table 4.14).

The findings indicate that Board members are more involved in the activity of formulating strategic directions (β = 0.107, T = 4.280) as a means of setting and promoting the vision of the SACCOS. This is in line with general philosophy of SACCOS where members are more likely to embrace and sustain interest in its activities because of the exciting and optimistic future they envisage (Otieno et al., 2015). On the other hand, Boards' low levels of involvement in setting the vision of the SACCOS (β = -0.025, T = -0.998) may be explained by the institutionalised nature of SACCOS where mandates and visions are reflective of policies and rules contained in the government's policies and own regulations in their by-laws.

Grounded in the results from the test, the relationship between the practice of setting and promoting the vision and Board performance is statistically significant. Thus, sub hypothesis H_1b is not supported and is, therefore rejected. Results confirm that Board members' pursuit of the practice of setting and promoting the vision is essential in realising effective Board performance in FBSs in Uganda.

Fostering Creativeness and Board Performance

Leaders' practice of fostering creativeness is aligned to their aptitude to study the external environment, determine opportunities from it and integrate the same within their internal processes (Serban & Roberts, 2016). It hinges on the idea of benchmarking with successful enterprises within the same sector with the ultimate goal of utilising the adopted knowledge towards achieving competitive advantage (Chareonwongsak, 2017).

To establish the influence of the practice of fostering creativeness on Board performance of FBSs in Uganda, a sub hypothesis specified as $H1_c$: the practice of fostering creativeness does not significantly influence Board performance in FBSs in Uganda was tested. Results are presented in Table 4.15.

Results from the test show that the practice of fostering creativeness correlates with Board performance up to 0.318, which reflects a positive but weak relationship. They further indicate that only 10.1% variation in Board performance is explained by activities that Boards carry out to foster creativeness in their respective SACCOS. Nevertheless, results indicate positive effects of the indicators of the practice of fostering creativeness apart from that of members' ability to improve their leadership skills as publicised in the following equation:

$$BP = 2.988 - 0.064LS + 0.081NW + 0.174B + 0.214PM + 0.065NBP + 0.018RI$$

Where BP = Board Performance, LS = Leadership Skills, NW = New Ways,
B = Benchmarking, PM = Past Mistakes, NB = New Business Plans, RI = Risky Investments.

Table 4.15: Independent Influence of Fostering Creativeness on BP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.318[a]	.101	.085	.37859

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	5.269	6	.878	6.127	.000[b]
	Residual	46.870	327	.143		
1	Total	52.139	333			

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
	(Constant)	2.988	.225		13.265	.000		
	Leadership skills	-.038	.033	-.064	-1.159	.247	.899	1.113
	New ways	.058	.040	.081	1.459	.145	.890	1.123
	Benchmarking	.080	.026	.174	3.082	.002	.861	1.161
	Past mistakes	.098	.025	.214	3.958	.000	.939	1.065
	New business plans	.033	.028	.065	1.168	.244	.900	1.111
1	Risky investments	.006	.020	.018	.303	.762	.815	1.228

a. Predictors: (Constant), Leadership skills, New ways, Benchmarking, Past mistakes, New business plans, Risky investments
b. Dependent Variable: Board Performance

Source: Field data (2020)

Coefficients in the equation mean that a unit change in the activities of encouraging others to come up with new ways, benchmarking, learning from past mistakes, planning for new business undertakings and pushing for risky investments causes positive changes of 0.058, 0.080, 0.098, 0.033 and 0.006 in Board performance respectively. Yet, the result also show that a unit change in Boards' activity of improving members' leadership skills results in a negative change of 0.038 in Board performance (Table 4.15).

Notably, results reflect more involvement of Boards in engaging others to learn from past mistakes (β = 0.098, T = 3.958) but are less so in trying to improve their leadership skills and abilities (β = -0.038, T = -1.159). These results are particularly in line with the principles of cooperative societies of independence and autonomy and education, training and information sharing (ICA, 2017). The gist of such principles is to ensure the uniqueness of each SACCOS since formation of such an entity is based on the sameness rather than diversity of individual members that make it.

The results from the tests indicate that the relationship between the Board members' practice of fostering creativeness and Board performance is not statistically significantly (Low F-value). Thus, basis on this basis, sub hypothesis H_1c is supported and therefore, accepted. The test findings explicitly show that Board members' active involvement in activities that help them foster creativeness does not result in their realisation of high levels of Board performance in their respective FBSs.

Applying Emotional Intelligence and Board Performance

The practice of applying emotional intelligence revolves around the leadership concepts of motivation and, knowledge-transfer and sharing. It is considered an effective leadership practice because it helps active leaders to groom others into new ones while fostering good dyadic relationships, enabling sustainable social harmony and managing group politics (Shrestha & Baniya, 2016).

To establish the influence of the practice of applying emotional intelligence on Board performance of FBSs in Uganda, a sub hypothesis itemised as H_1d: the practice of applying emotional intelligence does not significantly influence Board performance in FBSs in Uganda was tested. Results are presented in Table 4:16 and discussed accordingly.

Findings indicate that the practice of applying emotional intelligence correlates with Board performance up to 0.438, which reflects a positive but moderately weak relationship. Test results indicate that the activities that Board members involve in to ensure they apply their emotional intelligence account for 19.1% variation in the overall performance of their Boards (Table 4.16).

Table 4.16: Independent influence of applying emotional intelligence on BP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.438[a]	.191	.177	.35906

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	9.980	6	1.663	12.902	.000[b]
	Residual	42.158	327	.129		
1	Total	52.139	333			

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	T	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
	(Constant)	2.068	.240		8.604	.000		
	Cordial relationships	.060	.020	.154	2.977	.003	.927	1.078
	Listen to others	-.050	.037	-.077	-1.344	.180	.752	1.329
	Self-esteem	.118	.034	.181	3.473	.001	.913	1.095
	Support decisions	.181	.039	.243	4.608	.000	.890	1.124
	Workplace freedom	.043	.033	.072	1.297	.195	.808	1.237
1	Develop confidence	.088	.024	.188	3.739	.000	.974	1.026

a. Predictors: (Constant), Cordial relationships, listen to others, Self-esteem, Support decisions, Workplace freedom, Develop confidence
b. Dependent Variable: Board Performance

Source: Field data (2020)

Test results reveal positive effects of the activities of the practice of applying emotional intelligence except that of members' ability to listen to other people's views that reflects a negative effect as the following equations show:

$$BP = 2.068 + 0.154CR - 0.077LO + 0.181SE + 0.243SD + 0.072WF + 0.188DC$$

Where BP = Board Performance, CR = Cordial Relationships, LO = Listen to Others, SE = Self Esteem, SD = Support Decisions, WF = Workplace Freedom, DC = Develop Confidence

Coefficients in the equation mean that a unit change in the activities of developing cordial relationships, treating others with self-esteem, supporting decisions that others make, creating workplace freedom for decision-making and helping others develop confidence in their work results in positive changes of 0.060, 0.118, 0.181, 0.043 and

0.088 in Board performance respectively. On the other hand, a unit change in the activity of listening to other people's views causes a negative change of 0.050 in Board performance (Table 4.16).

Results reveal that Board members find it easy to support and appreciate decisions that other people make on their own (β = 0.181, T = 4.608) but are not necessarily keen on listening to other members' points of view concerning SACCOS' work (β = -0.050, T = -1.344). The need for members to support decisions by others is in line with the principle of democracy and the principal goal of SACCOS to reach consensus on all issues (Garcia-Meca et al., 2015). This is also the reason why some Board members may not listen and entertain diverse views from others as this might lead to unnecessary debate and failure to arrive at unanimity on particular issues.

Anchored on the results from the test, the relationship between the practice of applying emotional intelligence and Board performance is statistically significant. Thus, sub hypothesis H_1d is not supported and is, therefore rejected.

Motivating Others and Board Performance

There is strong indication that a leader who can motivate others possesses high levels of emotional intelligence, cultural intelligence, self-confidence and personal mastery (Mutha & Srivastava, 2021). Such a leader normally and generally finds it easy to encourage and promote celebration of good performance, cheer and praise members who use their skills and support the rewarding of those that exhibit commitment. Motivating leaders applaud those that successfully accomplish their tasks and are appreciative of other members' contributions towards achieving a common goal.

This is considered critical to raising the moral, confidence and self-esteem of others and motivating their desire to perform even better than before (Chareonwongsak, 2017). To establish the influence of the practice of motivating others on Board performance of

FBSs in Uganda, a sub hypothesis itemised as H_1e: the practice of motivating others does not significantly influence Board performance in FBSs in Uganda was tested. Results are presented in Table 4.17.

Table 4.17: Independent Influence of motivating others on BP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.322[a]	.103	.087	.37808

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	5.395	6	.899	6.290	.000[b]
	Residual	46.743	327	.143		
1	Total	52.139	333			

Coefficients

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
	(Constant)	2.630	.261		10.095	.000		
	Celebrate performance	.077	.034	.128	2.244	.026	.844	1.185
	Cheer and rejoice	-.021	.018	-.063	-1.130	.259	.895	1.117
	Reward commitment	.040	.026	.085	1.527	.128	.881	1.136
	Recognise members	-.034	.039	-.053	-.862	.389	.722	1.385
	Applause for tasks	.100	.024	.225	4.092	.000	.907	1.102
1	Appreciate other views	.145	.045	.192	3.202	.001	.764	1.310

a. Predictors: (Constant), Celebrate performance, rejoice on skills, Reward commitment, recognise others, Applause for tasks, Appreciate others' views
b. Dependent Variable: Board Performance

Source: Field data (2020)

Tests results show that the practice of motivating others correlates with Board performance up to 0.322, which reflects a positive but weak relationship and that 10.3% variation in Board performance is explained by Boards' activities involved in motivating others. The findings reveal positive effects of the indicators of the practice of motivating others apart from those relating to cheering and rejoicing with those members who use their skills and, publically recognising members who exemplify exceptional commitment, which reflect negative effects as, indicated in the following equation:

$$BP = 2.630 + 0.128CP - 0.063CR + 0.085RE - 0.053RO + 0.225AT + 0.192AE$$

Where BP = Board Performance, CP = Celebrate Performance, CR = Cheer and rejoice, RC = Reward Commitment, RO = Recognise Others, AT = Applause for Tasks, AV = Appreciate Others' Views

Coefficients in the equation mean that a unit change in the activities of celebrating performance, rewarding commitment, applauding others for completed tasks and appreciating other people's views results in positive change of 0.077, 0.040, 0.100 and 0.145 in Board performance respectively. However, results show that a unit change in the activities of cheering and rejoicing with members who use their knowledge and skills and, publicly recognising others for their commitment results in negative effects of 0.021 and 0.034 in Board performance respectively (Table 4.17).

The results demonstrate that Board members are actively involved in motivating each other by applauding those who complete their tasks successfully (β = 1.000, T = 4.092). Yet, they seem less concerned with motivating others through cheering and rejoicing with those who use their skills for the SACCOS' work (β = -0.021, T = -1.130) and recognising others for their commitment (β = -0.034, T = -0.862) (Table 4.17).

Failure of Board members to cheer and rejoice with those who utilise their knowledge and skills and publicly recognising their commitment to the work of the SACCOS may be explained from the perspective of time limits of their leadership tenure. Literature shows that the length of one's leadership term is essential for one to identify, recognise and appreciate others' commitment (Alipour et al., 2017). Yet, Boards have limited tenure within which to appropriately determine, recognise and appreciate the effort and commitment of others. Using the results from the test, the relationship between the practice of motivating others and Board performance is not statistically significant (Low F-value, $p>0.05$). Thus, sub hypothesis H_1e is supported and is, therefore accepted.

Combined Influence of Shared Leadership on Board Performance

The concept of shared leadership in this study has been examined along the leaders' practice of reflecting reputable personal behaviour, setting and promoting the vision, fostering creativeness, applying emotional intelligence and, motivating others. However, literature tends to indicate that no single practice of shared leadership can singularly enable Boards achieve effective performance (Fransen et al., 2018; Guenter et al., 2017; Hoch & Dulebohn, 2017). It is along this view that the study examines the combined influence of shared leadership on the performance of Boards in FBSs in Uganda.

Consequently, the study establishes the combined influence of shared leadership practices on Board performance by testing the hypothesis: H1: Shared leadership does not significantly influence Board performance in FBSs in Uganda. Results are contained in Table 4.18.

Table 4.18: Combined influence of shared leadership on BP

Model		R	R Square	Adjusted R Square	Std. Error of estimate	Durbin -Watson
1		0.612a	0.375	0.313	0.33175	1.913
ANOVA						
Model		Sum	Df	Mean Square	F	Sig.
1	Regression	19.981	30	.666	6.052	.000[b]
	Residual	33.347	303	.110		
	Total	53.328	333			
Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficient	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.997	.348		2.861	.005
	Reflecting reputable personal behaviour	.073	.183	.191	3.181	1.081
	Setting and promoting the vision	.247	.199	.425	7.079	1.282
	Fostering creativeness	-.008	.185	-.028	-.365	1.602
	Applying emotional intelligence	.245	.217	.440	7.159	2.255
	Motivating others	.127	.206	.143	2.177	1.208

a. Predictors: (Constant), Reflecting reputable personal behaviour, Setting and promoting the vision, Fostering creativeness, Applying emotional intelligence, Motivating others
b. Dependent Variable: Board Performance

Source: Field data (2020)

Results show that combined practices of shared leadership correlate with Board performance up to 0.612, which is indicative of a positive and strong relationship. They reveal that a 37.5 percent variation in Board performance is explained by Board members' pursuance of shared leadership practices as a combination. Test results reveal relationships as shown in the following equation:

$$BP = .997 + 0.191PB + 0.425SV - 0.028FC + 0.440EI + 0.143MO$$

Where BP = Board Performance, PB = Reflecting reputable Personal Behaviour, SV = Setting and promoting the Vision, FC = Fostering Creativeness, EI = Applying Emotional Intelligence, MO = Motivating Others

Findings show that all practices that leaders undertake to share their leadership have positive influence on Board performance except that of fostering creativeness. Coefficients in the equation mean that a unit change in reflecting reputable personal behaviour, setting and promoting the vision, applying emotional intelligence and motivating others results in 0.073, 0.247, 0.245 and 0.127 positive change in Board performance respectively. On the contrary, a unit change in the leaders' practice of fostering creativeness has a 0.008 negative effect on Board performance.

These results mirror the rather controlled environment of SACCOS generally and FBSs in particular where institutional values, national policies and universal principles on cooperatives may not enable them to engage in new and creative undertakings (Cheney et al., 2014; ICA, 2015a; Tukamuhebwa et al., 2022b). These outcomes are also reminiscent of the ideology of cooperation where the need for sustainable social cohesion transcends the desire to pursue innovative means to manage, lead or enforce arbitrary changes (Carter et al., 2015)

Based on the results from the test, the relationship between shared leadership and Board performance is statistically significant and Hypothesis H_1 was not supported

($p>0.05$) and is, therefore rejected. Results clearly show that performance of Boards in FBSs in Uganda becomes more effective when leaders share leadership by reflecting reputable personal behaviour, setting and promoting the vision, applying emotional intelligence and, motivating others.

Moderating Role of LSE on the Relationship between SL and BP

Leadership self-efficacy revolves around the leaders' beliefs in their ability to successfully undertake tasks with humility, dexterity and complete confidence (Ninkovic & Floric, 2018). It resonates leaders' reflection of ethical dispensation and portrayal of skills and competences to lead others, initiate necessary change, manage interpersonal relationships and build group consensus (Barroso-Castro et al., 2016).

There is considerable credence that leaders that will have attained high levels of self-efficacy should reflect similarly higher levels of personal masterly, self-awareness and emotional intelligence (Shrestha & Baniya, 2016). Such characteristics do not only help leaders to sustainably share leadership with others but are also a recipe for attaining excellent group success and Board performance (Chareonwongsak, 2017).

The study reflects on the nature of LSE in the context of FBSs in Uganda with emphasis on how its possession or lack of it by Board members moderates the relationship between shared leadership and Board performance in these entities.

This section examines results along the second objective of the study, which is concerned with establishing whether leadership self-efficacy moderates the relationship between shared leadership and Board performance of FBS in Uganda. The objective has a related hypothesis H_2 that states that H_2: leadership self- efficacy does not moderate the relationship between shared leadership and Board performance in FBSs in Uganda. This hypothesis has four sub-hypotheses namely:

$H_{02}a$: Starting and leading change does not moderate the relationship between shared leadership and Board performance in FBSs in Uganda

$H_{02}b$: Building and managing interpersonal relationships does not moderate the relationship between shared leadership and Board performance in FBSs in Uganda

$H_{02}c$: Reflecting self-awareness/confidence does not moderate the relationship between shared leadership and Board performance in FBSs in Uganda

$H_{02}d$: Building group consensus does not moderate the relationship between shared leadership and Board performance in FBSs in Uganda

The study tests the moderating effect of LSE on the relationship between shared leadership and Board performance by using its sub-variables of starting and leading change, managing interpersonal relationships, reflecting self-awareness/confidence and, building group consensus.

Starting and Leading Change, Shared Leadership and Board Performance

Proper execution of change initiatives in any organisation is critical to its success and growth (Hyo et al., 2016). It is generally accepted that the onus of realising effective leadership change is a concern of leaders who need to marshal personal effort to champion and fruitfully realise the required change (Bayraktar & Jiminez, 2020). Results on the effect of starting and leading change on the relationship between shared leadership and Board performance in FBSs in Uganda are presented in Table 4:19.

Results in Table 4.19 show similar results for R and R^2 of 0.252 and of 0.502 for models 1 and 2 respectively and reflect p-values of 0.000. The introduction of the moderator variable of starting and leading change does not produce any results, which indicates that it does not play a moderating role in the relationship between shared leadership and Board performance in FBSs in Uganda.

Table 4.19: SL and BP as Moderated by Starting and Leading Change

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics: R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.502[a]	.252	.248	.34321	.252	55.820	2	331	.000	
2	.502[b]	.252	.250	.34271	.000	.048	1	331	.826	2.079

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.150	2	6.575	55.820	.000[b]
	Residual	38.989	331	.118		
	Total	52.139	333			
2	Regression	13.144	1	13.144	111.912	.000[c]
	Residual	38.994	332	.117		
	Total	52.139	333			

a. Dependent Variable: Board performance
b. Predictors: (Constant), Shared Leadership, leading change
c. Predictors: (Constant), Shared Leadership

Source: Field data (2020)

Results in table 4.20 show beta coefficients of moderation of starting and leading change on the relationship between shared leadership and Board performance. Model 1 shows the coefficient of the independent variable and dependent variable. Model 2 reveals the coefficient of the independent variable, moderating variable and dependent variable.

Table 4.20: Coefficients of Moderation of Starting and Leading Change on the Relationship between SL and BP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.465	.237		6.168	.000	.998	1.932		
	Shared Leadership	.583	.055	.502	10.579	.000	.474	.691	1.000	1.000
2	(Constant)	1.456	.241		6.033	.000	.981	1.930		
	Shared Leadership	.589	.062	.507	9.535	.000	.467	.710	.798	1.253
	Leading change	-.005	.023	-.012	-.220	.826	-.051	.041	.798	1.253

a. Dependent Variable: Board performance

Source: Field data (2020)

The relationship between the moderating variable and interaction term does not appear in the results because of the absence of the moderating effect of starting and leading change on the relationship between shared leadership and Board performance.

P = 1.465 + 0.502SL ………………………….. (i)

P = 1.456 + 0.507SL – 0.012SLC ……………. (ii)

In model (i) a unit change in shared leadership leads to 0.502 change in Board performance. In model (ii) a unit change in shared leadership accounts for 0.507 change in Board performance while a unit change in starting and leading change results in 0.012 negative change in Board performance.

These results indicate that whereas shared leadership has a significant effect on Board performance, Board members' ability to start and lead change does not moderate this relationship. Thus, results support hypothesis H_2a, which states that starting and leading change does not moderate the relationship between shared leadership and Board performance in FBSs in Uganda.

These results are not necessarily startling given the context of SACCOS in general and FBSs in particular, where initiation of change that may deviate from the expected norm of operation can be construed as malicious and a danger to attainment of group consensus (Roelants & Salvador, 2020). Moreover, the fact that SACCOS are institutionalised along several layers of governance portends to difficulty in promoting change that may be considered foreign to their laws and principles (Noble & Ross, 2021).

Managing Interpersonal Relationships, Shared Leadership and BP

Board members' capacity to manage interpersonal relationships stems from the presumption that leaders who portray excellent people management skills are capable of galvanising available human resources towards sustainable organisational success (Hoch

& Dulebohn, 2017). Such leaders are normally able to establish and maintain sustainable dyadic and group relationships and find it easy to communicate and spur their followers towards embracing their visions.

The study sought to appreciate whether Board members' ability to build and manage interpersonal relationships has a moderating effect on the relationship between shared leadership and Board performance. Results are presented along the sub-hypothesis H_2b, which states H_2b: Building and managing interpersonal relationships does not moderate the relationship between shared leadership and Board performance in Uganda. Results are exhibited in Table 4.21.

Table 4.21: SL and BP as Moderated by Managing Interpersonal Relations

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics: R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.502[a]	.252	.250	.34271	.252	111.912	1	332	.000	
2	.530[b]	.281	.277	.33651	.029	13.352	1	331	.000	2.110

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.144	1	13.144	111.912	.000[b]
	Residual	38.994	332	.117		
	Total	52.139	333			
2	Regression	14.656	2	7.328	64.714	.000[c]
	Residual	37.482	331	.113		
	Total	52.139	333			

a. Dependent Variable: Board Performance
b. Predictors: (Constant), Shared Leadership
c. Predictors: (Constant), Shared Leadership, Inter personal

Source: Field data (2020)

Results on the moderating role of building and managing interpersonal relationships between shared leadership and Board performance show R^2 values of 0.252 and 0.281 for models 1 and 2 respectively and, p-values of 0.000 for both models. The introduction of the moderator variable of building and managing interpersonal relationships does not have any interaction effect since it brings forth no results (Table 4.21).

The moderating role of building and managing interpersonal relationships on the relationship between shared and Board performance was further examined using beta coefficients (Table 4.22). The emerging relationships are reflected in these equations:

P = 1.465 + 0.502SL ……………………….………. (i)

P = 1.099 + 0.433SL + 0.184MIR …..………….. (ii)

In model (i) a unit change in shared leadership results in 0.502 change in Board performance. In model (ii), a unit change in shared leadership leads to 0.433 change in Board performance while a unit change in managing interpersonal relationships results in dismal 0.184 change in Board performance (Table 4.22). These results indicate a significant relationship between shared leadership and Board performance but no moderating effect of managing interpersonal relations on this relationship.

Table 4.22: Coefficients of Moderation of Managing Interpersonal Relationships on the Relationship between SL and BP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Conf. Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower	Upper	Tole	VIF
1	(Constant)	1.465	.237		6.168	.000	.998	1.932		
	Shared Leadership	.583	.055	.502	10.579	.000	.474	.691	1.000	1.000
2	(Constant)	1.099	.254		4.332	.000	.600	1.598		
	Shared Leadership	.503	.058	.433	8.612	.000	.388	.618	.859	1.164
	Interpersonal Relation	.166	.046	.184	3.654	.000	.077	.256	.859	1.164

a. Dependent Variable: Board Performance
b. Predictors: (Constant), Shared Leadership
c. Predictors: (Constant), Shared Leadership, Interpersonal Relationships

Therefore, results from the study support hypothesis H_2b, which states building and managing interpersonal relationships does not moderate the relationship between shared leadership and Board performance in FBSs in Uganda. These results are however, surprising since Board members' ability to reflect good interpersonal relationships with fellow members would be considered significant to their capacity to engage with them and agree on particular matters of interest to the SACCOS (Bernerth & Hirschfeld, 2017).

Reflection of self-awareness/confidence, shared leadership and BP

Possession and reflection of self-awareness and confidence by leaders is considered a critical ingredient towards their sustainable undertaking of honest engagements with others with credible power and authority (Yang et al., 2017). It is considered a great asset for Board members to identify and apply their strengths while acknowledging their weakness and, undertake tasks with confidence and proactively engage with others. Self-awareness enables leaders to use available resources to manage emerging situations and, stand by their leadership philosophies in all circumstances.

The study undertook to determine the role that Board members' ability to reflect self-awareness and confidence has on the relationship between shared leadership and Board performance. The outcomes are presented in Table 4.23.

Table 4.23: SL and BP as Moderated by Reflection of Self-awareness

Model Summary[c]

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	.502[a]	.252	.250	.34271	.252	111.912	1	332	.000	
2	.538[b]	.289	.285	.33458	.037	17.347	1	331	.000	2.051

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.144	1	13.144	111.912	.000[b]
	Residual	38.994	332	.117		
	Total	52.139	333			
2	Regression	15.086	2	7.543	67.385	.000[c]
	Residual	37.052	331	.112		
	Total	52.139	333			

a. Predictors: (Constant), Shared Leadership
b. Predictors: (Constant), Shared Leadership, Self-awareness
c. Dependent Variable: Board performance

Source: Field data (2020)

Results in Table 4.23 show R^2 of 0.252 and 0.289 for models 1 and 2 respectively. Both models indicate p-values of 0.000 and show no values for the interaction effect. Results show that the introduction of the moderator variable of reflection of self-awareness and confidence is not significant to the relationship between shared leadership and Board performance in FBSs in Uganda.

Results to determine coefficients of moderation of self-awareness and confidence on the relationship between shared and BP show that model 1 reflects coefficients of the independent variable and dependent variable. Model 2 shows coefficients of the independent variable, moderating variable and dependent variable (Table 4.24).

Table 4.24: Coefficients of Moderation of Self-awareness on the Relationship between SL and BP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.465	.237		6.168	.000	.998	1.932		
	Shared Leadership	.583	.055	.502	10.579	.000	.474	.691	1.000	1.000
2	(Constant)	1.129	.245		4.598	.000	.646	1.612		
	Shared Leadership	.454	.062	.391	7.313	.000	.332	.576	.751	1.331
	Self-awareness	.206	.050	.223	4.165	.000	.109	.304	.751	1.331

a. Dependent Variable: Board Performance

Source: Field data (2020)

The relationship between shared leadership and Board performance and the moderating role of showing self-awareness are exemplified in the following equations:

P = 1.465 + 0.502SL…………………………………………. (i)

P = 1.129 + 0.391SL + 0.223SAC ………………………….. (ii)

In model (i), a unit change in shared leadership leads to 0.502 change in Board performance. In model (ii), a unit change in shared leadership leads to 0.391 change in Board performance while a unit change in the reflection of self-awareness results in a unit change of 0.223 in Board performance.

These results indicate a significant relationship between shared leadership and Board performance. However, the moderating role of Board members' ability to show self-awareness and confidence is not significant in this relationship. Thus, the sub-hypothesis that reflection of self-awareness and confidence does not moderate the relationship between shared leadership and Board performance is supported. The results are in tandem with the reality of FBSs in particular and, SACCOS in general that the leaders' capacity to reflect self-awareness / confidence may be sacrificed at the expense of the need by Board members to reach consensus on major decisions.

Building Group Consensus, Shared Leadership and Board Performance

The need for leaders in SACCOS to build group consensus is essential to their attainment of sustainable growth and development. It is critically so due to the institutionalised nature of these groups and team dynamics that usually require consensus on all decisions if these are to be accepted by members (Bernerth & Hirschfeld, 2017). As social organisations, SACCOS rely on the goodwill of their members and thus, the need for Boards to assure the attainment of social group harmony.

The study establishes the moderating role of leaders' ability to build group consensus on the relationship between leadership and Board performance. Results are contained in Table 4.25.

The results contained in Table 4.25 show R^2 of 0.252 and 0.298 for models 1 and 2 respectively. Both models indicate p-values of 0.000 and show no values for the interaction effect. Results show that the introduction of the moderator variable of building group consensus is not significant to the relationship between shared leadership and Board performance in FBSs in Uganda.

Table 4.25: SL and BP as Moderated by Building Group Consensus

Model Summary[c]

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	.502[a]	.252	.250	.34271	.252	111.912	1	332	.000	
2	.546[b]	.298	.294	.33245	.046	21.808	1	331	.000	2.114

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.144	1	13.144	111.912	.000[b]
	Residual	38.994	332	.117		
	Total	52.139	333			
2	Regression	15.555	2	7.777	70.367	.000[c]
	Residual	36.584	331	.111		
	Total	52.139	333			

a. Predictors: (Constant), Shared Leadership
b. Predictors: (Constant), Shared Leadership, Consensus
c. Dependent Variable: Board Performance

Source: Field data (2020)

Results in Table 4.26 show beta coefficients of moderation of building group consensus on the relationship between SL and Board performance. Model 1 shows the coefficient of the independent variable and dependent variable while model 2 reflects the coefficient of the independent variable, moderating variable and dependent variable.

Table 4.26: Coefficients of moderation of building group consensus on the relationship between SL and BP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.465	.237		6.168	.000	.998	1.932		
	SL	.583	.055	.502	10.579	.000	.474	.691	1.000	1.000
2	(Constant)	1.316	.233		5.658	.000	.858	1.773		
	SL	.451	.060	.389	7.466	.000	.332	.570	.782	1.278
	Consensus	.178	.038	.243	4.670	.000	.103	.253	.782	1.278

a. Dependent Variable: Board Performance

Source: Field data (2020)

The relationship between shared leadership and Board performance and the moderating role of building group consensus are reflected in the following equations:

P = 1.465 + 0.502SL…………………………………………. (i)

P = 1.316 + 0.389SL + 0.243BGC ………………………….. (ii)

In model (i), a unit change in shared leadership leads to 0.502 change in Board performance. In model (ii), a unit change in shared leadership leads to 0.389 change in Board performance while a unit change in self-awareness results in a 0.243 change in Board performance (Table 4.26). The relationship between the moderating variable and interaction term does not appear in the results because of the absence of the moderating effect of building group consensus on the relationship between shared leadership and Board performance.

These results are not necessarily surprising given the context of research where initiating any type of change may be construed as deviating from stated principles of SACCOS, which are more aligned to achieving consensus on all issues (Roelants & Salvador, 2020). Moreover, the fact that SACCOS are institutionalised along several layers of governance portends to difficulty in promoting changes that may not be in line with the status quo (Chesley & Wylson, 2016).

Chapter Summary

The chapter has analysed, interpreted and presented findings from the quantitative and qualitative researches undertaken. This has been undertaken through a triangulation technique. Whereas quantitative data has been analysed and presented in form descriptive and inferential statistics, qualitative data has been analysed thematically. Both sets of data have been integrated to enhance the validity, reliability and quality of findings.

Specifically, the chapter has presented and interpreted findings on the concepts of the study independently and collectively. Thus, independent tests and findings have been presented on the independent and combined influences of shared leadership and LSE on Board performance. Results of the tests of hypotheses have also been examined.

CHAPTER FIVE: SUMMARY, FINDINGS, IMPLICATIONS, CONCLUSIONS AND AREAS OF FURTHER RESEARCH

This chapter presents a summary of findings from the quantitative and qualitative research in line with the data collected and analysed. It examines the implications of these results on the specific context of FBSs and the general leadership environment of SACCOS in Uganda. It presents conclusions drawn from results obtained and offers commensurate recommendations in line with available literature on the concepts of shared leadership, LSE and Board performance. The chapter looks at possible areas of further research along identified gaps in literature on the concepts of study and challenges identified in the findings within the context of the study.

Summary of findings

The study was undertaken to determine the influence of shared leadership on Board performance in FBSs in Uganda and the moderating role of leadership self-efficacy in this relationship. The study rotated around two dimensions. The first one was concerned with examining the influence of shared leadership on Board performance while the second aspect sought to determine the moderating role of LSE on this relationship. The summary of findings was presented along these parameters.

Significance of Shared Leadership on Board Performance (H_1)

The study used quantitative data to test and prove the hypothesis that ‘shared leadership does not have a significant influence on Board performance in FBSs in Uganda.’ This was achieved by examining the degree to which shared leadership practice influenced Board performance indicators of managing internal processes, carrying out control tasks and undertaking strategy tasks.

Leadership practice was exemplified through leaders’ ability to reflect reputable personal behaviour, set and promote the vision, foster creativeness, apply emotional intelligence and motivate others. Results on the independent and combined influence of these leadership practices showed significant relationships will all indicators of Board performance. The results, therefore, rejected the null hypothesis that shared leadership did not have a significant relationship with Board performance in FBSs in Uganda.

Significance of reflecting reputable personal behaviour to BP ($H1_a$)

Results revealed significant relationships between the leadership practice of reflecting reputable personal behaviour and most indicators of Board performance. Findings showed that Boards were more engaged with control tasks compared to managing internal processes and undertaking strategy tasks. Board members normally managed internal processes, undertook strategy tasks by following through on their obligations to others, and carried out control tasks mostly through taking personal responsibility for their actions.

These results were significant to the appreciation of the roles of Boards in FBSs, which were aligned more towards managerial functions rather than operational ones. The findings reflected the reality of the leadership and management structure of SACCOS where functions of the Secretariat were supposed to differ from those of the Board.

Moreover, the findings evoked speculation that it might be hard to realise effective Board performance in FBSs where the function of the Secretariat was dismal or absent. They also raised the question of Board composition where availability of members with diverse knowledge, skills and individual attributes were desirable for the realisation of collaborative skilling and effective knowledge sharing (Kanuthu et al., 2019).

Nevertheless, findings revealed that Board members did not engage in careful scrutiny of information before meetings, which they were hardly available for and, did not provide the required advice on markets. These results tended to concur with the reality on the ground where documentation was found lacking in most of the FBSs. They also aligned to views expressed by Chairpersons and Executives of FBSs in the interviews who considered absenteeism and failure of Boards to hold scheduled meetings as a source of negative energy that did not effectively reflect reputable personal behaviour for others.

Significance of Setting and Promoting Vision and Board Performance ($H1_b$)

Results showed that the leadership practice of setting and promoting the vision was significant to Board performance in FBSs in Uganda. Board members were likely to set and promote the vision by actively participating in formulating strategic directions, enthusing optimism about their work and promoting the goals and purposes for the SACCOS. This was significant to the success of the FBSs because it kept members abreast of the economic well-being of their SACCOS while arousing their interest to remain committed to the philosophy of their organisation.

On the other hand, Board members revealed that they rarely used the internal process of scrutinising information before meetings and did not normally engage in providing advice on market trends to set and promote the vision. This meant that most Boards did not have records of the few meetings they held and had scanty or no institutional memory that subsequent leaders could base on to make decisions.

As reflected in findings from the interview processes, Boards' failure to prepare and take minutes during meetings had far-reaching probabilities of diminishing members' commitment and passion for their SACCOS and could form the basis for their disinterest in Board activities and its consequent failure.

Significance of Fostering Creativeness to Board Performance ($H1_c$)

Results indicated that the leadership practice of fostering creativeness was not so significant to Board performance in FBSs in Uganda. Board members reiterated that they fostered creativeness by encouraging others to come up with new ways to do Board's work and learning from their past mistakes. They were equally active in undertaking benchmarking activities and could plan for new business undertaking. This was a good indicator for sustainability and realisation of growth.

Findings however indicated that members were not active in promoting their individual leadership skills and we unable to undertake risky business investments even when these had good prospects of success. They were also rarely engaged in scrutinising information before meetings, did not divide work according to members' knowledge and competences and were not involved in making plans and budgets for their SACCOS. Members further indicated that they did not offer appropriate advice on market trends and could not initiate strategic proposals.

The significance of these results was that some Boards could be considered ineffective and inefficient because they did not reflect the expectations of those that elected them to these positions of responsibility. Failure to work outside expected boundaries and take risks on investments meant that FBSs were only left with their mandated obligation of sourcing from and lending funds to their members. This tended to restrict creativity of members to introduce new products and services, which would help FBSs realise profitability and ensure their sustainable growth.

Significance of Applying Emotional Intelligence to Board Performance ($H1_d$)

Findings showed that the leadership practice of applying emotional intelligence was significant to Board performance in FBSs in Uganda. In particular, members applied their emotional intelligence by supporting and appreciating decisions made by others, listening to diverse views, treating members with self-esteem and helping others to develop confidence in their abilities to accomplish given tasks. Boards were always concerned and ensured that most knowledgeable members used their knowledge during meetings. They also applied their emotional intelligence by being active in controlling and evaluating strategic decisions and, initiating strategic proposals.

Board members, however, did not apply emotional intelligence through pursuance of cordial relationships and creating workplace environments that allowed members freedom to make their own decisions. They were also not usually concerned with knowing their fellow members' competences well, engaging in conflicts about members' interests and, providing advice on market trends. This meant that there was no utilisation of available individual resources such as knowledge and skills. It further meant that Boards did not acquire new knowledge from their peers and were therefore, unable to mitigate risks that needed such expertise.

Significance of Motivating Others to Board Performance ($H1_e$)

Findings indicated that the relationship between the leadership practice of motivating others and Board performance in FBSs in Uganda was not significant. Board members normally motivated others by appreciating their views, ensuring that committed members were recognised and rewarded and, promoting the celebration of good performance. This was particularly important to realising commitment and support for the Board and the work of the SACCOS since it encouraged them to do more and desire to perform better at their tasks.

Nevertheless, Board members tended to be less involved in the activities of applauding members who successfully accomplished their tasks and cheering those who used their knowledge and skills to do Board's work. This was not surprising since members did not know each other's competences in the first place. It, however, meant that individuals' competences could not be tapped into since their contributions would not be appreciated. It also aroused the challenge of voluntarism, which could be the reason why Board members tended to reflect negative energy for activities of the SACCOS.

Influence of LSE on the Relation between SL and Board Performance (H_2)

The study undertook to examine the moderating role played by leadership self-efficacy in the relationship between shared leadership and Board performance. Results of the study tended to support the hypothesis that LSE had no significant role in the relationship between shared leadership and Board performance of FBSs.

Influence of Starting and Leading Change ($H2_a$)

Results showed that Board members' behaviour of starting and leading change did not moderate the relationship between shared leadership and Board performance. Board members did not usually engage in the behaviour of starting and leading change to manage internal processes, carry out control tasks and undertake strategy tasks.

Moreover, whereas Board members were sometimes able to change certain things, they nevertheless found it hard to change members' attitudes and behaviours and were normally unable to set new directions for the group. Results further established that Board members did not usually involve themselves in following up and reassessing investments and establishing plans and budgets.

Findings from the interviews also tended to show that Boards found it hard to start and lead critical change. The significance of these results was that without necessary changes, Boards were inclined to miss on new business opportunities for their SACCOS and thus render their performance ineffective.

Influence of Managing Interpersonal Relationships ($H2_b$)

Board members said that they made sure that they usually established very good relationship with others to manage internal processes, carry out control tasks and undertake strategy tasks. They, however seemed to find it hard to communicate with others going straight to the point and successfully manage group relationships.

Board members reflected that they did not normally have to manage interpersonal relationships when dealing with conflicts on decision processes and those concerning the interests of the SACCOS' members. This was contrary to common understanding on the concepts of negotiation and conflict resolution where effective conflict management was hugely hinged on good communication and management of relations involved (Coleman et al., 2014). Overall, results revealed that the Board members' ability to manage interpersonal relationships did not moderate the relationship between shared leadership and Board performance.

Influence of Reflecting Self-awareness/Confidence ($H2_c$)

Results indicated that Board members generally behaved in a manner that reflected self-awareness and confidence in managing internal processes and carrying out control tasks and strategy tasks. In particular, Board members tended to use their experience and competences to help others and stood by their beliefs and values as they managed internal processes and carried out control tasks. They were able to identify their strengths and weaknesses as they undertook strategy tasks.

Nevertheless, findings revealed that Board members did not always reflect self-awareness and confidence in managing internal processes by trying to get the best out of a particular situation. These findings were in line with realty of leadership practice in Board of SACCOS, which toed a consensual approach to undertaking tasks and reaching at decisions. In particular, failure to reflect self-awareness and confidence to manage processes could be aligned to the challenges of competence inadequacy (Mathieu & Kukenberger, 2015).

Findings showed that Boards' ability to reflect self-awareness and confidence did not moderate the relationship between shared leadership and Board performance.

Influence of Building Group Consensus ($H2_d$)

The need for Board members to build group consensus was mediated on the understanding that as social institutions, FBSs survived and thrived because of their ability to reach mutual decisions on most things. Consequently, Board members were emphatic that they normally made sure that others recognised their efforts as they carried out control tasks and undertook strategy tasks towards this achievement. This helped them to lead others with the gained consensus towards effective Board performance.

Yet, some of the Board Chairpersons and SACCOS' Executives that took part in the interviews revealed that it was sometimes hard for them to usually lead with the gained consensus or make other people recognise their efforts. This was mostly due to the many rules and regulations from similarly many stakeholders that they needed to please. For instance, some stakeholders in the parent organisations required preferential treatment, which would be in contravention of policies and by-laws in place.

Whereas results showed that the ability of Board members to reach group consensus was critical to their success as leaders, this, nevertheless, was not found to moderate the relationship between shared leadership and Board performance.

Table 5.1: Summary of Results of Hypotheses

Objective	Hypotheses	Result
Objective 1: To examine the influence of shared leadership on Board performance	H_1: Shared leadership does not have a significant influence on Board performance	Not supported
	$H1_a$: Individual behaviour is not significant to Board performance	Not supported
	$H1_b$: Setting and promoting the vision is not significant to Board performance	Not supported
	$H1_c$: Fostering creativeness is not significant to Board performance	Supported
	$H1_d$: Emotional intelligence is not significant to Board performance	Not supported
	$H1_e$: Motivating others is not significant to Board performance	Supported
Objective 2: To determine the role of LSE on the relationship between shared leadership and Board performance	H_2: Leadership self-efficacy does not moderate the relationship between shared leadership and Board performance	Supported
	$H2_a$: Starting and leading change does not moderate the relationship between shared leadership and board performance	Supported
	$H2_b$: Managing interpersonal relationships does not moderate the relationship between shared leadership and board performance	Supported
	$H2_c$: Reflection of self-awareness and confidence does not moderate the relationship between shared leadership and board performance	Supported
	$H2_d$: Building group consensus does not moderate the relationship between shared leadership and board performance	Supported

Implications of the study

Implication from the study findings were examined in terms of their influence on theory, methodology, leadership practice, individual behaviour and policy.

Implications for Theory

Implications for Stewardship Theory

The stewardship theory was used to understand the concept of shared leadership in FBSs. It was exemplified in the results of the study in terms of the stewards' roles, their motivation to serve and, institutional environments. Results helped to cement beliefs of the stewardship theory that stewards were motivated to serve on FBS Boards by their ultimate desire to lead them to higher performance levels within the resource constraints at their disposal (Pandal & Leepsa, 2017).

Results further showed that Boards pursued and ensured they attained effective communication for individual, social and professional engagements. This was in line with the philosophy of stewardship theory which argued that effective communication was critical for ensuring stakeholder participation and interest (Pressgrove, 2017). Study findings revealed that contrary to the attributes of stewardship theory, Board members were not always able to stand by their morals and principles. Consequently, it could be argued that the fact that Boards did not always hold meetings as expected could be attributed to their voluntary nature of service.

This negated the tenets of the stewardship theory, which opined that stewards were motivated by their interest to serve rather than the pecuniary rewards that would normally be attached to the positions they held. Moreover, findings that Boards relied on the consensus of all members and those of the AGM to make decisions aligned with the stewardship theory's argument that stewards did not possess ultimate power and authority (Rashid, 2018).

Implications for Social Cognitive Theory

The social cognitive theory was deployed to appreciate the concept of LSE of Board members within FBSs in Uganda. It revolved around the belief that individual leaders' behaviours and competences were critical to the effective performance of Boards within the peculiar social context of FBSs (Seibert et al., 2017).

Results showed that individual competences were generally deployed in meetings and were critical to the extent to which leadership was shared and Board performance measured. It was also evident in the findings, which showed that Board performance was achieved through the collective effort of Board members, the Secretariat and the wider constituent of members of FBSs. This was essential in building group consensus and enthusing individual leader's self-awareness and confidence (Caldwell & Hayes, 2016).

Nevertheless, the Social Cognitive Theory was not supported by results, which showed that even though it was critical to acquire new knowledge and skills, learning was not a behaviour that most Boards engaged in. The implication of this failure was that Board members were most likely not to acquire learning behavioural strategies that could help them face and solve new challenges, innovate and improve the performance of their Boards (Stremersch et al., 2020).

Implications for Agency Theory

The use of the Agency Theory revolved around determining the relationship between Boards and their stakeholders. It reflected on the dynamics surrounding the ability of Boards to manage internal processes, carry out control tasks and undertake strategy tasks to ensure effective Board performance. Results were in line with the character of Agency Theory that emphasised effective management of conflicts on Board processes and members' interests (Mori et al., 2015). Findings further showed that monitoring mechanisms such as government regulations and FBS' by-laws were in place to ensure effective governance of resources on behalf of the members (Madison et al., 2017). However, findings revealed deviance from the views of the Agency Theory in terms of small numbers and diversity in composition of Board members. The implication of this was that there were considerably high chances of risks emanating from lack of accountability, moral ethics and oversight of resources (Pandal & Leepsa, 2017).

The Agency Theory debated that lack of diversity of Board members could lead to reduced participation and lower the quality of debate and outcome of decisions taken. The fact that Board membership was capped to nine and that these were not necessarily elected because of their individual competences but moral and socio-cultural dynamics seemed to negate the ideals of the Agency Theory.

Implications for Methodology

The study used the mixed methods research approach to collect and analyse quantitative and qualitative data. The deployment of already used and tested survey instruments to collect quantitative data helped to guard against challenges that would otherwise have accrued from issues such as the wordiness of the questions and their comprehension by the respondents (Hesse-Biber & Johnson, 2015). It also allowed collection of large amounts of data from a relatively large sample within a shorter period.

Moreover, the use of semi-structured interviews to collect qualitative data was instrumental in ensuring that respondents' views on the concepts under study were captured since questionnaires could only offer responses to predetermined data. The implication of these strategies was that valid data was collected and analysed to present correspondingly reliable and balanced outcomes (Bazeley, 2018).

Additionally, the undertaking of a pilot study helped to highlight issues concerning the efficacy of research instruments, appropriateness of data collected and analysed, participants engaged and, feasibility of the study protocol. This exercise was important in identifying underlying challenges and setting the pace on which the wider data collection and analysis processes were based. It allowed ease of engagement with relevant participants using appropriate tools to collected required data. It led to the production of a balanced dissertation which was based on facts and whose conclusions could be used to arrive at informed decisions and form bases for further research.

Implications for Leadership Practice in FBSs and SACCOS

Literature presented a number of theories, paradigms and frameworks that could be considered appropriate for ensuring effective leadership practice in organisations. However, this study considered the insight of Kouzes' (2012) understanding on practices of effective leadership as the most appropriate for the context of FBSs. Thus, results reflected leadership in FBS along the practices of reflecting reputable personal behaviour, setting and promoting the vision, fostering creativeness, applying emotional intelligence and, motivating others.

Results established that Boards were more concerned with undertaking practices of reflecting reputable personal behaviour, setting and promoting the vision and applying emotional intelligence. On the other hand, the practices of fostering creativeness and motivating others were less visible in their efforts to manage internal processes, carry out control tasks and undertake strategy tasks.

The implication for these results was that Boards took more time to engage in activities that were in line with their members' expectations. Given that FBSs were social enterprises whose main objective was to create social capital for their members through financial empowerment and growth, their engagements in activities that were aligned to enthusing ethical behaviours and leading others towards achieving a common vision, were topical, relevant and appropriate.

The findings that Boards were less concerned with motivating others and found it hard to foster creativeness were in line with environments of SACCOS which were led and managed along institutionalised principles of democratic governance and voluntarism (Andersson et al., 2020). Moreover, the fact that Boards tenure was limited to a maximum of four years could mean that members did not have time to engage in practices of fostering creativeness and motivating others given the shorter periods involved.

The implication of these findings is that it was hard for members to be creative and innovative since they could not challenge the status quo. It also meant that there was a risk of challenges with succession and exit planning which could negatively influence continuity and sustainable growth and development of concerned FBSs (Rothwell, 2015).

Furthermore, results indicated that Board members normally allowed those that were more knowledgeable to use their knowledge during meetings, were active in controlling and evaluating strategic proposals and normally involved themselves in making decisions on long-term strategy. They however, were not usually concerned with scrutinising documents before meetings, did not normally attend Board meetings and did not participate with critical questions when they attended such meetings. They were also not interested and rarely followed up on investments of the SACCOS or provided advice on market trends.

The implication of these results was that whereas it was good for knowledgeable members to be allowed the platform to engage in meetings, this had potential to stifle the presentation of views from other members whose grasp of the particular subjects might be compromised. With time, such individuals could lose interest in the meetings and absent themselves or completely refuse to attend them.

Failure to scrutinise information before meetings meant that Boards met without recourse to previous minutes. This tended to imply that majority of FBSs were not being run and led professionally but as social enterprises with no strategy for future growth. Failure of Boards to meet and later on document minutes meant that there was no evidence of such meetings and therefore created challenges of Board performance measurement.

Implications for Leaders' Individual Behaviour and Development

Behaviour of individuals was examined along the tenets of LSE, which comprised leaders' ability to start and lead change, manage interpersonal relationships, reflect self-awareness and confidence and build group consensus. Results established that Board members were generally more likely to engage in behaviours that were geared towards building consensus compared to those aligned to starting and leading change.

These findings were in line with the environment and principles of FBSs, which reflected social cohesion and group consensus. However, it could be argued that Boards' pursuance of group consensus could sacrifice individual creativity and development and lead to failure to introduce new products and services. This could lead to the negative effect of stunted growth of concerned FBSs and members' commitment and motivation.

Moreover, results showed that leaders were not always able to start and lead change by initiating and ensuring alteration of members' attitudes and behaviours or set new directions for the group. This implied that FBSs were embroiled in their original cultures and could not take advantage of internal and external opportunities around them. It also tended to imply that Boards could not take risks in new investments and had fewer areas in which they could formulate long-term strategies for their FBSs.

Implications for Policy

Literature on the importance of SACCOS generally and FBSs in particular revealed that these social enterprises had critical bearing on empowering people and developing national economies (Said et al., 2018; Tumwine et al., 2015). The fact that SACCOS were aligned to meeting financial and social needs of a particular group meant that development was focused and the measure of accrued benefits easy to comprehend. Indeed, the study established that when properly governed, SACCOS had capacity to change economic fortunes of a wide scope of individuals and groups. The success of the SACCOS movement in Kenya could be used to attest to this (Kanuthu et al., 2019; Mathuva, 2016; Mwaura et al., 2019).

Available literature indicated that whereas a number of SACCOS in Uganda had closed business due to bad governance and other related issues, most of the existing ones were grappling with ensuring their survival (Kyazze et al., 2017; Tukamuhebwa et al., 2022a). This was complicated by the fact that some Boards found it hard to engage in activities that were geared towards enabling other to act through learning. It could also be reflective of the fear around issues of taking risks in new investments and, failure to encourage and uphold individual creativity and innovation.

Furthermore, results of the study reflected that Board performance was aligned to the rules and regulations as set by the government of Uganda and by-laws agreed upon by all members of a particular SACCOS. Such polices had to be aligned to the global principles governing cooperatives in general (ICA, 2015a). Additionally, the unique context of FBSs meant that they also had to take into consideration policies and regulations provided by the parent organisation.

This quadruple arrangement of policies had a profound effect on the degree to which Boards could be seen to perform their duties effectively. The relatively controlled environment of operation meant that Boards could find it hard to undertake their duties effectively within the constraints provided by the many stakeholders. Fortunately, results did not find this a challenge for most FBSs in the study

Conclusions

The main objective of the study was to determine the influence of shared leadership on Board performance and the moderating role of leadership self-efficacy on this relationship in FBSs in Uganda. Specifically, the study set out to achieve two specific objectives of examining the influence of shared leadership on Board performance and, determining the moderating role of LSE in this relationships. The reason for undertaking the study was justified along the uniqueness of the concepts concerned and the particular nature of the context of FBSs.

The study utilised the Stewardship Theory to appreciate the concept of shared leadership, the Social Cognitive Theory to understand LSE and Agency Theory to comprehend the perspective of Board performance. These theories were considered appropriate to the study because they helped to appreciate obtained results against available information in literature. For instance, the Stewardship Theory helped to bring out the motivation and interest of Board members as emanating from their desire to share leadership responsibility and serve as volunteers.

Similarly, the Social Cognitive Theory was critical in understanding the evidence of the utilisation of individual cognitive abilities for the benefit of the Board and its effect on the realisation of group consensus. The Agency Theory facilitated the appreciation of the roles of Board members and related agency challenges they encountered in dealing with different policies and accompanying stakeholders.

The study undertook a mixed methods' approach with the view of harnessing the strengths of one method on one part while compensating for the weaknesses of the other method on the other. This was considered appropriate given the concepts and contexts of research that required the use of questionnaires with closed questions to ensure validity of data collected and semi-structured interviews with open-ended ones for additional information. Quantitative data helped to improve the validity of outcomes due to the many variables involved while qualitative data qualified the meaning of information obtained. Moreover, the use of a pilot study helped to identify structural and process issues that would have otherwise delayed or completely jeopardised the research exercise.

Results of the study showed that there were significant relationships between the concepts of shared leadership and Board performance on one hand and, LSE and Board performance on the other. However, results determined that the moderating role of LSE on the relationship between SL and Board performance was not significant.

These results were not shocking given the context of FBSs that was characterised by group work and reflective of institutionalised polices, rules and regulations. They were also reflective of the nature of FBSs, which were largely social enterprises that stemmed out of the members' need to meet their economic needs from a common financial pool.

Therefore, it could be concluded that whereas the study findings confirmed some empirical studies, they also refuted others. Consequently, given the low levels of significance of the results, it could be argued that the realisation of effective Board performance of FBSs in Uganda could not solely be attributed to the practice of shared leadership. Effective Board performance in FBSs might be achieved through the integration of other internal and external factors within the bigger constituencies of FBSs specifically and SACCOS in general.

Results of the study had implications for current theory, methodology, and leadership practice in FBSs and SACCOS in general, individual leaders' behaviour and policy. Results indicated that whereas Board members worked as stewards of resources of FBSs, their disquiet with their status of voluntarism tended to indicate that stewardship might not necessarily be aligned to individual selfless service. Where this challenge was not managed properly, there was probability of misuse of resources as exemplified in bad governance that is characteristic of some SACCOS in Uganda.

The use of instrument pretesting provided critical understanding and appreciation of salient issues concerning the feasibility of the study protocol, recruitment of participants, testing measurement instruments and determining data entry and analysis. Indeed, the pilot study did not only help in identifying challenges concerned with data collection and analysis and determining remedies to alleviate them but was also instrumental in allocating the apt resources for particular tasks of the research process.

The results ignited the need for change of current policies, rules and regulations as provided in the regulations' framework of cooperatives. The use of such policies would be more appropriate if they were regularly updated to align with the ever-changing economic and related environmental factors. In particular, the revision of policies on the constitution of Boards, selection of Board members, control of financial resources and preference of strong punitive measures for bad governance and general misconduct would be instrumental in ensuring effective Board performance and sustainable growth of FBSs particularly and SACCOS in general.

Recommendations

Study findings established that whereas Boards were generally actively involved in the leadership practices of reflecting reputable personal behaviour, setting and promoting the vision and applying emotional intelligence, they were less able to foster creativeness and sustainably motivate others. This had capacity to stifle performance of Boards as it curtailed creativity and innovation. It was therefore, recommended that Boards purpose to allow individual contributions to benefit from their creative and innovative ideas. This would allow people to look for new businesses and formulate strategies to harness them for the benefit of the SACCOS.

Boards also needed to pursue the principle of focused and continuous learning to benefit from individual knowledge that would ensure effective performance of their Boards. It was further recommended that Boards pursued benchmarking strategies to appreciate what successful SACCOS were doing right to ensure sustainable success.

The study findings indicated that Boards did not regularly meet, failed to carefully scrutinise information before meetings and, did not participate with critical questions in such meetings. This meant that critical information that would be used by subsequent leaders was lost and it was therefore, impossible to track happenings of the Boards. It is recommended that supervision of Boards be undertaken to ensure compliance in keeping records of meetings. This would most probably help to track investment proposals and provide appropriate advice on market trends to enable FBSs attain sustainable growth.

Board members were found lacking in their reflection of LSE especially in the areas of starting and leading change. Given that effective change management was an essential element of effective leadership, it was recommended that Boards did not only desire to be change agents but were cognizant of the needs of their members and the dynamics of their Boards in order to present changes in a manner that was acceptable to all members. It was further recommended that Boards were empowered with appropriate knowledge, skills and familiarity of principles governing SACCOS and individual ability to lead self.

One of the challenges that was highlighted in the study was that policies and regulations were not only archaic but also unknown to majority of Board members. The situation was exacerbated by the multiplicity of stakeholders who expected Boards to adhere to their policies religiously. The study recommended that FBSs should be left to work as independent social financial entities that were governed by policies and specific by-laws. This would create and sustain meaning to their original establishment and allow members to pursue their inherent objectives of their economic enablement.

Contribution to Knowledge

The study contributed to existing knowledge by presenting the concepts of research from different perspectives of context. New knowledge emanating from the study included the realisation that shared leadership was not only effective in structured contemporary organisations that were dynamic, complex and innovative but also in those that were socially aligned and highly institutionalised. It also presented a new perspective on the study of leadership practice and its significance to Board performance rather than that of the organisation as a whole. This helped to understand leadership practice and its effect on a group instead of its outcomes to the performance of the entire organisation as had been the case with available research.

The study helped to add value to current theories of; stewardship, social cognitive and agency as their ethos were evident in the findings. The establishment that some of the tenets of these theories were not supposed by the findings of the study helped to appreciate them from a contextual perspective and enlarge their application in different environs.

Areas of Further Research

Nevertheless, while the study met its objectives, it aroused interest in some areas that needed further investigation. For instance, it would be interesting to establish the extent to which the Board members' tenure affected their leadership effectiveness in different contexts of SACCOS in the country.

Furthermore, the research was conducted on an enclosed sample population of FBSs. This could have denied findings from the views of SACCOS that were not aligned to particulars faiths. It would be worth appreciating the nature of results that would emanate from a study conducted on a general scope with a relatively wider sample population of SACCOS in Uganda.

Given the challenge of failure for Boards to meet, inability to scrutinise information before meetings and absenteeism, there was need for research into reasons for this malaise and determining whether such shortcomings were occasioned by members' competences, nature of compensation or other individual, group or organisational dynamics.

Chapter summary

The chapter has summarised the findings from the study with the conclusion that shared leadership significantly influenced Board performance and that leadership self-efficacy did not moderate this relationship. However, the chapter also presented that even though these relationships were significant their levels of significance were weak. The implication of this was that there was need for more effort by Boards to pursue leadership practices that could ensure their effective performance.

Furthermore, the chapter presented implications of the findings of the study for theory, methodology, leadership practice, individual behaviour and policy from which conclusions were obtained and recommendations made. The chapter presented that study findings had contributed to existing research in terms of the appreciation of performance of social enterprises from the perspective of Boards rather than the entities involved. They contributed to deeper understanding of leadership practice in social entities where rotation of roles was the norm and desire for group consensus overrode hopes of profitability.

Given the evidence presented on the concepts of study, the chapter reflected that it was critical for interested scholars to conduct research into areas concerning the philosophy of SACCOS using a wider scope of sample population and size.

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APPENDIX A: DATA COLLECTION INSTRUMENTS

Appendix A1 – Questionnaire for collecting data on shared leadership

Variable : Shared leadership
Survey instrument : Survey Research Questionnaire
Target sample population : Board members, Managers

You are kindly requested to help in providing your views on the research topic: "Shared leadership, leadership self-efficacy and Board performance in faith-based SACCOS in Uganda." This is purely an academic research undertaken towards the requirements of a PhD from PAC University, Nairobi, Kenya. Your answers are anonymous and will not in be reflected on your person or SACCOS. Your sincere responses will help the researcher discuss the phenomenon in a true and helpful manner. Thank you.

Please provide your answer to the following statements concerning the Chairperson of the Executive Committee (the Board) of your SACCOS from the options below:

1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree 4 = Agree; 5 = Strongly Agree

#	Statement	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	You always take personal responsibility for your actions					
2	You ensure that others understand and work around an agreed code of conduct					
3	You ensure that you meet all obligations to others and the Board all the time					
4	You encourage others to appraise your performance with no reservations					
5	You lead and help others work along set principles and by-laws					
6	You are sure about the way the Board should be led to ensure its effectiveness					
7	You participate in formulating the strategic direction of the SACCOS					
8	You are optimistic about the Board's ability to develop the SACCOS					
9	You look for new developments and determine how these will affect the SACCOS					
10	You engage with other members to ensure their individual interests are catered for					
11	You are an active participant in setting the vision of your SACCOS					

#	Statement	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
12	You understand and promote the purpose and goals of the SACCOS to others					
13	You make it a point to improve your leadership skills					
14	You encourage others to come up with new ways to do Board's work					
15	You benchmark with better performing SACCOS to ensure better performance					
16	You engage with others to learn from past mistakes concerning the Board					
17	You are at the forefront in planning for new business undertakings					
18	You can push for risky investments even when you don't have support of others					
19	You work towards developing cordial relationships with members of the Board					
20	You can listen to other members' views even when these may be off topic					
21	You treat other members of the Board with self-esteem					
22	You support and appreciate decisions made by others for Board's work					
23	You create a workplace environment that allows freedom of work for others					
24	You help others to develop their confidence in their ability to accomplish tasks					
25	You encourage the celebration of good Board performance					
26	You cheer and rejoice with members who use their knowledge and skills					
27	You support the rewarding of members who show commitment to Board's work					
28	You ensure that committed members are recognized during the SACCOS' AGM					
29	You applause members who successfully accomplish their tasks					
30	You encourage and appreciate views of other members of the Board					

Appendix A2 – Questionnaire for Collecting Data on Leadership Self-Efficacy

Variable : Leadership Self-efficacy
Survey instrument : Survey Research Questionnaire
Target sample population : Board members

Please provide your answer to the following statements from the options below:

1 = Strongly Disagree; 2 = Disagree; 3 = Neither agree nor Disagree 4 = Agree; 5 = Strongly Agree

#	Item	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	I am able to set a new direction for a group, if the one currently taken doesn't seem correct to me					
2	I can usually change the attitudes and behaviours of group members if they do not meet group objectives					
3	I am able to change things in a group even if they are not completely under my control					
4	Usually, I can establish very good relationships with the people I work					
5	I am sure I can communicate with others, going straight to the heart of the matter					
6	I can successfully manage relationships with all the members of my group					
7	I can identify my strengths and weaknesses					
8	I am confident in my ability to get things done					
9	I always know how to get the best out of the situations I find myself in					
10	With my experience and competence I can help group members to reach the group's targets					
11	As a leader, I am usually able to affirm my beliefs and values					
12	I can usually make the people I work with appreciate me					
13	I am sure I can gain the consensus of group members					
14	I can usually lead a group with the consensus of all members					

Appendix A3 – Questionnaire for Collecting Data on Board Performance

Variable : Board performance
Survey instrument : Survey Research Questionnaire
Target sample population : Board members

Please provide your answer to the following statements from the options below:

1 = Strongly Disagree; 2 = Disagree; 3 = Neither agree nor Disagree 4 = Agree; 5 = Strongly Agree

#	Item	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	Board members carefully scrutinize information provided by management before the meetings					
2	Board members are always available if the Board work should demand it					
3	Board members actively participate with critical questions during meetings					
4	Board members know each other's competences well					
5	The division of work in this Board is a good match between Board members' knowledge/competencies and the character of the work					
6	When an issue is discussed the most knowledgeable Board members use their knowledge					
7	Conflicts & disagreements normally occur on the decisions to be taken during the Board meetings					
8	Conflicts & disagreements normally occur on how to define what is the best for the firm					
9	Conflicts & disagreements normally occur on decision processes					
10	Conflicts & disagreements normally occur on the SACCOS members' interests					
11	The Board is involved in following up and reassessing investments					
12	The Board sets staff remuneration					
13	The Board is active in controlling and evaluating strategic decisions					
14	The Board establishes plans and budgets for the firm's activities					
15	The Board keeps itself informed about the financial position of the firm					
16	The Board provides advice on management issues					
17	The Board provides advice on financial issues					
18	The Board provides advice on technical issues					
19	The Board provides advice on market issues					
20	The Board initiates strategic proposals					
21	The Board makes decisions on long-term strategy					

Appendix A4 – Key Informant Guide for Collecting Qualitative Data

Variable : Shared Leadership, Leadership Self-Efficacy
Survey instrument : Key Informant Guide
Target sample population : Chairpersons of Boards, Managers, CEOs

Dimension	#	Statement
Individual behaviour	1	Do you have any measures in place to ensure that members adhere to the SACCOS' code of conduct?
	2	How does the current workplace environment hinder or facilitate your ability to exercise your personal responsibility?
Set and promote vision	3	How does the Board environment affect your passion for your SACCOS?
	4	How does the working of the Board affect the implementation of the SACCOS' vision?
Foster Creativeness	5	Do you always find it easy to benchmark with other SACCOS? How easy or difficult is it?
	6	How hard or easy is it for you to engage with other members to come up with new business plans?
Emotional intelligence	7	How easy is it for you to listen to other members' views and integrate them in your plans?
	8	How hard or easy is it for you to forge working and social relationships with other members?
Motivate	9	How easy or challenging do you find it to appreciate members who show commitment for the work of the SACCOS?
	10	Do you always encourage other members to celebrate break-through achievements whenever they occur?
Start and lead change	11	How confident are you to set a new direction for your Board when you realize that the one being taken is not correct?
	12	How capable are you to change views and attitudes of Board members towards accepting you own perspective?
Manage relationships	13	How effective is your current form of Communication? What would you want to improve if ineffective?
	14	How would you describe your current relationship with Board members? If not satisfactory, how would you want to change it?
Be self-aware	15	How do your strengths and weaknesses affect the effectiveness of the Board?
	16	How confident are you to lead the Board effectively? What examples can you offer to substantiate your claim?
Build group consensus	17	How capable are you to stand by personal views and beliefs amidst conflict and misunderstanding?
	18	Do you always achieve consensus on issues of contention? How is this done? What happens when there is impasse?

APPENDIX B: RESEARCH PERMITS

Appendix B1 – Approval – Ministry of Trade, Industry and Co-operatives

TELEGRAMS: "MINTRADE"
TELEPHONES: PS +256-312 324 230, +256-414 230 916,
General +256-312 324 000,
Email: ps@mtic.go.ug, mintrade@mtic.go.ug
Website: www.mtic.go.ug
IN ANY CORRESPONDENCE ON THIS SUBJECT, PLEASE QUOTE NO. COP. 02/01

THE REPUBLIC OF UGANDA

MINISTRY OF TRADE, INDUSTRY AND CO-OPERATIVES,
FARMERS' HOUSE, PLOT 6/8,
PARLIAMENTARY AVENUE
P.O. BOX 7103,
KAMPALA, UGANDA

5th December, 2018

To Whom It May Concern

Dear Sir / Madam,

LETTER OF AUTHORIZATION TO CONDUCT RESEARCH AT THE FAITH BASED SACCOS IN UGANDA

This letter serves as an authorization for Mr. Maurice Tukamuhebwa to conduct the academic research project entitled "Shared Leadership, leadership self-efficacy and board performance in Faith Based savings and credit Cooperative Societies in Uganda"

Upon a review of the letter written to us, we are glad to recommend him to the SACCOs as per the research topic. Kindly accord him any necessary assistance.

If you have any concerns or require additional information, feel free to contact the Registrar's Office.

Joseph William Kitandwe
REGISTRAR OF COOPERATIVE SOCIETIES

Appendix B2 – Approval – Catholic Church

Forwarded for her work of Research with Saccos on [illegible] Fr. [illegible] 11/12/2018

Maurice Tukamuhebwa
P.O. Box 21846 Kampala
Tel: +256(0) 776-311448 / 752-311448
Emails. maurice.tuka@gmail.com / maurice.tukamuhebwa@yahoo.com

To:
The Secretary General
Uganda Episcopal Conference (UEC)
Uganda Catholic Secretariat (UCS)
Plot 672 Hanlon Road
Nsambya Hill, Kampala - Uganda

Mgr Dr Francis Any advice [illegible] 11/12/18

UGANDA EPISCOPAL CONFERENCE SG'S OFFICE 29 NOV 2018 RECEIVED

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH IN CATHOLIC-BASED SACCOS IN UGANDA

I write to request for permission to undertake an academic research in registered Catholic-Based SACCOS in Uganda. I am a Doctoral student from the Pan Africa Christian University based in Nairobi, Kenya and at the level of collecting data for my Dissertation.

I am investigating the kind of leadership reflected in SACCOS through the topic:

'Shared leadership, Leadership Self-efficacy and Board Performance in Faith-Based Savings and Credit Cooperative Societies in Uganda'

My interest in this topic is premised on the realisation that there seems to be lack of understanding of what Boards do and the extent to which the environment of shared leadership impacts on their performance. I believe that the data collected and information derived from it will go a long way in helping stakeholders appreciate the dynamics of leading SACCOS.

I intend to engage with the available data for a maximum period of two days within this week on any day and time that you may deem appropriate.

Please find attached relevant documentation concerning this research from the University.

Thank you for your cooperation.

Maurice Tukamuhebwa
PhD Student

Appendix B3 – Approval – Church of Uganda

THE CHURCH OF UGANDA
PROVINCIAL SECRETARIAT

OFFICE:
Archbishop: 0393 216 199
Provincial Secretary: 0393 216 200
Front Desk: 0393 216 198

EMAILS:
archbishop@churchofuganda.org
pschurchofuganda@gmail.com
provincialsecretary@churchofuganda.org

24th January, 2019

Maurice Tukamuhebwa
P.O. Box 21846
KAMPALA

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH IN ANGLICAN BASED SACCOS IN UGANDA

Greetings in the Name of our Lord Jesus Christ!

This refers to your letter requesting for permission to undertake an academic research in registered Anglican based SACCOS in Uganda on the topic:

"Shared leadership, Leadership Self-efficacy and Board Performance in Faith-Based Savings and Credit Cooperative Societies in Uganda"

We are glad to notify you that permission has been granted and we confer that you investigate the kind of leadership reflected in SACCOS in our Anglican-Based SACCOS in Uganda. You will however be required to share a copy of yur research report with us.

Thank you..

Mr. Balaam Muheebwa
PROVINCIAL TREASURER

Cc Provincial Secretary

Appendix B4 – Approval – Islamic Faith

UGANDA MUSLIM SUPREME COUNCIL
HEADQUARTERS

بسم الله الرحمن الرحيم
المجلس الأعلى الإسلامي الأوغندي
المقر الرئيسي

Secretary for Social Services

سكرتير الشؤون الإجتماعية

Ref: UMSC/SOS/2018 — الرقم: ....

Date: 12th December, 2018 — التاريخ: ....

TO WHOM IT MAY CONCERN

Dear Sir/madam

RE: <u>TUKAMUHEBWA MAURICE PHD STUDENT AT PAN AFRICA CHRISTIAN UNIVERSITY NAIROBI</u>

Greetings from Uganda Muslim Supreme Council Headquarters, Old Kampala.

I am writing to introduce to you the above named person. Who is Phd student of the above University with Registration No POLD/6979/164

He is preparing to collect data to enable him finalize on his dissertation under a title "Shared Leadership Self - Efficacy and Board Performance in Faith – Based Savings & Credit Cooperative Societies in Uganda"

Uganda Muslim Supreme Council has no objection and therefore, hereby highly recommend him to your esteemed office for the necessary assistance and support.

Your assistance extended to him is highly appreciated.

Yours faithfully,

UGANDA MUSLIM SUPREME COUNCIL - (UMSC)
12 DEC 2018
DEPARTMENT OF SOCIAL SERVICES
KAMPALA (U)

HON. MUHAMAD ALI ALUMA
SECRETARY FOR SOCIAL SERVICES- UMSC
Tel:+256782334298/ +256755334298
Email: <u>alumaali@gmail.com</u>

Cc. H.E the Mufti of Uganda-UMSC
Cc. Secretary Genera-l UMSC
Cc. File

Plot No. 23-25 Old Kampala Road
P.O. Box 1146 Kampala - Uganda
Tel: +256 200 923 620 Fax: +256 41 256500

Email: umscmajils@yahoo.com

ع لوادي كمبالا ، رقم : ٢٣ – ٢٥
ب : ١١٤٦ كمبالا – أوغندا
تلفون: ٩٢٣٦٢٠ ٢٠٠ ٢٥٦+ فاكس: ٢٥٦٥٠٠ ٤١ ٢٥٦+

Appendix B5 – Approval – Microfinance Support Centre

Maurice Tukamuhebwa
P.O. Box 21846 Kampala
Tel: +256(0) 776-311448 / 752-311448
Emails. maurice.tuka@gmail.com /
maurice.tukamuhebwa@yahoo.com

To:
Executive Director
Microfinance Support Centre
32 Nakasero Road
P.O. Box 33711
Kampala - UGANDA

James: I have no objection. Please support Maurice through the process. Ensure him access the relevant data for research.
ED
29/11/12

Edna: - Pls help two
ED

Dear Sir,

RE: PERMISSION TO CONDUCT INTERVIEWS AND ACCESS DATA ON FAITH-BASED SACCOS IN UGANDA

I write to request for permission to conduct interviews and obtain access to data and information SACCOS generally and Faith-Based ones specifically in Uganda. I am a Doctoral student from the Pan Africa Christian University based in Nairobi, Kenya and at the level of collecting data for my Dissertation.

I am investigating the kind of leadership reflected in SACCOS through the topic:

'Shared leadership, Leadership Self-efficacy and Board Performance in Faith-Based Savings and Credit Cooperative Societies in Uganda'

My interest in this topic is premised on the un-researched belief that there seems to be lack of understanding of what Boards do and the extent to which the environment of shared leadership impacts on their performance. I believe that the data collected and information derived from the study will go a long way in helping stakeholders appreciate the dynamics of leading SACCOS.

I intend to engage with the available data for a maximum period of two days within this week on any day and time that you may deem appropriate.

Please find attached relevant documentation concerning this research from the University.

Thank you for your cooperation.

Maurice Tukamuhebwa
PhD Student