HEADTEACHERS' LEADERSHIP STYLES AND TEACHER PERFORMANCE IN SECONDARY SCHOOLS IN BUIKWE DISTRICT

BY

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13/U/1959/GMED/PE

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NOVEMBER, 2018
DECLARATION

I, Miiro Denis Nelson, declare that this dissertation is my original work and has never been submitted to any education institution of higher learning for any academic award.

Signature: ...............................

Date: 24/11/2018
APPROVAL

This is to certify that this dissertation was under our supervision and has been submitted to the School of Postgraduate Studies for the award of a Degree in Master of Education Policy, Planning and Management of Kyambogo University, Kampala.

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DEDICATION

This work is dedicated to my parents, my wife Batusa Allen and my son Luganda Joseph for the encouragement and moral support that enabled me to accomplish this study.
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In a special way I wish to appreciate my supervisors for the patience, inspiration, guidance and encouragement. Special thanks go to my father Mr. Mabingo Lawrence and my mother Mrs. Bayigga Pauline for sacrificing their finances to educate me.

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Above all, I thank God for granting me sound health and wisdom to accomplish this study successfully.
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<td>Board of Governors</td>
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<td>CVI</td>
<td>Content Validity Index</td>
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<td>DEO</td>
<td>District Education Officer</td>
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<td>DES</td>
<td>Directorate of Education Standards</td>
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<td>SAQ</td>
<td>Self Administered Questionnaire</td>
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<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
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<td>TLS</td>
<td>Transformational Leadership Style</td>
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<td>TSC</td>
<td>Teaching Service Commission</td>
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<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
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ABSTRACT

The purpose of this study was to examine the relationship between Head teachers' leadership styles and Teachers' performance in secondary schools in Buikwe district. Three research objectives were formulated to guide the study which was; to establish the different leadership styles used by head teachers, the nature of teachers' performance, investigate the impact of Leadership styles on teachers' performance. The study employed descriptive cross-sectional survey research design to collect quantitative and qualitative data. The study targeted 12 head teachers, 120 teachers and 240 students. Purposive sampling technique was used to get 12 head teachers, 240 students and simple random sampling was used to select 120 teachers. Three instruments were used to collect data for the study. Descriptive statistics were used to establish head teachers' leadership styles and the nature of teachers' performance. Regression analysis and ANOVA were used to test the relationship between leadership styles and teachers' performance. It was found that the Autocratic leadership style was the most commonly used by head teachers. Teachers' performance was found to be at a moderate level. Teachers' performance was better in schools having head teachers using autocratic leadership style than in schools having head teachers using democratic or laissez-faire leadership styles. It was recommended that Ministry of education and sports should organize workshops for head teachers on effective leadership styles for school management, there is need for support supervision in secondary schools to improve teacher performance, head teachers should use a mixture of autocratic and democratic leadership styles to enhance better job performance among teachers.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter comprises of the background of the study, statement of the problem, purpose of the study, research questions, scope of the study, justification of the study, significance of the study, theoretical framework and conceptual framework.

1.1 Background of the Study
This study was about Head teachers’ leadership styles and teachers’ performance in secondary schools in Buikwe District. Good leadership is the cornerstone to the success of every organization; leadership is the process of inspiring others to work hard to accomplish important tasks. Leadership is an element critical in organizations since the leader has the vision for the organization (Cascio, 2006).

In secondary schools, leadership concerns planning, coordinating and implementing all aspects of the schools’ operations in a manner that fulfills the schools’ aims, vision and mission. On the other hand, organizational performance refers to the relative strength of an individual’s identification and involvement in a particular organization (Mowday, 2008).

According to Huber and West (2008), head teachers play a critical and determining role in achieving the central purpose of the school. They are the key personnel focused on whenever a school is perceived to be performing well or poorly with measures of praise or condemnation. Teacher performance is so low, many of them are forced to work at more than one school (Namirembe, 2005). Indiscipline in secondary schools is also on the increase which affects the quality of education outcomes. The same author argues that many secondary schools still lack the necessary performance requirements. These studies cited do
not reveal the relationship between head teachers’ leadership styles and teacher performance in Buikwe District.

1.1.1 Historical Background

Teacher performance in the context of Uganda has differed over time. During the colonial days, teacher performance was moderately high. Several researchers have had interest in teacher performance in different contexts. Nampa (2006) researched on teacher performance in Catholic founded schools in Luwero District and identified that guidance and directing was needed for good performance of teachers. Guidance and directing ensure that everything moves in the right direction and what goes wrong is put right. Ouma (2007) in his study on teacher performance in Tororo District discovered that teacher performance was low because they received low pay (salaries) which did not motivate them to perform. It should be noted that despite the above researchers’ efforts to research on teacher performance, none of these studies was done in the context of Buikwe District; therefore, the study was intended to fill these gaps.

1.1.2 Theoretical Background

This study was guided by the path goal theory advanced by Robert House in 1971. The path goal theory holds that stakeholders / managers for example, Head teachers Inspectors of Schools, District Education Officers are justified in their role by being instrumental to the performance and satisfaction of subordinates. The theory holds that a manager can affect the performance, satisfaction and motivation of a group by offering rewards to achieving performance goals, clarifying paths towards these goals and removing obstacles to performance (Weihrich & Koontz, 2005).
It's further stated that the main goal of the manager is to help subordinates attain their goals effectively and to provide them with the necessary direction and support to achieve their own goals as well as those of the organization. Thus, consistent with Katz and Kahn's (1978) definition of leadership, the role of the Head teacher is to provide the necessary incremental information support and resources, over and above those provided by the school on the teachers' environment, to ensure effective policy implementation by the Teachers and other stake holders in trying to achieve the goal. The path goal theory was preferred in this study basically because of its proposition that the manager is motivational. Therefore, the more appropriate the management styles, the more motivational it is likely to be. Motivation of subordinates is archived by tying satisfaction of subordinates needs to effective performance and by complementing the work environment of the subordinates by providing the necessary coaching, guidance, and rewards for their effective performance (Silverthorne, 2001).

Consequent to the theory, in order to have expected performance, leadership practices should embrace motivation, control and support activities to subordinates. In the theory, leaders are perceived as having capacity in terms of wisdom and intelligence to mobilise or influence followers (subordinates) towards achievement of any task/job; and therefore, the theory assumes that there must be repeated activities carried out by the leader to arrive at the best performance. At the same time, it also assumes that people (subordinates) are easily swayed up by influence and profoundly affected by lack of direction. Therefore, in Buikwe district, establishment of paths to enhance teacher performance is a pre-requisite.

1.1.3 Conceptual Background

The Leadership styles considered are: Authoritarian, democratic and laissez-faire leadership styles. The parameters of Teacher performance included: timely scheming, timely lesson planning, effective teaching, time management, maintenance of records of work covered,
management of learners’ records and routine assessment. The researcher believes that these are some of the core functions of teachers as educators. The nature of teacher performance was described as low, moderate and high.

Teachers performance refer to the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education such as scheming and lesson planning, effective teaching, method of teaching, use of teaching aids, monitoring and evaluation and class control.

1.1.4 Contextual background

Uganda’s progress report 2012 on achievement of the millennium Development Goals (New vision, February /12/2014) reveals that school enrolment in sub Saharan Africa has been rising but the school system has remained wasteful in terms of repetition. Repeating reflects poor teaching and learning. Repeating points to poor teacher performance. Dr. Daniel Nkaada (New vision, February/12/2014) says that repeating of classes cannot be avoided if there is no proper teaching.

In Buikwe District teacher performance in secondary schools has been reported to be low (Buikwe District Education Officer Report 2013). The DEO attributed this to teachers absenting themselves from schools and hardly giving examinations to students. The report also further discovered that most head teachers rarely appear in offices to execute their duties. The District Education Officer of Buikwe indicated in the annual report that teachers are irregular at school, they do not mark students’ scripts, this has resulted in to high dropout and repetition rates and poor performance among the students studying in Buikwe District. This anomaly gives this study an opportunity to address low teacher performance in secondary schools in Buikwe District with specific reference to leadership styles and performance.
1.2 Statement of the Problem

Interest in the concept of teacher performance has been gaining grounds among researchers and other administrators in recent times for example, World development report (2004) found that teacher performance in sub Saharan Africa is poor, Nampa (2006) researched on teacher performance in catholic founded schools in Luwero district and it was identified that guidance and directing was needed for good performance of teachers, Ouma (2007) in his study on teacher performance in Tororo District, discovered that teacher performance was low, Nairuba (2011) sought to find out the impact of motivation on teacher performance and she found that teacher performance in jinja municipality was poor, UNESCO report (2014) indicated that regular teacher performance in central Uganda was at 3%. Unfortunately, Buikwe district education report (2012) indicated that performance of teachers in secondary schools has remained poor, characterized by poor time management, inadequate lesson preparation, poor record management, poor student discipline management, inadequate teaching and student assessment. As noted in the background several studies have been carried out in Uganda but none of them focused on leadership styles and teacher performance in secondary schools in Buikwe district. This stimulates a research to examine the relationship between head teachers’ leadership styles and teacher performance in secondary schools in Buikwe district.

1.3 Purpose of the Study

The purpose of the study was to examine the relationship between Head teachers’ leadership styles and Teachers’ performance in secondary schools in Buikwe district.

1.3 Objectives of the Study

The study was guided by the following objectives:
1) To establish the different leadership styles used by head teachers in selected secondary schools in Buikwe District.

2) To establish the nature of teacher performance in selected secondary schools in Buikwe District.

3) To investigate the impact of head teachers' Leadership styles on teacher performance in selected secondary schools in Buikwe District.

1.4 Research Questions

The research was guided by the following questions:

1. What are the different leadership styles used by head teachers in secondary schools in Buikwe District?

2. What is the nature of teacher performance in selected secondary schools in Buikwe District?

3. Head teachers' leadership styles have an impact on teacher performance in selected secondary schools in Buikwe District.

1.5 Scope of the Study

Geographically, the study was conducted in Buikwe District. The district was established in 2009 by an act of parliament. This district is located in central Uganda and boarders Lake Victoria, Mukono and Bugerere district. The study area was considered appropriate because of low performance of teachers despite the various monetary and non-monetary motivators given to them. The study focused on the relationship between head teachers' leadership styles and teacher performance in selected secondary schools in Buikwe District. The study looked at a period of five years from 2012-2016. This period was chosen because it was easy to trace and remember issues concerning the study. The five years could give a
retrospective aspect on head teachers' leadership styles and teacher performance in order to produce facts on which to draw conclusions and recommendations

1.6 Significance of the Study

It was hoped that the study will:

Verify to the district education officials whether or not the claim that leadership styles of head teachers play a big role in influencing teachers' performance so that the attention is directed to the problem.

Provide opportunity for head teachers to review their leadership styles and devise means of redesigning their approaches towards improving teachers' performance and learners' achievement.

The findings of the study will act as a basis for further research in the areas of secondary school management and teachers' performance in a wider perspective.

Help the head teachers to realize the importance of appropriate leadership styles in enhancing teacher performance.

Make viable recommendations that will enhance the performance of teachers and subsequently the performance of students in secondary schools.
1.7 Explanation of the model

The independent variable leadership styles used by the Head teachers: Authoritarian, democratic and laisse-faire has a positive relationship with performance of teachers in secondary schools. The dependent variable is teachers' performance in secondary schools. The indicators of teacher performance include: timely scheming of work, timely lesson planning, effective teaching, time management, maintenance of records of work covered, management of learners' records and routine assessment of learners. However, there are other
factors that affect process of teacher performance other than leadership styles. These are: school culture, teaching experience and school environment. Extraneous variables were controlled using statistical adjustment, during the course of data analysis the effect of teaching materials, teaching experience and school environment on teacher performance were completely removed by use of statistical analysis called Analysis of core-variance.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter highlights themes on different leadership styles, Head teachers’ leadership styles and teachers’ Performance, teacher performance and student performance. The related literature was sourced from text books, Journals and other documents.

2.1 Different Leadership Styles Used by head teachers

Abu-Tineh, Khasawneh, & Omary, (2009) noted that Transformational leadership style has the potential for building a high level of commitment in teachers. (Allan 2003) noted that the leadership style the principal adopts is vital in determining the extent to which teachers respond towards achieving school goals. In a study done by Adeyemi, (2010) Teachers’ job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leadership styles. It was recommended that school principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers.

Gladys, (2010) in her study the relationship between principals’ transformational leadership style and teacher job performance in secondary schools in Awka found that principals’ leadership practices in secondary schools in Awka South Local Government Area of Anambra State are transformational to a great extent. Jerotich Teresa, (2013) found that the most popular leadership style used by head teachers was democratic although support staff indicated with the highest percentage that their head teachers used Laissez faire style. Yusuf et al, (2012) found that Laissez-faire leadership style had no significant influence on student academic achievement. The findings of the study recommended that the teaching service
commission in collaboration with state ministry of Education should be organizing seminars and workshops for school Principals on effective style for school management. Naluwemba et al., (2015) found that the laissez faire style was rejected because of its weak negative relationship towards learners' academic attainment. Oyetunji, (2006) suggested that head teachers should go for a transformational style of leadership to improve organizational climate. Shamaki et al., (2015) found out that among the leadership styles, democratic style contributes more to teachers' job productivity than autocratic style. The study findings concur with (Bwiruka, 2009) found that democratic leadership style was preferred by teachers when applied in schools. (Nsubuga, 2009) revealed that most head teachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that no one kind of leadership style was used in schools. Although the democratic style was the most preferred, it was found that depending on situations in schools, leaders tended to use the different leadership styles and at times used other styles of leadership.

Okoth, (2000) found that head teachers with an administrative experience of 11 -15 years are rated as being democratic than those with less administrative experience, the same findings corroborated by (Wangui, 2007). However, Kimacia (2007) found that there is no relationship between professional experiences of teachers in rating leadership styles of head teachers. There is need to investigate further on the noted points of contrast.

Bwiruka (2009) reports that pseudo democratic styles exist in Secondary schools and affect service delivery. (Lewin et. al. 2004) found out that the Autocratic leadership style resulted in very high level of dissatisfaction.

2.2 The nature of teacher performance

Everyday experiences show that the individual performing of tasks is very important. Almost every adult is half of his life involved in some form of labor. Therefore, job performance of a worker could be described as low, moderate, high, etc. depending on the extent of his
commitment to work in order to achieve set objectives and goals (Adeyemi, 2004; Blase and Blase, 2000).

In this regard, the teachers' performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers (Adeyemi, 2004).

Miller, R. J., & Rowan, (2006) looked at the impact of teacher absences on fourth-grade test scores in a large, urban school district and found that ten teacher absences within a year causes a significant loss in math achievement, reducing student performance by 3.3 percent of a standard deviation. (Nyabuto, 2007 as cited in Elizabeth et al, 2016) found that absenteeism among teachers contributes immensely to the learners' poor performance, a phenomenon that makes teachers not to cover the syllabus adequately.

According to Paul, (2004) Poor motivation and lack of accountability is widely reported to result in high levels of teacher absenteeism in many L. The World Bank, in particular, in its 2004 World Development Report, highlights poor teacher attendance as a direct consequence of the lack of accountability of teachers and schools to parents and local communities.

According to Nadeem, M, Rana, M, Lone, A, Maqbool, S., Naz, K., & Ali, A. (2011) social and economic conditions of teachers have an effect on their performance i.e. low salary, lack of facilities, status of teachers in society, teachers' mental health and morale, stress of work, relation with staff and head teachers, working environment are all those factors that have a strong impact on teachers' performance.
Fauzia Khurshid, Farah NazQasmi & Nadia Ashra. (2012) in their study found that there is a positive relationship between teachers' self-efficacy and their job performance. Educational qualifications also have positive relationship with role performance. More qualified were better on role performance.

Nzulwa, (2014) found out that majority of high school teachers don't care or love their work as they should. High rates of absenteeism are common. Those who report to work are neither efficient nor effective. Most of them go to work because the jobs are a simple channel of partially meeting their financial obligations. In another study, researchers concluded that "students in a classroom eventually lose the desire to learn when the regular teacher is frequently absent and the delivery of instruction is by an array of substitute teachers" (Bruno et al., 2007). Sik a (2002), in an earlier study also found that teachers tend to be committed to their duties if principals visit classroom regularly. His findings also revealed that a principal who never visits classrooms to observe teachers encourages laziness among teachers. Nakpodia (2010) found out that most teachers felt confident while being observed and reported that observations were not usually disruptive to classes and that teachers were even confident while being observed.

Aniah (2005) found out that teachers were capable of performing at higher intellectual levels when asked to work in collaborative active situations than when asked to work individually. He added that group work, such as workshop diversified in terms of knowledge and experience contributed positively to job performance.

Korobe, Peter Raymond (2009) investigated factors affecting the performance of teachers in secondary schools in Nakapiripirit District. He found out that teacher remuneration was poor, availability of teaching / learning facilities was not satisfactory and the quality of teachers was unsatisfactory.
Nakpodia, 2011) found out that teachers Performance in Secondary Schools is significantly dependent on the capacity of the principals to effectively conduct adequate and valuable supervision which validates the importance of discipline, record keeping and teaching aids. The study recommends that school principals should routinely adopt reasonable supervisory behaviour to enhance teachers' task in the classrooms. Former research discoveries linked with teacher competencies have identified that there lies a solid relationship between teacher ability and viable learning outcomes (Allen, & Fraser, 2007).

T.O. Adeyemi (2010) in his study principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Found out that teachers' job performance was at a moderate level in the schools. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. M. Kayode, J. B & Ayodele, (2015) examined the impact of teachers' time management on secondary school students' academic performance in Ekiti State, Nigeria. The findings revealed that the level of teachers' time management and academic performance was moderate. It was therefore recommended that teachers should improve upon their time management, especially by being more conscious about how to control their time. Though their findings were good they do not show us the nature of teacher performance in secondary schools in Buikwe district.

2.3 Head teachers' leadership style and teacher performance

Adeyemi (2010) investigated principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. Teachers' job performance was found to be better in schools having principals using autocratic leadership style than in schools having principals using democratic or laissez-faire leadership styles. It was recommended that school
principals should imbibe a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers.

Duze, et al, (2012) investigated Leadership Styles of Principals and Job Performance of Staff in Secondary Schools in Delta State of Nigeria and found that autocratic leadership style has a more significant positive relationship with staff performance.

Iqbal et al, (2015) investigated the Effect of Leadership Style on Employee Performance at the end it was concluded that the autocratic leadership is useful in the short term and democratic leadership style is useful in all time horizon.

Bhargava R. Kotur1, S. Anbazhagan, (2014) found that teachers work better under principals exhibiting autocratic style rather than the democratic style. That is more force gives more performance. Bolarinwa, (2002) found a significant relationship between autocratic style of leadership and the job performance of teachers in certain situations. It was also found that the more the authority of a leader the more effective the subordinates are. However, this finding contradicts the findings made by Akerele, (2007). This study found no impact of the principals' authority and job performance of teachers. Ibrahim and Shakya, (2013), in their study examined the relationship between principals' leadership style and job performance of teachers in secondary schools in Dubai found that the school principal using less autocratic leadership style as a result boosts favorable performance of the teachers.

Mehrab et al., (2013) investigated the relationship between principals' leadership styles with Performance of physical education teachers in secondary schools in western Provinces of Iran. The findings showed that authoritarian leadership style failed to have a significant relationship with teacher performance. (Asterman 2010, and Abraham et al 2013) found that the autocratic style, though having a significant relationship, the chances were very small. Adams, (2008) investigated into the issue of leadership behaviours of head teachers of some basic schools in
the in Ghana and found that most teachers were not motivated to due to the use of autocratic leadership style which crippled initiative, innovation and creativity. Gordon, (2013) stated that organizations with an autocratic style of leadership have instances of employee absenteeism and unusually high turnover. (Martin, 2010) in support of this position, posit that autocratic leadership style creates two types of behaviour. It makes workers to be either aggressive or apathetic and withdrawn.

Research findings from diverse countries and different school contexts have revealed that schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff (Mulford, 2003). Head teachers who adopt transformational leadership behaviors contribute to teachers’ professional commitment directly and indirectly through collective teacher efficacy. The quality of education depends on the teachers as reflected in the performance of their duties. (Ross & Gray, 2006; & Ajao, 2001).

Strauss, (2013) found out that an effective instructional leadership is able to build the culture of learning, provide resources needed for quality teaching, and structure the classroom environment to stimulate teachers and learners’ motivation. Effective instructional leadership behavior of the school leader has been shown to be the most crucial role to improve teachers’ performance and students’ academic achievement.

Obuza, (2018) investigated the relationship between principals’ leadership styles and secondary school teachers’ job performance in Edo Central Senatorial District, It was found that democratic, autocratic and laissez-faire leadership styles jointly contributed about 68.3% variations in the job performance of teachers, while democratic and laissez-faire leadership styles had the most prominent positive influence on teachers’ job performance in the area of study. It was recommended, amongst other things, that the use of a democratic leadership style should be encouraged among the principals of senior secondary schools in the district.
Ayene (2016) in his study Principals’ Leadership styles and their effects on teacher performance in the Tigray region of Ethiopia found that, all the leadership styles, except the directive leadership style, have a positive impact on the teachers’ performance. The study also indicated a statistically significant relationship between the job performance of teachers and the leadership styles employed by the principals.

Bala, (2015) in his study Headteachers’ leadership styles and staff performance in secondary schools in Nakaloke town council, Mbale district, found that autocratic leadership style has a high effect on staff performance, democratic leadership style has a substantial influence on staff performance and Laissez-fair leadership style has a moderate effect on staff performance in secondary schools in Nakaloke town council.

Akerele, (2007) found better performance of the teachers under principals using democratic style of leadership against autocratic style of leadership. (Cohen et al, 2007) found out that the level of performance of teachers was high due to the fact that a majority of teachers in Nandi South district felt that their principals practiced democratic leadership style.

Davis and Wilson, (2013) investigated the effects of leadership on the teacher quality of life at work, they revealed that the more principle engaged in behavior that were personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieve through their efforts. Considering teachers’ needs will help the school principals in strengthening teachers’ positive attitudes, enhancing their performance (Rahimah Ahmad & Ghavifeatr, 2014).

Shamaki et al., (2015), investigated the influence of leadership style on teacher’s job productivity in public secondary schools in Taraba state, Nigeria. It was found out that among the leadership styles, democratic style contributes more to teachers’ job productivity. in
another study Hartog, & Mitchelson (2003), found that only democratic leadership style had a direct and significant affiliation with performance in United States.

Haruniet al (2014), investigated the influence of leadership styles on teacher' job satisfaction in Songea and Morogoro districts in Tanzania and found the democratic leadership style was the most dominant in best performing primary schools.

Duze, etal, (2012) investigated the leadership styles of principals and the effect on job performance of teachers and supportive staff in senior secondary schools in Delta State of Nigeria. The study findings indicated a significantly highest relationship between democratic leadership style and staff job performance implies that principals who adopt democratic leadership style could greatly improve job performance among workers. This finding agrees with the findings made by earlier researchers (Ijaiya, 2000; Olaniyan, 1997; Townsend, 1994; Akinyemi, 1993; Okunola, 1990; Smylie and Jack, 1990; Weindling, 1990).

(Yu, Leithwood, &Jantzi, 2012), examined both teacher performance and participation in decision-making and either professional development activities (Geijsel, Sleegers, Leithwood, &Jantzi, 2003) or professional learning activities (Geijsel, Sleegers, Stoel, & Kruger, 2009). These studies revealed that a principal’s TL behaviors, especially direction setting activities associated with vision building, positively affect teacher performance both directly and indirectly through mediating school factors. A separate study conducted in Latin America corroborated the relationship between TL behaviors and teacher attachment and teacher performance Krishnan, (2005). This concurs with liang et al, (2011) they found a strong correlation between transactional leadership style and employee performance.

Yu et al. (2012) found that all of the TL behaviors were significantly associated with and explained differences in all related components of teacher performance and three of the components of school support for change—culture, strategies, and structure. Of the variables
measuring teacher performance, TL had the greatest effect on teachers’ context beliefs, which reflected the degree to which teachers believed that the administration would actually support their efforts, and teachers’ capacity beliefs, which reflected the degree to which the teachers considered themselves capable of accomplishing change.

Jeevan and Soniah, (2015) found a significant relationship between transformational leadership style and job performance. The results indicated that transformational leadership significantly affects Leader Member exchange, which is consistent with the previous studies (Devir et al., 2002; Givens, 2008).

Diana et al., (2014), found out that transformational leadership style has a significant effect on teacher performance through teacher efficiency. In another study Geijsel et al. (2008) found that a principal’s individualized consideration of teachers contributed slightly to their capacity beliefs and negligibly to their context beliefs. They also found that teacher capacity and context beliefs mediated the relationship between TL behaviors and teacher willingness to participate in decision making and professional development activities. Similar to Yu et al. (2002), Geijseletal. (2003) reported that TL had greater effects on teacher context beliefs than on their capacity beliefs. While Leithwood et al. (2004) found that TL behaviors accounted for a significant amount of the differences in teacher performance. Specifically, vision building and developing a consensus among staff about goals significantly predicted differences in teacher performance while the other TL behaviors related to providing models and individualized support made no contribution. Although most of the TL effects were mediated by in-school and out-of-school conditions, vision building activities directly affected teacher commitment.

Adams, (2008) investigated into the issue of leadership behaviours of head teachers of some basic schools in the in Ghana and found that effective leadership styles that could motivate
teachers to be productive were lacking and that most teachers were not motivated to be due to the use of laissez faire and autocratic leadership styles which crippled initiative, innovation and creativity.

Samuel, (2012) found out that Lack of effective leadership could be a serious recipe for poor performance of teachers. In view of such a concern the researcher believes there is need to research into the prevailing issues influencing both the leaders and teachers alike. Though their findings were good, they do not show us the impact of head teachers leadership styles on teacher performance in secondary schools in Buikwe district. Besides, none of these studies was carried in secondary schools in the context of Buikwe District thus a gap was left for this study to research. To cover this gap therefore, this study sought to investigate the impact of head teachers' Leadership styles on teacher performance in selected secondary schools in Buikwe District.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter comprised of the research design, population and sampling techniques, the target/accessible population, sample size, sample techniques, methods of data collection, instruments of data collection, research procedure, quality control, data presentation and analysis.

3.1 Research Design

The descriptive cross-sectional survey design was employed in carrying out the study. This choice was made because surveys are used to collect both qualitative and quantitative data, Amin (2005).

3.2 Area of Study

This study was carried out in twelve selected secondary schools in Buikwe District, Central Uganda. The key concern was to examine the relationship between head teachers’ leadership styles and performance of secondary teachers in Buikwe district.

3.3 Target Population

The target population of 860 respondents in the study constituted 30 head teachers, 180 teachers and 240 students respectively from the 12 selected schools. These categories are the ones involved because they are the group that are expected to be affected by leadership styles and performance in a school setting.

3.4 Sample and Sampling Strategies

Data sources of the study were head teachers, teachers and students of the selected secondary schools in Buikwe district. Purposive sampling method was used to select head teachers and
students while simple random sampling for teachers because they could avail the needed information on leadership styles and performance.

In order to select the target schools from the total 30 secondary schools of Buikwe district, the researcher chose 12 secondary schools from two groups using stratified sampling technique. Stratification uses knowledge of the population to increase the representatives of a sample of a given size or to get an equivalent amount of information for a small sample. (Amin, 2005).

Table 3.1: Population, Sample size, Percentage Sample and Sampling Techniques of the Study

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Target population</th>
<th>Sample Population</th>
<th>Percentage sample</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>30</td>
<td>12</td>
<td>40%</td>
<td>Purposive sampling</td>
</tr>
<tr>
<td>Teachers</td>
<td>180</td>
<td>120</td>
<td>66.6%</td>
<td>Simple random Sampling</td>
</tr>
<tr>
<td>Students</td>
<td>650</td>
<td>240</td>
<td>36.9%</td>
<td>Purposive sampling</td>
</tr>
</tbody>
</table>

Source: guided by Krejcie and Morgan 1970

3.5 Primary and Secondary data collection methods

3.5.1 Questionnaires

Primary data concerning the influence of Head teachers’ leadership styles and performance of teachers was obtained by use of three questionnaires, one for the head teachers and the others for teachers and students. The semi-structured questionnaire comprised of structured and open-ended items. Structured items elicit specific responses which are easy to analyze while open ended items give freedom of expression to the respondents. The structured items were used to collect quantitative data and the open-ended items were used to collect qualitative data. All the structured items had categorical response choices of either Yes and No or strongly agree, Agree, strongly disagree and Disagree and a technique of ticking the right
choice, which is familiar to most teachers, (see Appendix I and II for details of the data collection items in the questionnaire).

3.5.2 Interview Guides
In this study, semi-structured interview guides were used. Interviews held with head teachers since they were key informants, these questions covered the three objectives of the study. This instrument was used to collect quantitative data. By nature, semi-structured interview is flexible and allows the interviewer to exercise his/her initiative by modifying the initial list of questions in the course of the interview, which increases the probability of interviewer's biases affecting the conclusions drawn from the interview (Opie, 2004). In other words, the interviewer is at liberty to pose relevant follow-up questions at any point he/she thinks appropriate.

3.5.3 Observation checklists
This method was used to collect qualitative data from the respondents. Observations checklists were used during school visits to establish the overall performance of the teachers. This involved observing the physical appearance of the school, reception, attitudes of staff and learners, behavior of teachers and interpersonal relationships.

3.6 Data Collection Procedure
An introductory letter from the dean, Graduate school, Kyambogo University was obtained, to enable the researcher seek permission from the relevant authorities including the chief administrative Officer, education department of Buikwe District and the Head teachers of the secondary schools that were used in the study. After obtaining the relevant permission to administer the instrument, the researcher went to the selected secondary schools to collect data without interruptions. During data collection, the researcher checked questionnaire and interview guide completeness, accuracy and errors that were observed and rectified. In
addition, semi-structured interview was conducted with school head teachers by the researcher himself. The researcher had initial contact with the interviewee to explain the objective of the study. While conducting the interview, the researcher took notes. During editing, viewpoints of the respondents that seemed not to be clear during the interviews were taken back to them for verification so as to ascertain the meaning of the responses that seemed ambiguous.

3.7 Data quality control

3.7.1 Validity of the instruments

Validity refers to the accuracy of instrument used in research to collect meaningful and right data (Amin 2005). Content validity literally means the amount of substance in the study. The instruments had adequate traits due to consultations with the supervisor, colleagues and the research expert. The research expert helped in strengthening the validity of the research instruments and calculation of the content validity, CVI. The test of content validity was established through independent judgment with two research consultants. The formula was

\[ CVI = \frac{n}{N} \]

Where \( n \) is = number of items rated as relevant and \( N \) = total number of items in the instrument.

The CVI for the interview guide and questionnaire to be regarded as valid was accepted at above 0.7. This is because Amin (2005) suggests that in a survey, the least CVI recommended in a survey study should be 0.70 or 70%. Some adjustments were made to make the questions more valid. The validity of questionnaires was at 0.78 while interviews were at 0.9. The results are presented in Table 1.

3.7.2 Reliability

Reliability refers to the degree of consistency in which a measuring instrument yields when the entity being measured has not changed (Amin, 2005). Reliability refers to how consistent
a research procedure or instrument is. Twinomujuni, (2011). The strategies that were used to obtain reliability are peer debriefing, prolonged engagement and audit trials. With prolonged engagement, the researcher spent sufficient time in the field to learn or understand the social setting while audit trials involved a thorough collection of information regarding all aspects of the research. Data was systematically checked, focus maintained and there was identification and correcting errors (Amin, 2005). This helped to ensure establishment of accuracy of data collected. Reliability for quantitative data was obtained by carrying out a test of reliability analysis (Alpha-coefficient). This was field tested on one government aided high schools in the study area and it was not involved among the schools in the final study. This was done to ensure accuracy of the instruments to enable the researcher send properly designed tools in the research field. Using SSPS, the instruments were found reliable at (alpha) above 0.7. A reliability of 0.70 indicates 70% consistency in the scores that are produced by the instrument (Sife, 2007). The use of SPSS was because of its being easy to apply and fitting a two or more-point rating scale. Results of Cronbach are presented below in Table 1. The reliability of questionnaires was 0.792 and interviews 0.98.

Table 3.2: Reliability and Content Validity Index

<table>
<thead>
<tr>
<th>Items</th>
<th>Content validity index</th>
<th>Cronbach alpha (a) value (IRR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>0.81</td>
<td>0.792</td>
</tr>
<tr>
<td>Interviews</td>
<td>0.80</td>
<td>0.98</td>
</tr>
</tbody>
</table>

3.8 Ethical Considerations
To be ethical is to conform to accepted professional practices (Webster's Dictionary, 2014). Before interviews and administration of questionnaires the researcher fully explained the objectives of the study to all the respondents. In addition, their consent was sought and their right to confidentiality assured before interviewing and distributing questionnaires. Furthermore, the researcher fully observed their right to privacy and anonymity by not asking
them to write or mention their names and names of the schools. The researcher also thanked the respondents for their participation in the study.

3.9 Data Presentation and Analysis

The study used both quantitative and qualitative data analysis techniques. Quantitative data was checked for completeness, and entered into the Statistical Package for Social Sciences (SPSS version 16.0) programme. The data was then analyzed using descriptive statistics (mean and standard deviation). The study variables were correlated using the Pearson correlation Co-efficient in order to establish the relationship between the study variables.

Qualitative data was transcribed and analyzed using qualitative content analysis. The emerging themes were presented with a few quotes to illustrate the findings on study topic.

The responses to the close-ended items in the data collection instruments were assigned codes and labels. Frequency counts of the responses were obtained to generate descriptive information about the respondents who participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. This involved the use of percentages, mean, variance, standard deviation and this was presented in form of tables and graphs. They helped to summarize large quantities of data whilst making the report reader friendly.

Some of the responses to open ended items in questionnaires were presented as quotes while others were tabulated after obtaining frequency counts. Microsoft excel was used to generate tables. Each interview schedule was closely scrutinized before leaving each respondent; it was cross checked for uniformity, accuracy, completeness and consistency of information. Some data was coded and tabulated using frequency tables. While analyzing content of the findings, some of the responses from interviews were quoted directly in the descriptive narrative of the findings.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study. The study was carried out to investigate head teachers’ leadership styles and teachers’ performance in secondary schools in Buikwe district. The study was centered on the responses to the three research questions; the findings were presented in tables and charts. Therefore, this chapter is divided into sub sections namely response rate and research questions that the study sought to answer.

4.1 Response rate

Interviews were conducted with 12 respondents and these were the Head teachers, questionnaires were assigned to 120 teachers and 240 students respectively. Observation checklists were used to collect qualitative data from the respondents. Observations checklists were used during school visits to establish the overall performance of the teachers. This involved observing the physical appearance of the school, reception, attitudes of staff and learners, behavior of teachers and interpersonal relationships. A total of 372 respondents were sampled. According to Mugenda and Mugenda (2003), a response rate of 50 per cent is inadequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This response rate was satisfactory to make conclusions for the study. The response rate was representative. Based on the assertion, the response rate was considered to be excellent.

4.2 Bio data of the Respondents

The background information of the respondents was important because it influenced the opinions of the respondents on the relationship between head teachers’ leadership styles and teachers’ performance in secondary schools in Buikwe district. The data gathered was mainly on the social background of the respondents in relation to schools where they work.
4.2.1 Respondents by Gender

Table 4.1: Respondents by Gender

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>218</td>
<td>58.6</td>
</tr>
<tr>
<td>Female</td>
<td>154</td>
<td>41.4</td>
</tr>
<tr>
<td>Total</td>
<td>372</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: field data, 2017

In the table above, there were 372 respondents out of which 58.6% were male while 41.4% were female. This suggests that there are more male teachers in Buikwe District than female ones. This implied that males were keen in the quest for more practices that would enhance better job performance.

4.2.2 Respondents by Age

Source: Primary data, 2017

The data presented above on the age distribution of teachers and Headteachers revealed that 53.1% of the respondents who participated in the study were in the age bracket of 31 and 40 years while 21.9% were aged between 40 to 50 years. 15.6% were above 51 years. This implies that majority of the respondents were at their maturity age and therefore experienced enough to meet the indicators of teacher performance. This means that experience is very
important for one to rise to the level of head teacher and deputy head teachers in order to carry out leadership practices effectively.

From the interviews it was discovered that majority of the head teachers were between 50-59 while the rest were between 60-69. There was only one head teacher who was 46 years of age. This information was the same as seen from their birth certificates in the school files.

4.2.3: Educational level of the Respondents

Table 4.2: Educational level of Head teachers and teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>UACE</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>Diploma</td>
<td>64</td>
<td>48</td>
</tr>
<tr>
<td>Degree</td>
<td>37</td>
<td>28</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PHD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2016

The questionnaire findings from 22% showed that they had UACE qualification for teaching, while as 48% of the respondents were diploma holders and they were the majority. 28% were degree holders, while as only 2% of the respondents had a master's degree. Most of the interviewees were degree holders while there was an acting head teacher who was a diploma holder. What was amazing was that some classroom teacher had acquired a master's degree while he was being led by a diploma holder as a head teacher.
4.2.4 Employment status of Teachers in Secondary Schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>70</td>
<td>53</td>
</tr>
<tr>
<td>Part time</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Temporary</td>
<td>34</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2017

The table above shows 53% of the teachers were on permanent appointment, 21% were on part time and 26% were on temporary basis. This implied that teachers whose employment contracts were permanent had job security and performed better than part time teachers.

Results of Research question one

Objective one set out to establish the different leadership styles used by head teachers in selected secondary schools and was tested using research question one which stated ‘What are the different leadership styles used by head teachers in secondary schools in Buikwe District?’

this question was administered to both teachers and head teachers the findings are presented in table 4 below.
Table 4.3: Teachers’ responses on research question one n (120)

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>SD</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Our head teacher consults teachers before making decisions</td>
<td>23</td>
<td>31</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>concerning academic progress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 The head teacher delegates responsibilities and duties to his juniors</td>
<td>36</td>
<td>5</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>3 Our head teacher decides on school policies alone</td>
<td>28</td>
<td>37</td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td>4 Our head teacher aligns programs to suit individual and</td>
<td>34</td>
<td>12</td>
<td>32</td>
<td>22</td>
</tr>
<tr>
<td>organizational needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Head teacher permits staff to use their own judgments in solving</td>
<td>11</td>
<td>38</td>
<td>27</td>
<td>24</td>
</tr>
<tr>
<td>school problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Our head teacher allows staff to perform school duties without strict</td>
<td>29</td>
<td>31</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Our head teacher lets teachers to test students at any time of their</td>
<td>4</td>
<td>26</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Our head teacher allows teachers to appraise their work</td>
<td>15</td>
<td>14</td>
<td>31</td>
<td>40</td>
</tr>
<tr>
<td>9 Our head teacher involves Teachers in determining resource</td>
<td>26</td>
<td>12</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>allocation and utilization in this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field data 2017

The study sought to determine the extent to which respondents agreed or disagreed with the above statements relating to leadership styles employed by their head teachers. To analyse the findings, teachers who strongly agreed and those who agreed were combined into one category (those who concurred with the items). In addition, teachers who strongly disagreed and those who disagreed were put in another category (those who opposed).
With reference to the above categories, interpretation was then drawn in the following paragraphs.

The findings from 54% of the respondents revealed that their head teachers consulted teachers before making decisions concerning academic progress while as 46% disagreed, which indicates that to a large extent, teachers were involved in decision making at their schools.

This was supported by results from the interviews, one of the female teachers had this to say:

_Every Monday during staff briefings and academic analysis meetings, our head teacher consults with the teachers on issues pertaining to academic progress._

When teachers in a school are involved in decision-making, they will own the decisions and therefore the policies in the school. In addition, the democratic style of leadership can create teacher leadership. This will improve teacher performance.

The results from 41% of the respondents agreed that their head teachers delegated responsibilities and duties to the juniors however this was opposed to 59% who disagreed, meaning that head teachers rarely delegated responsibilities to the subordinates.

Among those who agreed with the opinion on delegation of responsibilities one teacher from school B stressed:

_Deputy head teachers are given powers to conduct meetings, at times different people are put in charge of different assignments. For example, the discipline and academic committees can decide the fate of students on behalf of the head teacher._

In response to why he thought that delegation was important, one of the teachers from school C revealed that:
It helps the head teachers to relax but more importantly to develop other people's skills. It makes other people responsible and accountable to what goes on in the school. In addition, delegation helps expediting the decision-making process.

In terms of how she would describe the kind of leadership style employed in the school, the teacher replied that it was approximately 40% democratic and 60% dictatorial. She would, however, have preferred a scenario incorporating 80% of the democratic approach and 20% of the autocratic approach, and that autocratic leadership should be only used when it is absolutely necessary.

Another senior male teacher from school A who disagreed with the opinion had this to say:

*At our school the head teacher moves with his keys, till when he is back that you access his office.*

Item 3 of the questionnaire aimed at finding out whether head decided on school policies alone and the findings showed that 65% of the respondents agreed that which was contrary to 35% of the teachers who disagreed.

One of the female teachers from school D stressing this point had this to say:

*Most of what we do here are directives from the head teacher, she decides on what should or shouldn't be done. Most of us are at the receiving end, she can't be advised, and sometimes she feels like you are under looking her.*

Table 4.4, shows that 46% of the teachers agreed that their head teachers align programs to suit individual and organizational needs while 54% disagreed with the opinion.

Among those who agreed with the opinion a senior male teacher form school J stressed the point and had this to say:

33
"It is proper for an experienced head teacher to use various leadership styles interchangeably depending on the prevailing situation in a school. In some instances, when head teachers and their deputies are transferred from one school to another, they tend to adopt new leadership styles because the new environment dictates differently. This choice has seen them manage to put things right."

Item number 5 of the questionnaire aimed at finding out whether head teachers permitted teachers to use their own judgment in solving school problems and the findings showed that 49% of the teachers agreed while 51% of the respondents disagreed with the opinion.

In support of those who agreed, one of the senior teachers had this to say on solving school problems:

Sometimes as a group in the school you may need to come up with a common position. In this case committees like the disciplinary or academic committees are formulated. These come up with proposals on how we can solve problems especially the discipline and academic problems. For example, before the academic assessment, the academic committee sits to make recommendations, which are presented to the staff meeting for approval.

Item number 6 of the questionnaire aimed at finding out whether head teacher allowed staff to perform school duties without strict supervision and the findings showed that 60% of the participants agreed while 40% of the teachers disagreed.

In support of those who agreed, one of the part time teachers from school H had this to say:

In support of those who agreed, one of the senior teachers from school k had this to say:
We perform our duties without strict supervision, the head teacher has to monitor and approve the decisions because he is the head of the school. Whatever wrong goes on in school, he is accountable.

Item 7 sought to find out whether head teachers let teachers to test students at any time of their choice and the findings showed that 30% of the respondents agreed that while 70% of the teachers disagreed.

Among those who agreed, one of the teachers from school B had this to say:

*Majority of the teachers administer tests at the time they feel like, since the tests do not count a lot.*

Item 8 aimed at finding out whether head teachers allowed teachers to appraise their work and the findings showed that 29% of the teachers agreed while 71% disagreed.

Item 9 aimed at finding out whether head teachers involved teachers in determining resource allocation and utilization in schools and the findings showed that 38% of the teachers agreed that their head teachers involved teachers in determining resource allocation and utilization in the school; this was denied by 62% of the respondents who disagreed.

In support of those who disagreed, one of the male teachers from school D had this to say:

*Our head teacher rarely involves teachers in allocation of funds, she does it as she wishes, when USE funds come she becomes unfriendly to teachers till it is done, the level of transparency on school funds is lacking, some programs are not funded. We have spent two years without going for sports competitions yet money comes.*

From the observation checklists used during school visits, physical appearance of the school, reception, attitudes of staff and learners, behavior of teachers and interpersonal relationships
were observed and were in line with interview findings. This method was used to collect qualitative data from the respondents.

From the above findings by all instruments, it was clear that most of the head teachers employed autocratic leadership style with a few adopting laisses faire and democratic. This leadership style does not give teachers the freedom to make their own decisions. Teachers do not want commanding authority since such authorities make them lose morale and sometimes neglect their duty.

Table 4.4: Leadership styles commonly used by head teachers of secondary schools in Buikwe district.

<table>
<thead>
<tr>
<th>Commonly used leadership styles</th>
<th>N</th>
<th>Common</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic</td>
<td>120</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>Democratic</td>
<td>120</td>
<td>50</td>
<td>41.6</td>
</tr>
<tr>
<td>Laisses-faire</td>
<td>120</td>
<td>10</td>
<td>8.4</td>
</tr>
</tbody>
</table>

As indicated in Table 4.4, the autocratic style of leadership was found to be the most commonly used leadership style among head teachers of senior secondary schools in Buikwe district, 60 respondents (50%) gave this response. This was followed by the democratic leadership style 50 respondents (41.6%) gave this response. Only 10 respondents (8.4%) claimed that, laissez-faire leadership style was used by head teachers of senior secondary schools in Buikwe District.

Results of research objective two:

Objective two set out to establish the nature of teacher performance in selected secondary schools in Buikwe district. This was tested using frequencies and percentages on research question two which stated "what is the nature of teacher performance in secondary schools in
Buikwe district? This question was administered to Head teachers and students. The findings are presented in table below.

**Table 4.5: Results showing the students’ opinions on nature of teacher performance in Buikwe district**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>High</th>
<th>%</th>
<th>Moderate</th>
<th>%</th>
<th>Low</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitoring students’ work</td>
<td>240</td>
<td>42</td>
<td>17.5</td>
<td>130</td>
<td>54.2</td>
<td>68</td>
<td>28.3</td>
</tr>
<tr>
<td>Lesson attendance</td>
<td>240</td>
<td>86</td>
<td>35.8</td>
<td>112</td>
<td>46.7</td>
<td>42</td>
<td>17.5</td>
</tr>
<tr>
<td>Lesson presentation</td>
<td>240</td>
<td>58</td>
<td>24.2</td>
<td>78</td>
<td>32.5</td>
<td>104</td>
<td>43.3</td>
</tr>
<tr>
<td>Syllabi coverage</td>
<td>240</td>
<td>34</td>
<td>14.2</td>
<td>65</td>
<td>27.1</td>
<td>141</td>
<td>58.7</td>
</tr>
<tr>
<td>Remedial lessons</td>
<td>240</td>
<td>52</td>
<td>21.7</td>
<td>54</td>
<td>22.5</td>
<td>134</td>
<td>55.8</td>
</tr>
<tr>
<td>Marking assignments</td>
<td>240</td>
<td>36</td>
<td>15.0</td>
<td>86</td>
<td>35.8</td>
<td>118</td>
<td>49.2</td>
</tr>
<tr>
<td>Effective supervision</td>
<td>240</td>
<td>53</td>
<td>22.1</td>
<td>106</td>
<td>44.2</td>
<td>81</td>
<td>33.7</td>
</tr>
<tr>
<td>Time management</td>
<td>240</td>
<td>45</td>
<td>18.8</td>
<td>110</td>
<td>45.8</td>
<td>85</td>
<td>35.4</td>
</tr>
<tr>
<td>Class control</td>
<td>240</td>
<td>42</td>
<td>17.5</td>
<td>76</td>
<td>31.7</td>
<td>122</td>
<td>50.8</td>
</tr>
<tr>
<td>Average total</td>
<td>240</td>
<td>49</td>
<td>20.7</td>
<td>90.7</td>
<td>37.8</td>
<td>99.5</td>
<td>41.4</td>
</tr>
</tbody>
</table>

**Scale:** Between 30-40 = Low, 45-50 = Moderate, 60-70 = High.

Table 4.5 above shows percentages of students’ response towards questionnaire items that were used to measure the nature of teacher performance. To analyse the findings, frequency counts of the students’ responses were put into three categories, between 30-40 low, 45-50 moderate and 60-70 high.
With reference to the above categories, interpretation was then drawn in the following paragraphs.

The findings revealed some disparities on the responses of the head teachers to items on teachers' job performance in the schools. 17% of the respondents reported that teachers were in the habit of monitoring students' work, while a large number of the respondents that is 130 (54.2%) claimed that teachers' monitoring of students' work was at a moderate level, 68 of the respondents (28.3%) reported that monitoring students' work in schools was at a low level. This shows that many teachers might not have been monitoring students' work strictly.

35.8% of the respondents claimed that lesson attendance by teachers was high, 46.7% of the students reported that lesson attendance by teachers was at a moderate level. 17.5% claimed that lesson attendance was at a low level.

24.2% of the respondents reported that lesson presentation of teachers was high, 78 (32.5%) reported that lesson presentation by teachers was at a moderate level. 104 (43.3%) reported that lesson presentation by teachers was at a low level. This shows that many of the teachers perhaps might not have been preparing adequately for their lessons.

34 (14.2%) reported that teachers were in the habit of completing the syllabi, 65 (27.1%) reported that syllabi coverage by teachers was at a moderate level. 141 (58.7%) claimed that syllabi coverage by teachers was wanting.

52 (21.7%) claimed that teachers were in the habit of conducting remedial lessons, 22.5% of the respondents claimed that conducting remedial lessons by teachers was at a moderate level. 134 (55.8%) reported that conducting remedial lessons was at a low level. This shows that many teachers were not conducting remedial lessons.
15% of the respondents reported that marking assignment by teachers was at a high level, 86(35.8%) claimed that marking students' assignments was at a moderate level. 49.2% of the students reported that marking assignments was at a low level. In my opinion this implies that, there is need to assess students regularly to improve on performance.

22.1% of the respondents reported that teachers were in the habit of supervising students effectively, 44.2% reported that supervision of students by teachers was at a moderate level. 33.7% claimed that supervision of students was at a low level. This shows that many teachers do not supervise students effectively.

18.8% of the respondents claimed that teachers managed time punctually, 45.8% claimed that time management by teachers was at a moderate level. 35.4% of the respondents reported that use of various teaching methods was at a low level. This shows that many teachers might not have been punctual leading to poor teacher performance in schools.

17.5% of the respondents reported that teachers were in the habit of ensuring effective classroom control, 31.7% reported that class control was at a moderate level, 50.8% of the respondents reported that class control was at low level.

From staff arrival records, it was observed that most teachers were regular at school whenever it was time for lessons but it was also observed that some teachers were often absent as per document inquiry. These findings suggest that teachers' job performance in the schools was not at its best.

Results of research question three

The objective of the study was to investigate the impact of head teachers Leadership styles on teacher performance in selected secondary schools in Buikwe District. This was tested using a
research question which stated, 'how do head teachers’ Leadership styles impact on teacher performance in selected secondary schools in Buikwe District?

The researcher sought to determine the extent to which respondents agreed or disagreed with the above statements relating to the impact of head teachers Leadership styles on teacher performance in selected secondary schools in Buikwe District. The results are presented in table below.

**Table 4.6: Teacher’s responses on research question three N (120)**

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>SD</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our head teacher consults teachers in staff meetings when he/she wants to pass final resolutions.</td>
<td>9</td>
<td>33</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>2. Our head teacher’s leadership style has helped build level of commitment in teachers towards their school duties</td>
<td>28</td>
<td>30</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>3. Our head teacher never pays my allowances for the extra load given to me</td>
<td>46</td>
<td>16</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>4. Our head teacher is never there for us</td>
<td>27</td>
<td>32</td>
<td>41</td>
<td>-</td>
</tr>
<tr>
<td>5. Our head teacher allows teachers to demonstrate high degree of innovativeness, initiative and creativity in decision making process of the school</td>
<td>6</td>
<td>38</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td>6. Our head teacher appraises teachers</td>
<td>46</td>
<td>14</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>7. Our head teacher has improved on teacher library usage through provision of text books</td>
<td>28</td>
<td>15</td>
<td>21</td>
<td>36</td>
</tr>
<tr>
<td>8. The school leadership monitors teacher attendance.</td>
<td>23</td>
<td>21</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>9. Our head teacher monitors lesson attendance of teachers</td>
<td>41</td>
<td>18</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>10. Our head teacher provides accommodation to teachers</td>
<td>37</td>
<td>10</td>
<td>24</td>
<td>29</td>
</tr>
</tbody>
</table>

To analyse the findings, teachers who strongly agreed and those who agreed were combined into one category (those who concurred with the items). In addition, teachers who strongly disagreed and those who disagreed were put in another category (those who opposed).
With reference to the above categories, interpretation was then drawn in the following paragraphs.

Item 1 of the questionnaire aimed at finding out whether head teachers consulted with teachers in staff meetings and the findings showed that 42% of the respondents agreed while 37% of the teachers denied.

Item 2 aimed at finding out whether head teacher’s leadership style helped to build level of commitment in teachers towards school duties and the findings showed that 58% of the respondents agreed that while 42% of the teachers disagreed.

Item 3 aimed at finding out whether head teachers never paid their allowances for the extra load given to teachers. The findings showed that 62% of the respondents agreed while 38% disagreed. This means allowances are paid in a few schools in many schools they do not pay teachers’ allowances for extra work done.

Stressing the point that the head teacher never paid teachers allowances one of the teachers from a school J had this to say:

_Our head teacher does not pay teachers’ allowances for extra work done. He said there is no money to cater for teachers’ allowances, the school usually runs on a deficit budget._

Item 4 aimed at finding out whether head teachers were never there for teachers and the findings showed that 59% of the respondents agreed while 41% disagreed.

Among those who stressed the point that the head teachers were never there for teachers, one of the senior teachers from school H had this to say:

_Our head teacher is never there to comfort teachers in times of grief. Teachers’ welfare is poor, he is not bothered at all_
Item 5 aimed at finding out whether headteachers allowed teachers to participate in decision making and the findings showed that 44% of the respondents agreed that teachers participated in decision making while 56% of the teachers disagreed. This means that majority of the head teachers did not involve teachers in decision making in schools activities which affected teacher performance in many schools in Buikwe district.

Item 6 aimed at finding out whether head teachers appraised teachers. Table 4.5 shows that 60% of the respondents agreed while 40% disagreed. This means that most of the secondary head teachers in Buikwe district appraised teachers but this was not done by head teachers in some schools.

Findings from item 7 in table 4.6 show that 43% of the respondents agreed that their head teachers improved on teacher library usage through provision of text books which was opposed to 57% of the respondents who disagreed. This in my opinion implies that majority of the schools do not have textbooks for reference.

Stressing the point that the head teacher has improved on library usage by providing text books one of the male senior teachers from school G had this to say:

*Our head teacher tries his level best to improve library usage by availing text books, whenever teachers requisition for text books the requisitions are honored and this has improved on library usage.*

Another teacher from school C had this to say:

*We have few text books, we don't have a librarian, books are kept in the head teacher's office. Sometimes when he is off no one can give out text books.*

Table 4.6 shows that 44% of the respondents agreed with item 8 of the questionnaire that their head teachers monitor teacher attendance in school while 66% of the respondents disagreed,
meaning that most of the secondary school head teachers in Buikwe District do not monitor teacher attendance in schools. This has led to poor teacher performance.

Stressing the point that the head teacher monitors teacher attendance in school one of the teachers from school I had this to say:

*Our head teacher monitors teacher attendance in school, he cross-checks staff attendance records on a daily basis, to curb teacher absenteeism he introduced a policy of displaying the total number of days every teacher attended school in a term.*

Item 9 of the questionnaire aimed at finding out whether head teachers monitor lesson attendance of teachers in schools 59% of the respondents agreed while 41% denied. This means that though head teachers monitor lesson attendance there is need for equipping them with more skills of monitoring and evaluation to improve teacher performance in schools.

Table 4.6 shows that 47% of the respondents agreed that their head teachers provided accommodation to teachers which were opposed to 53% who disagreed. This means that many school leaders didn’t provide accommodation to their teacher which was still a big challenge in these schools in Buikwe district.

Stressing the point that the head teacher provides accommodation to teachers one of the teachers who had stayed in that school for two years had this to say:

*Our head teacher lobbied with the ministry of education to construct houses for teachers to improve teacher performance; We have enough accommodation facilities for teachers, this has reduced late coming and teacher absenteeism in school.*

The regression analysis was used to test the impact of head teachers’ leadership styles and teacher performance.
Table 4.7: Descriptive statistics and Anova results on Head teachers’ leadership styles and teacher performance

Table 4.8: Shows the relationship/correlation between the independent variable and dependent.

Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.641a</td>
<td>.601</td>
<td>.521</td>
<td>12.989</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), dleadership style, dict

The dependent variable is 60.1% explained by the independent variables since R squared is .601 therefore a good fit.

Table 4.9: Shows the F statistic of the relationship

ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>41.500</td>
<td>2</td>
<td>20.750</td>
<td>23</td>
<td>.041a</td>
</tr>
<tr>
<td>Residual</td>
<td>2868.300</td>
<td>17</td>
<td>168.724</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2909.800</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), leadership, dteacher performance
b. Dependent Variable: marks

The F statistic 23 has a p value 0.041 which is less than 0.05 thus the head teacher’s leadership is statistically significant at 5% level of significance.
Table 4.10: Shows the co-efficiency of the relationship between leadership styles and teacher performance

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>63.200</td>
<td>5.809</td>
<td>10.880</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>dautocratic</td>
<td>2.467</td>
<td>7.245</td>
<td>.102</td>
<td>.340</td>
</tr>
<tr>
<td></td>
<td>democratic</td>
<td>-7.000</td>
<td>7.865</td>
<td>-.027</td>
<td>-.089</td>
</tr>
</tbody>
</table>

a. Dependent Variable: teacher performance

The coefficient 2.467 shows that leadership has a strong effect on teacher performance 2.467 times more. This can be through the type of leadership used towards teacher performance. This is statistically significant at 5% level of significance since the p value 0.001 is less than 0.05. Therefore, from the analysis above, the implication is that in most of the schools, head teachers used autocratic leadership style followed by democratic while, laisses faire was the least used towards teacher performance in secondary schools in Buikwe District. Teachers’ job performance was better in schools having head teachers using autocratic leadership styles than in schools having principals using democratic and laisses-faire leadership styles.
CHAPTER FIVE
DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study were discussed after which the conclusions and recommendations were drawn. For clarity and chronology, it was arranged by these contents and then by the three research objectives that the study sought to find out. Thus, the chapter was divided into subsections namely, discussion which is related to the theoretical framework and the literature review, conclusions and suggestions.

5.1 Discussion of Study Findings

The discussion was arranged according to the three objectives of the study. The discussed findings were empirically got from the field using a self-administered questionnaire, interview guide and observation checklist. The section was subdivided into the following subsections: establishing the different leadership styles used by head teachers, the nature of teacher performance and establishing the relationship between head teachers' leadership styles and teacher performance.

5.1.1 Leadership styles used by head teachers in selected secondary schools in Buikwe District

The study sought to establish the different leadership styles used by head teachers in selected secondary schools in Buikwe District. From the above findings by all instruments, it was clear that most of the head teachers employed autocratic leadership style with a few adopting laissez faire and democratic. Autocratic leadership style did not give their teachers the freedom to make their own decisions. Teachers do not want commanding authority since such authorities make them lose morale and sometimes neglect their duty. This finding was in line with (Omary, 2009) he found out that head teachers have the potential for building a high
level of commitment in teachers. Allan (2003) noted that the leadership style the principal adopts is vital in determining the extent to which teachers respond towards achieving school goals. The researcher therefore agrees that for an effective school management, the school manager may use one or more styles of leadership or a combination of them depending on the situation.

The study findings revealed that on average head teachers aligned programs to suit individual and organizational needs but teachers were not free to express their views. Teachers did not get adequate chance to give suggestions on policy matters, a number of the school heads guided but most of the head teachers’ acted without consulting teachers which affected teacher performance. Majority of the head teachers aligned policies to suit organizational needs. When teachers in a school are involved in decision-making, they will own the decisions and therefore the policies in the school. Majority of the teachers never hesitated to discuss any school problem with the head teacher. Most teachers had autonomy to take their own initiatives. This finding was in line with Shamaki (2015) found out that among the leadership style, democratic style contributes more to teachers’ job productivity than autocratic style. The study findings concur with (Bwiruka, 2009) found that democratic leadership style was preferred by teachers when applied in schools. (Nsubuga, 2009) revealed that most head teachers in Uganda used this kind of leadership in order to create ownership.

The study disclosed from 38% of the respondents that their head teachers involved Teachers in determining resource allocation and utilization in this school; this was denied by 52% of the respondents who disagreed. Teachers were involved in setting school agendas but when it came to allocations it was in the hands of the head teachers they decided which activities to fund without consultation with the teachers. Okoth (2000) found that head teachers with an administrative experience of 11 -15 years are rated as being democratic than those with less administrative experience, the same findings corroborated by (Wangui, 2007). However,
Kimacia (2007) found that there is no relationship between professional experience of teachers in rating leadership styles of head teachers. There is need to investigate further on the noted points of contrast.

5.1.2 To establish the nature of teacher performance

This objective set out to establish the nature of teacher performance. This was measured using frequency counts of variables. The study revealed that teachers' job performance in the schools was at a moderate level. The findings indicating a moderate level of teachers' job performance in the schools shows that teachers have not been performing to the expectations of senior secondary schools in the District. A situation whereby the level of teachers' job performance in the schools was just 37.8% on the average does not augur well for effective teaching and learning in the schools.

It was discovered from the study findings that there were cases of teacher absenteeism where lessons went untaught which affected teacher performance. This finding concurs with Raegan Miller and colleagues looked at the impact of teacher absences on fourth-grade test scores in a large, urban school district and found that ten teacher absences within a year causes a significant loss in math achievement, reducing student performance by 3.3 percent of a standard deviation. (Nyabuto, 2007 as cited in Elizabeth etal, 2016) found that absenteeism among teachers contributes immensely to the learners' poor performance, a phenomenon that makes teachers not to cover the syllabus adequately. However, the study discovered from 52 (21.7%) of the respondents that teachers conducted remedial lessons to improve students' academic performance while 134 (55.8%) reported that conducting remedial lessons was at a low level.
5.1.3 Impact of head teachers Leadership styles on teacher performance in selected secondary schools in Buikwe District

This objective set out to establish the impact of head teachers' leadership styles on teachers' performance and was tested using descriptive statistics. The study results on objective three showed that majority of the head teachers tried to improve on teachers' performance at school but couldn't do much because of inadequate funding and few human resource personnel at schools. This affected the quality of their leadership towards teacher performance.

Research findings further revealed that most head teachers made effective use of teachers' individual capacity and talent and that they invited junior teachers to participate in the decision-making process. Majority of the teachers never hesitated to discuss any school problems with the head teacher; they also had autonomy to take their own initiatives. It is worthwhile to note that in a bid to improve the performance of head teachers, a mentoring program is strongly recommended for newly appointed and underperforming serving head teachers.

The study disclosed from 44% of the respondents that their school leadership provided adequate scholastic materials to teachers while 56% denied, meaning that this was a big gap as far as provision of scholastic materials was concerned.

The findings established that most of the school head teachers rarely paid teachers allowance for the extra loads that were given and were never there for teachers. This was across all the different leadership styles but mostly autocratic. This finding is in line with Research findings from diverse countries and different school contexts have revealed that schools that are effective and have the capacity to improve are led by head teachers who make a significant and measurable contribution to the effectiveness of their staff (Bill Mulford, 2003). Head teachers who adopt transformational leadership behaviors contribute to teachers' professional
commitment directly and indirectly through collective teacher efficacy. The quality of education depends on the teachers as reflected in the performance of their duties (Ross & Gray, 2006).

The results established that secondary school head teachers appraised their staff. It was discovered from 58% of the respondents that their head teacher’s leadership style helped build level of commitment in teachers towards their school duties, 42% disagreed. 44% of the respondents agreed that their head teachers’ leadership styles had improved on the level of participation in co-curricular activities as this was denied by 56% who disagreed. Huang, (2008) found out that Leadership style affects work performance significantly in terms of charisma, motivation, intellectual inspirations and personal consideration, with charisma exerting the most significant influence. Research conducted by (Burke, Stagl, Klein, Goodwin, Salas, & Halpin, 2006) on leadership behaviors and team performance outcomes revealed that transactional leadership behavior is significantly related to team performance.

The study revealed that teacher performance was better in schools having head teachers using autocratic leadership style than in schools having head teachers using democratic leadership style. This implies that in certain situations people need to be forced to work in order to enhance better productivity. The finding was consistent with the findings made in some previous studies (Nias, 1994; Okeniyi, 1995, Adiyemi, 2010). The finding was however contrary to the findings made by (Akinyemi, 1993; Akerele, 2007) who found that teachers perform better in schools having head teachers using democratic style of leadership than in schools having principals using autocratic style of leadership.

The finding indicating better job performance among teachers’ in schools having head teachers using autocratic leadership style than in schools having head teachers using laissez-faire leadership style was an indication that laissez-faire leadership style is not a good style of leadership that could enhance better job performance among teachers’ in schools. This
finding was in consonance with the findings made by previous researchers (Ibukun, 1997; Adeyemi, 2004).

Generally, the findings of this study have therefore led the researcher to conclude that autocratic leadership style is the best style of leadership that could enhance better job performance among teachers in senior secondary in the district.

5.2 Conclusions

The study was conducted to examine the relationship between head teachers’ leadership styles and teachers’ performance in secondary schools in Buikwe district.

In focus to objective one, it was found out that most of the head teachers employed autocratic leadership style.

In objective two, it was established that teacher performance in many secondary schools was at a moderate level.

In objective three, the study concluded that head teachers’ leadership style is a critical variable in teachers’ job performance in senior secondary schools in Buikwe District. The significant relationship found in this study between the autocratic leadership style and teachers’ job performance is value added.

5.3 Recommendations of the study

Basing on the findings of the study, the following recommendations are made:

For objective one, the teaching service commission in collaboration with ministry of education, science and technology should be organize seminars and workshops for head teachers on effective leadership styles for school management.
For objective two, there is need for support supervision in secondary schools to improve teacher performance.

For objective three, there is need for head teachers to use a mixture of autocratic and democratic styles of leadership in their school administration in order to enhance better job performance among teachers.

5.4 Suggestions for further research

The study suggests that further studies be carried in the following related areas:

Comparative studies in other public secondary schools should be carried out in other parts of the county to find out whether the findings can be generalized to the entire country.

The effects of school's leadership styles on the performance of schools in Uganda.
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APPENDICES

APPENDIX A: SELF-ADMINISTERED QUESTIONNAIRE

SECTION A BIO DATA

SECTION A: Background information

(Please tick)

1. (a) What is your age in complete years?
   
   13-24 □  25-29 □  30-34 □  35-39 □  39 and above □
   
   (b) Gender:  Male □  Female □

2. (a) How long have you worked at this school?
   
   (i) 0-4 □  (ii) 5-9 □  (iii) 10-14 □  (iv) 14 and above □

3. (a) What is your highest academic qualification?
   
   Diploma □  Degree □
   
   (b) If any other please specify

   ........................................................................................................

(C) What type of leadership style does your head teacher use in this secondary school?

4. Mention at least three leadership styles commonly used by the head teacher in this school.

   ........................................................................................................
   ........................................................................................................
   ........................................................................................................
## SECTION B: LEADERSHIP STYLES

Which of the following statements is true about your head teacher?

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Our head teacher consults teachers before making decisions</td>
<td>SA</td>
<td>A</td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>concerning academic progress</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>The head teacher delegates responsibilities and duties to his juniors</td>
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<tr>
<td>3</td>
<td>Our head teacher decides on school policies alone</td>
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</tr>
<tr>
<td>4</td>
<td>Our head teacher aligns programs to suit individual and</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>organizational needs</td>
<td></td>
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<tr>
<td>5</td>
<td>Head teacher permits staff to use their own judgments in solving</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>school problems</td>
<td></td>
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<tr>
<td>6</td>
<td>Our head teacher makes policies to suite organizational needs</td>
<td></td>
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<tr>
<td>7</td>
<td>Our head teacher allows staff to perform school duties without strict supervision</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Our head teacher lets teachers to test students at any time of their choice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Our head teacher allows teachers to appraise their work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Our head teacher involves Teachers in determining resource</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>allocation and utilization in this school</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### SECTION THREE: Nature of teachers' performance

<table>
<thead>
<tr>
<th>Which of the following statements is true about your teachers</th>
<th>SA %</th>
<th>A %</th>
<th>SD %</th>
<th>D %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers monitor students' work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our teachers attend lessons regularly</td>
<td></td>
<td></td>
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<tr>
<td>Teachers' lesson presentation is clear</td>
<td></td>
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<tr>
<td>Out teachers complete the syllabi in time</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Our teachers conduct remedial lessons to improve performance</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>There is regular marking of tests by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Teachers supervise students effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our teachers use a variety of Teaching methods</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our teachers do not control noise levels in classrooms</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**SECTION FOUR: LEADERSHIP STYLE AND TEACHERS’ PERFORMANCE.**

<table>
<thead>
<tr>
<th>Answer these questions in the best way you can</th>
<th>SA</th>
<th>A</th>
<th>SD</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The school leadership provides adequate scholastic materials to teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Our head teacher’s leadership style has helped build level of commitment in teachers towards their school duties</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Our head teacher never pays my allowances for the extra load given to me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Our head teacher is never there for us</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teachers actively participate in co-curricular activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Our head teacher appraises teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Our head teacher has improved on teacher library usage through provision of text books</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. There is regular attendance to class lessons by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The school leadership has improved on teachers attendance at school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Our head teacher provides accommodation to teachers</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

67
APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS

Dear respondent,

I am a student at Kyambogo University Kampala, pursuing a Master’s Degree in Education Policy Planning and Management (MEDPPM). I am carrying out research on relationship between head teachers’ leadership styles and performance of Secondary school teachers in Buikwe district. I kindly request you to provide me with information. This information will be treated as confidential and used for academic purposes only.

SECTION A: Background information

(Please tick)

4. (a) What is your age in complete years?
   - 20-30 □ 31-40 □ 40-50 □ 51-60 □

   (b) Gender: Male □ Female □

5. (a) How long have you worked at this school?
   (i) 0-4 □ (ii) 5-9 □ (iii) 10-14 □ (iv) 14 and above □

6. (a) What is your highest academic qualification?
   Diploma □ Degree □

   (b) If any other please specify ..........................................................

1. What type of leadership style do you use in this school?

2. Why?

3. How do you rate the nature of teacher performance in this school?

4. How has your leadership style impacted on teacher performance in this school?
APPENDIX C: KREJCIE MORGAN’S SAMPLE SIZE DETERMINATION

Table for determining needed size $S$ of a randomly chosen sample from a given finite population of $N$ cases such that the sample proportion $p$ will be within ± .05 of the population proportion $P$ with a 95 percent level of confidence.

<table>
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<th>$S$</th>
<th>$N$</th>
<th>$S$</th>
<th>$N$</th>
<th>$S$</th>
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<tr>
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<td>700</td>
<td>248</td>
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<tr>
<td>150</td>
<td>108</td>
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<tr>
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<td>800</td>
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<tr>
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<tr>
<td>180</td>
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<td>900</td>
<td>269</td>
<td>40,000</td>
<td>380</td>
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<tr>
<td>190</td>
<td>127</td>
<td>950</td>
<td>274</td>
<td>50,000</td>
<td>381</td>
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<tr>
<td>200</td>
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<td>75,000</td>
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<td>136</td>
<td>1,100</td>
<td>285</td>
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</tbody>
</table>

$N$ is population size; $S$ is sample size