



UGANDA MANAGEMENT INSTITUTE

**LEADERSHIP PRACTICES AND TEACHER PERFORMANCE IN GOVERNMENT
AIDED SECONDARY SCHOOLS IN WAKISO
DISTRICT IN UGANDA**

BY

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**A RESEARCH DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT
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DECLARATION

I Robinah Nakabugo Semitala declare that this research dissertation is my original work and has never been published or presented to any university or institution of higher learning for award of any academic award.

Signed _____

Robinah Nakabugo Semitala

Date _____

APPROVAL

This is to certify that this research report has been written under our supervision and has been submitted for examination with our approval as supervisors.

Signed _____

Date _____

Dr. Karim Ssesanga

Signed _____

Date _____

Dr. Stella Kyohairwe

DEDICATION

I dedicate this work to all the leaders in schools to pick ideas that might help them in providing good leadership of our schools.

ACKNOWLEDGEMENT

I wish to express my appreciation to my supervisors Dr. Karim Ssesanga and Dr. Stella Kyohairwe who guided me through this study. They motivated me to work hard and accomplish this study. Their inspiration has taken me to another level of my academic development.

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ABSTRACT

This study explored the relationship between leadership practices and teacher job performance in government aided secondary schools. Specifically the study looked at transformational, supportive and participative leadership practices. The study adopted cross-sectional survey design on a sample of 227 respondents. Data was collected by use of questionnaire and interview guide, it was analysed quantitatively and qualitatively. Quantitative data was analysed using the Statistical Package for Social Scientists 17.0 (SPSS) program. At univariate level, data was analysed basing on the mean and frequencies. At bivariate level, data was analysed basing on correlational analysis and multivariate analysis was carried out using linear regression. Qualitative data was analysed by content analysis composing explanations and substantiating them using the respondents open responses. The study established; a significant positive relationship between transformational leadership practice, supportive leadership practice and participative leadership practice with teachers' performance. It was thus concluded that there is a relationship between transformational leadership practices, supportive leadership practice and participative leadership practice with teacher performance. Therefore, it was recommended that leadership in schools should implement the transformational leadership practice to enhance teacher performance; the leadership of schools should be supportive to teachers; and leadership of schools should encourage teacher participation in the management of schools.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Educators world over are continuously restructuring schools to better meet the needs of the ever changing society. In this however, the head teachers' effective leadership practices are of paramount significance for school effectiveness (Leech at al. 2003). The head teacher is pivotal in producing and sustaining a sense of vitality in school systems where teachers are working together for the betterment of the schools (Fullan, 2003). This study conceptualised that leadership practices of transformational leadership, supportive leadership and participation of teachers enhanced schools performance. This first chapter covers the background to the study, statement of the problem, objectives, research questions, research hypotheses, scope, significance and conceptual framework of the study.

1.2.1 Background to the Study

1.2.1 Historical Background

Principals in schools employ a variety of leadership practices, these include transformational, transactional, laissez- faire (Chaudhry, Qayyum&Husnain, 2012), participative (Muindi, 2011), servant leadership (Olesia, Namusonge&Iravo, 2013), engagement (Wiley, 2010) directive(Houghton & Yoho, 2005), supportive leadership and modelling the way (Sandbakken, 2006). In the Western World countries such as America, Britain, Australia and New Zealand, policy makers emphasise that principals implement a culture of sharing of energy, commitment and contribution. Schools have become reliant on the leadership of principals and other members

of the school for continuous improvement (Salahuddin, 2012). This emphasises the transformational, participative and engagement leadership practices.

However, in the developing countries such as Asia, the situation is different. For instance, in Bangladesh, the leadership in schools demonstrate the heroic type of leadership without considering and utilising potential talents and expertise of their teachers. Leadership is seen as positional leadership; the leadership style is based on the authority and power given by the position of principal (Salahuddin, 2011). In Africa, whereas government policies demand democratisation of leadership in schools, most principals continue to employ directive or dictatorial leadership. For instance in South Africa, the leadership behaviours of principals is regarded as the barrier to democratic transformation, social justice and engenders resistance threatening management effectiveness (Mafora, 2013). In Nigeria there is lack of distributed leadership, dictatorship and support for teachers. The principals are harsh and teachers are not adequately motivated and encouraged (Adegbesan, (2013). In Ghana, principals are indicated to be more transactional than transformational but are perceived not to be doing enough in exercising their power and empowering others to act (Boateng (2012).

In East African schools, diverse leadership practices are employed depending on each individual head teacher and country. However, there are common leadership practices in schools. For instance in Kenya, transformational was found to be the most common leadership practice (Musera, Achoka, Mugasia, 2012). Kiboss and Jemiryott(2014) also in Kenya indicate that democratic leadership or transformational was the most dominant leadership practice, followed by autocratic leadership and then transactional leadership. Machumu and Kaitila (2014) indicate that in Tanzania, democratic leadership practice was the most common, followed by autocratic

and then laissez- faire in schools. In Uganda, there are studies which show that there is lack of participative, supportive and democratic leadership with the most used leadership practices being autocratic and laissez- faire leadership practices (Nsubuga, 2008). However, Kanyerezi (2010) indicated that head teachers were also reported to employ supportive leadership and transactional leadership. This study specifically related transformational leadership, supportive leadership and participative leadership practices to teacher performance.

1.2.2 Theoretical Background

The theories that underpinned this study were the transactional theory based on the leader-follower relation and the Transformational Leadership Theory based on the sharing of a vision which motivates and directs the followers (Burns, 1978; Bass, 1985). The Transactional and Transformational Leadership Theories (Burns, 1978; Bass, 1985) explain how leaders should deal with subordinates to motivate their higher performance. The Transactional Theory emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract', through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. With the Transformational Leadership Theory, the central concept is change, and the role of leadership is envisioning and implementing the transformation of organisational performance (Bolden, Gosling, Marturano & Dennison, 2003). This study was guided by the two theories because they clearly identified important leadership practices which were transformational leadership, supportive and participation practices which were the basis of this study.

1.2.3 Conceptual Background

The concept of leadership which was the basis of this study refers to the art of mobilising others to want to struggle for shared aspirations (Sandbakken, 2006). Leadership produces change and includes establishing direction through visioning, aligning people with the vision and strategies, and motivating and inspiring the people (Packard, 2009). Leadership practices are strategic interventions that help accomplish collective work. Rather than mechanistic procedures, these are patterns of action that emerge organically through experimentation and in struggling with day-to-day challenges that have no ready solution. Leadership practices are invented in every purposeful interaction, in every exchange that is geared toward finding common ground to pursue collective work (Ospina&Foldy, 2005; Foldy et al., 2008). In this study, leadership practices have been conceptualised to refer to transformational leadership, supportive leadership and participative leadership practices.

Teacher performance refers to teachers using productive teaching techniques, enabling student achievement, organising and structuring class management, exhibiting positive interpersonal relations and demonstrating employee responsibility (Taylor & Tyler, 2012). In this study, performance was operationalised to refer to the teachers' use of productive teaching techniques, enabling student achievement, exhibiting positive interpersonal relations, demonstrating effective interpersonal relationships and employee responsibility.

1.2.4 Contextual Background

The leadership of schools in Uganda involves head teachers who led teams of teachers assisted by deputy head teachers, with a hierarchy of heads of various departments. However, in

secondary schools there were complaints of poor leadership by head teachers. This was characterised by failure of the administration to involve stake holders such as teachers in decision making and misuse of school funds (Rukundo, 2009). There was animosity that at times led to strikes. Consequently, even the traditional schools that were once household names at national level in academics were no more. Educationists and administration experts pointed to poor communication by the school administrators (Ekimeezalobby live, 2011).

Consequently, there was poor performance of teachers in the district, with teacher morale and motivation to work very low. Thus many teachers often absented themselves from classes and came late to schools; left the schools unattended to; and were not satisfied with their work as they did not complete the tasks assigned to them in time (Muwanguzi, 2009). Besides, in government aided schools in Wakiso district there was lack of teamwork between teachers and school administrators creating an environment of mistrust (Wetungu, 2012). Indiscipline in secondary schools was also on the increase because although teachers were expected to play a significant role in enhancing students' discipline, they were relaxed and not performing as expected in terms of enforcing discipline in the schools (Nassozi, 2010). This contextual evidence led to the unanswered empirical question as to whether leadership practices related to teacher performance.

1.3 Statement of the Problem

Teacher performance is one of the most significant activities in schools. "It is not rocket science, the better the teacher teaches, the better the student learns" (Wong, 2009). Performing teachers deliver the subject matter effectively, cater for student differences, plan classroom instructional

strategies, know individual students, and assess student understanding and learning outcomes. Performing teachers reflect and collaborate with colleagues (Barry, 2010), organise and structure class management and demonstrate employee responsibility (Taylor & Tyler, 2012) enhancing students and schools performance. The government of Uganda has made several attempts, to enhance the performance of teachers. For instance, the ministry of education has been training teachers in cyber school technology solutions knowledge through workshops in the teaching of science subjects (Ministry of Education and Sports, 2010) and Secondary Science and Mathematics Teachers (SESEMAT) project annual workshops (Ssekwe, 2012) and teachers' salaries are gradually being enhanced (Kafeero, 2013).

However, teachers' performance remains poor characterised by conflict between head teachers and teachers, a high rate of staff turnover, late reporting and failure to execute all their professional duties like making schemes of work, lesson plans and weekly duty by many teachers (Sasagah et al., 2007). Teachers are blamed of inciting students' strikes that have led to destruction of schools' infrastructure and property (Tumwesigye & Basheka, 2008). It was against this background therefore, that the study explored the relationship between leadership practices and teacher performance in government aided secondary schools in Wakiso District.

1.4 Purpose of the Study

This study explored the relationship between leadership practices and teacher performance in government aided secondary schools in Wakiso District.

1.5 Specific Objectives

The specific objectives of this study were;

- i. To examine the relationship between transformational leadership practice and teacher performance in government aided secondary schools.
- ii. To assess the relationship between supportive leadership practice and teacher performance in government aided secondary schools.
- iii. To examine the relationship between participative leadership practice and teacher performance in government aided secondary schools.

1.6 Research Questions

- i. What is the relationship between transformational leadership practice and teacher performance in government aided secondary schools.
- ii. What is the relationship between supportive leadership practice and teacher performance in government aided secondary schools.
- iii. What is the relationship between participative leadership practice and teacher performance in government aided secondary schools.

1.7 Research Hypotheses

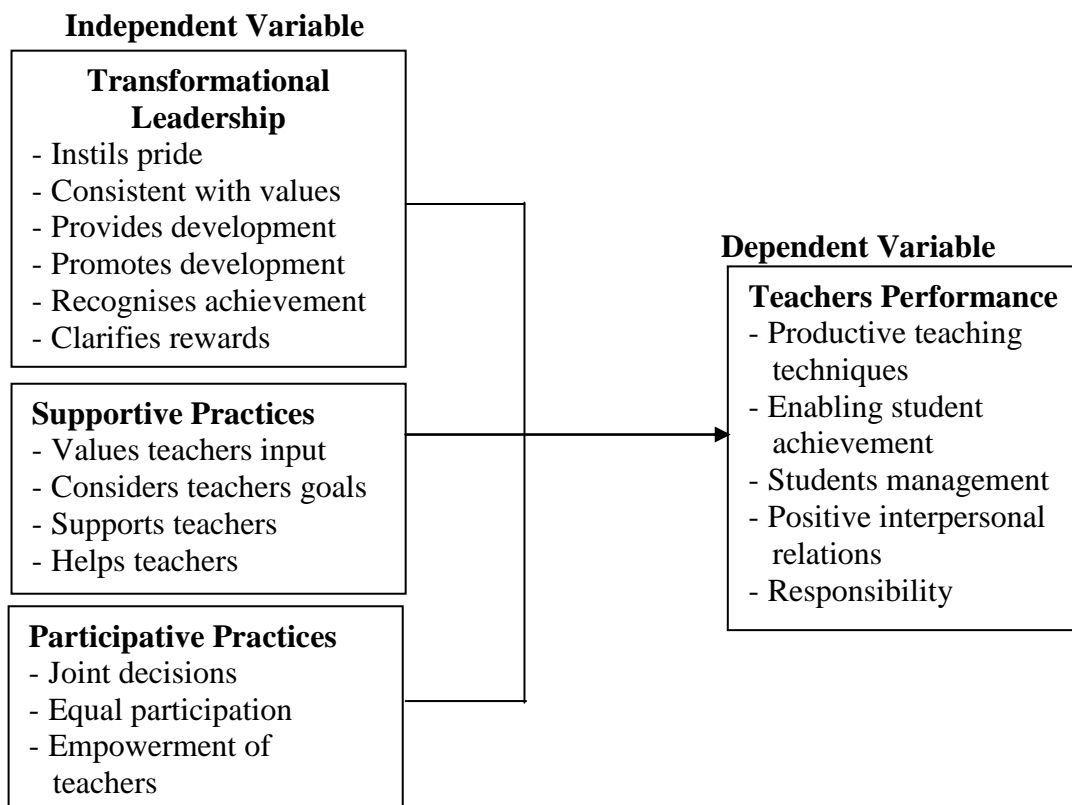
- i. There is a significant relationship between transformational leadership practice and teacher performance in government aided secondary schools.
- ii. There is a significant relationship between supportive leadership practice and teacher performance in government aided secondary schools.

iii. There is a significant relationship between participative leadership practice and teacher performance in government aided secondary schools.

1.8 The Conceptual Framework

There is a relationship between head teacher leadership practices and teacher performance. The framework here under describes the relationship.

Figure 1.1 Conceptual framework



Source: Adopted from the ideas of Bolden (2003) and modified by the researcher.

Figure 1.1 above shows the relationship between leadership practices and teachers performance.

Leadership practices were conceived to include, transformational leadership, supportive and participation practices. Transformational leadership was conceptualised to include instilling pride, consistency with values, encouraging, providing development, promoting development, recognising achievement and clarifying rewards. With participative practices, this considered to include participatory decisions, equal participation and empowerment of teachers. The independent variable was presumed to lead to schools' performance. Performance of teachers was shown to include productive teaching techniques, enabling student achievement, students' management, positive interpersonal relations and responsibility. However, teacher performance could be influenced by other factors other than leadership practices. These included lack of financial resources, individual staff motivation and personality differences. However, during the investigations of the study these were controlled by not setting items related to them in order not to affect the findings of the study.

1.9 Significance of the Study

The study focused on an important aspect that is the leadership practices in the running of secondary schools. It is hoped that this study will help head teachers to improve their leadership by adopting good leadership practices that can enhance the performance of teachers. These practices can win the commitment of teachers and give their all while performing schools activities. It is also hoped that information provided by this study will help stakeholders in schools such as parents, Board of Governors and Local Council leadership in partnering with the head teachers and teachers, in the smooth running and to enhance performance of the schools. The study might also help the Ministry of Education and Sports and other stake holders such as donor agencies which influence the process of policy making and implementation by designing

leadership courses for head teachers aimed at improving on their leadership skills. Further, this study will provide new knowledge to researchers and scholars interested in studying leadership of head teachers to extend and develop new knowledge in leadership studies.

1.10 Justification for the Study

Effective leadership is essential if schools are to achieve the wide-ranging objectives set for them by their many stakeholders, notably the government which provide most of the funding for public educational institutions. In an increasingly global economy, an educated workforce is vital to maintain and enhance competitiveness. Society expects schools to prepare people for employment in a rapidly changing environment. Teachers and their leaders are the people who are required to deliver higher educational standards (Bush, 2011). However, in Ugandan schools there was poor teacher performance. Teacher performance remained poor characterised by conflict between head teachers and teachers, a high rate of staff turnover, late reporting and failure to execute all their professional duties like making schemes of work, lesson plans and weekly duty by many teachers (Sasagah et al., 2007). Teachers were blamed of inciting students' strikes that led to destruction of schools' infrastructure and property (Tumwesigye&Basheka, 2008). This situation warranted the study to establish if amidst these challenges leadership practices can enhance teachers' performance.

1.11 Scope of the Study

1.11.1 The Geographical Scope of the Study

The geography of the study was Wakiso District a semi – urban district with its headquarters located west of Kampala about 15 kilometres from Kampala City centre along Kampala- Hoima highway. Wakiso had 27 government aided secondary schools.

1.11.2 The Content Scope

The content scope of the study was the independent variables of head teachers leadership practices that were, transformational leadership practice, supportive leadership practice and participation leadership practice. Transformational leadership was studied in terms of instilling pride, consistency with values, encouraging, providing development, promoting development, recognising achievement and clarifying rewards. Supportive leadership practices were studied in terms of considering teachers goals, supporting teachers and helping teachers. Participation practice was studied in terms of valuing teachers input, considering teachers goals, supporting teachers and helping teachers. The dependent variable of the study was studied in terms of teachers using productive teaching techniques, enabling student achievement, students' management, positive interpersonal relations and employee responsibility.

1.11.3 Time Scope

The study covered the period 2010 to 2013. This was sufficient time to evaluate the leadership practices of head teachers in the selected government aided schools and teacher performance. This period was selected because in most government aided schools in the district there seemed to be marked decline in performance (UNEB 2012 Report, 2013). This thus became the basis for exploring whether leadership practices related to teachers performance.

1.12 Operational Definitions of Terms and Concepts

Leadership practices: Operationally leadership practices refer to system by which the leader employs transactional, supportive and participative leadership practices.

Teacher performance: Performance in this study refers to employees' effectiveness and efficiency in teaching, teaching preparation, carrying out of research and teacher punctuality.

Employee participation: In this study, employee participation refers to employee involvement through democratic decision making in functional departments, in a decentralised organisation that is de-layered with flat structures.

Employee support: In this study employee support is considered to refer to the principal's implementation of support mechanisms for teachers by offering incentives, career development and providing regular feedback.

Transformational leadership: This concept in this study has been conceptualised to refer to instilling pride, consistency with values, encouraging, providing and promoting development, recognising achievement and clarifying rewards.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents review of related literature under the following subheadings; theoretical review, development of transformational, supportive leadership and participation leadership practice in relation to teacher performance. While reviewing the literature, contributions, weaknesses and gaps in the existing literature were revealed.

2.2 Theoretical Review

This study was guided by the Transactional Theory based on the leader-follower relation and the Transformational Leadership Theory based on motivating and directing the followers (Burns, 1978; Bass, 1985).

2.2.1 Transactional Leadership

The transactional theory emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers (Bolden, 2003). Transactional leadership theory deals with the role of rewards such as pay and promotion as the motive for achieving results and “punishment such as loss of salary, demotion and loss of position as a motive to ensure adherence to the goal to be achieved (Waldman et al, 2001). Transactional leaders recognise, the actions their subordinates must take in order to achieve outcomes, and develop agreements with them, which make clear what they will receive if they do something right and what will happen if they do something wrong (Bass

and Avolio, 1994) This theory guided the study to identify variables namely, transformational leadership, supportive leadership and participation leadership practices.

2.2.2 Transformational Leadership

This theory was first put forward by Burns in the 1970's and was elaborated on by Bass in the 1980's (Brown & Keeping, 2005). To Burns transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. The leader may transform a follower's self-interest, increase the confidence of followers, elevate followers' expectations, heighten the value of the leader's intended outcomes for the follower, encourage behavioural change and motivate others to higher levels of personal achievement (Bolden, 2003). Transformational leadership has four components; idealised influence, individual consideration, intellectual stimulation and inspiration (Avolio et al, 1991). This theory points out that the leader transforms followers self-interest, increase their confidence, elevate their expectations, encourage behavioural change and motivate others to higher levels of personal achievement. Basing on the variables that indicate how the head teachers involve staff in leadership and increase work relations to motivate schools performance. These theories helped in relating leadership practices and teachers performance because they holistically covered the variables of the study that were development of shared transformational leadership, supportive leadership and participation leadership practice

2.3 Review of Related Literature

2.3.1 Transformational Leadership Practice and Teacher Performance

Transformational leadership involves motivating others to move towards their own self-interests to achieve the goals of the group and the organisation and adopt new ways to success (Rehman et al, 2012). Bushra et al. (2011) explain that with transformational leadership, leaders encourage followers to boost up the level of their morals, motivation, beliefs, perceptions and coalition with the objectives of the organisation. In this kind of leadership, leaders allow employees to think innovatively analyse the problem from numerous angles and explore new and better solutions to the problem. Pradeep and Prabhu (2011) studied the relationship between effective leadership and employee performance with employees of selected Indian public sector enterprises as the unit of analysis. Using descriptive statistics, the study established that majority of employees in middle level management prefer transformational leadership. However, transformational leadership was found to be preferred by employees in middle management in the public sector enterprises according to the above study. However, particularly for this study, there was need to investigate whether transformational leadership was being practiced in secondary schools in Uganda.

Transformational leadership practice is believed to influence organisational performance. According to Odumeru and Ogbonna (2013) with transformational leadership, the leader stimulates and encourages creativity in the followers and enhances the motivation, morale, and performance of followers. Sandbakken (2006) in a study of leadership practices and organisational performance of Norwegian employees in a cross-section of private and public organisations, in a regression analysis a low relationship between transforming leadership

practices and organisational performance was established. However, Pradeep and Prabhu (2011) in their study of the relationship between effective leadership and employee performance using employees of selected Indian public sector enterprises as the unit of analysis, they established a relationship between transformational leadership and employee performance. Their correlation and regression analyses suggested that the transformational leadership style had significant relationship with performance outcomes. However, these studies were carried out in Europe and Asia particularly in business and public sector enterprises other than schools. This contextual gap left the empirical question as to whether transformational leadership practices influenced teacher performance in secondary schools in Uganda, still unanswered.

Saeed, Gelaidan and Ahmad (2013) explain that transformational leaders provide opportunities for growth and treat followers as individuals spending time coaching them in order to develop their capabilities and subsequently create meaningful exchanges between them. In a study, by Bambacas and Patrickson (2008) about interpersonal communication skills that enhance organisational commitment with senior HR managers in medium to large organisations in Southern Australia, they established the importance of transformational leadership in enhancing employee performance. In their qualitative analysis, they established that a leadership style that engendered trust was of the highest importance when HR managers wanted to enhance employee commitment hence performance. This study was carried out to establish whether, in secondary schools, the leadership that engendered trust through providing opportunities for growth and treating followers as individuals by spending time coaching them existed.

Transformational leaders transmit to employees a strong vision of the growth opportunities in their team, encourage them to think critically about change initiatives, enhance their confidence in dealing with adaptation, and emphasise the importance of performance while transcending self-interests for the team's sake. Because of such leadership influence, employees are more likely to react favourably to change both attitudinally and behaviourally (Carter, Armenakis, Field & Mossholder, 2013). Herold, Fedor, Caldwell, and Liu (2008) reported positive relationships between transformational Leadership and employee change commitment, performance implied. Similarly, Detert and Burris (2007) provided evidence that change oriented (i.e., transformational) leadership predicted job performance at the unit level. However, the extent of transformational leadership that was change oriented in Ugandan schools was not established during the review of literature, this thus attracted the investigations of this study to establish how it is practiced in the schools and its impact on performance.

2.3.2 Supportive Leadership Practice and Teacher Performance

Supportive leadership (SL) refers to attitudes, communication, behaviours and actions by managers and supervisors that enable staff to feel supported thereby to working effectively, productively and appropriately (Muller, MacLean & Biggs, 2009). Supporting actions encompass giving others freedom and choice in making decisions that affect them, supporting these decisions, showing respect for others, listening to diverse point of views, and being generous with appreciation and support to team members for their contributions (Sandbakken, 2006). The supportive leader pays high attention to the subordinates' needs and wellbeing (Ratyan & Mohd, 2013). Sandbakken, (2006) in a quantitative study of leadership practices and organisational performance of Norwegian employees across private and public organisations

established that one of the leadership practice most employed was supportive leadership. However, in the review of literature, no empirical evidence was obtained on the use of supportive leadership in Ugandan secondary schools. This therefore, attracted this study to investigate the use of supportive leadership practice in Ugandan secondary schools.

Leaders employing supportive leadership practices care for the employees' wellbeing fulfil their socio-emotional needs and reward them (Gokul et al., 2012). Therefore, according to Sandbakken (2006) supporting leadership practices contribute to releasing co-workers potential, innovation and creativity. Supporting actions are relatively most important contributor to organisational performance. Melchar and Bosco (2010) indicate that the followers reciprocate for the support received by engaging in behaviours that benefit their leaders and fellow members, such as citizenship behaviours. Muller, MacLean & Biggs (2009) posit that supportive relationships are less likely to create work place stress. At the empirical level, Sandbakken (2006) in a study of leadership practices and organisational performance of Norwegian employees a cross-section of private and public organisations, in a regression analysis established a positive relationship between supporting leadership practices and performance. However, with lack resources in Ugandan secondary schools, it was thought that head teachers might not have been able to support teachers' wellbeing through rewards among others. This made it necessary to study how supporting leadership was employed in secondary schools in Uganda and how it affected teacher performance.

Lew (2011) clarifies that organisational support concerns discretionary practices which the leadership is not obligated to offer, that imply caring and commitment towards the well being of

the employees but not made compulsory by company policy, union contract or laws of the country (for example, career development opportunities and work/family support) and second, organisational recognition for the employee's contribution (for example, pay satisfaction). Wong and Cummings (2009) studied the influence of authentic leadership behaviours on trust and work outcomes of health care staff in Canada. Their regression analysis results revealed that supportive leader behaviour and trust in management lead to employee positive work outcomes such as improved performance. However, the context of this study was Canada and in the nursing sector. This thus attracted the study to investigate the effect of organisational support in the context of secondary schools in Uganda.

Beheshtifar and Herat (2013) argue that organisational support is directly linked with three categories of favourable treatment received by employees, such as, organisational rewards and favourable job conditions, fairness and supervisor support, in return favourable outcomes achieved such as job satisfaction and organisational commitment which lead to performance. They concluded that organisational support increases the satisfaction of the employees' socio-emotional needs such as esteem, approval and affiliation. This satisfaction will serve to enhance employees' social identity by being a member of that organisation which creates greater commitment. Therefore, it would be beneficial for organisations which want to attain high performance levels through committed employees to implement strategies that enhance organisational support by creating a positive working environment. In their review of literature, they established that perceptions of organisational support and external prestige were important to employees' perceptions of the quality of their exchange relationships with their organisations, leading to better quality exchange relationships with their organisation.

2.3.3 Participative Leadership and Teachers Job Performance

Participation is the process in which influence is shared among individuals who are otherwise hierarchically unequal. Participation is direct participation of individuals in decisions relating to their immediate work in organisations and to the indirect participation in the decision making, through representatives in the wider structures of the organisation (Muindi, 2011). Ullah and Yasmin (2013) indicate that participation goes by various names that include collective management, worker empowerment, worker participation, participatory decision-making, discrete management, open-book administration, or industrialised equality. Haines, Jalette and Larose (2010) expound that participation involves, information sharing with workers, employee suggestion program, self-directed work groups, problem-solving teams and flexible job design. Muindi (2011) explains that participation management practice balances the participation of managers and their subordinates in information processing, decision making and problem solving endeavours.

Bhatti, Nawab and Akbar (2011) posit that participation in developing and implementing strategies creates a sense of ownership of organisational goals enhancing a feeling of belonging and pride and this affects employee performance. Baig, Rehman and Khan (2012) contend that participation of employees in decisions regarding their jobs and goals setting influence their perception of the organisation and their attitudes towards the organisation. Participation in decision making guarantees commitment to such decisions and collective responsibility. At the empirical level, there is evidence that employee participation is a correlate of employee commitment. Appelbaum et al. (2013) studying participation in decision making in relation to employee commitment of production and administrative staff in Industrial and commercial

training of a Quebec manufacturing company in Canada using correlation analysis found out that insufficient employee participation in decision making led to low level of employee commitment which may affect performance. However, this study was carried out in a manufacturing context in Canada. This study thus investigated whether there was participation of teachers in Ugandan schools to establish whether this affected performance.

On his part, Spillane (2006) indicates that with participation or participative leadership, leadership is stretched over all the individuals in the organisation. Exploring leadership practices in rural context in private schools in Pakistan, Nawab (2011) in a qualitative study established that in schools where participation or participation was not employed, teachers showed less motivation towards school activities leading to a gap between the expectations of the Principal and the performance of the teachers. On the other hand, Elele and Fields (2010) using Nigerian and American employees working with US implementing Partners NGOs as units of analysis established that participation increased their commitment hence better performance. Whereas, participative leadership was shown to increase employee performance, this ignored the Ugandan peculiarities like low pay for teachers. This study investigated the effect of promoting participation in influencing employee performance in Ugandan peculiarities.

Participation includes employee empowerment. Empowerment is a process of orienting and enabling individuals to think, behave and take action in an autonomous way. It helps the workers to own their work and take responsibility for their results (Sahoo, Behera&Tripathy). Meyerson and Dewettinck (2012) studied the effect of empowerment on employee performance with employees of Telecommunication Company as units of analysis. Using Spearman correlation

method, Wilcoxon tests method and multiple regressions, their results revealed that there was a significant difference between rate of employee's performance before and after empowerment implementing; by the way empowerment implementing emphasizes these factors, delegation, participating management and encouragement causing employee's performance to improve. However, this study was carried out in the context of a Telecommunication Company which left the empirical question as to whether employee empowerment increased performance unanswered in the context of Ugandan schools.

Employee participation includes information sharing of knowledge. Demirel and Goc (2013) indicate that knowledge sharing is a process whereby an individual exchanges the knowledge he/she possesses with other individuals for them to understand, appropriate and utilise that knowledge. Accordingly, with knowledge sharing, information, skill or expertise are reciprocally exchanged among people, friends, and members of family, community or organisation. Mesmer-Magnus and DeChurch (2009) in a meta-analysis established that three factors affecting team information processing were task demonstrability, discussion structure, and cooperation. Accordingly, they found out that information sharing positively predicted team performance. However, this study was a meta-analysis which called for a primary empirical study in the context of Ugandan schools.

On the other hand, employee participation includes flexible job design. Flexible job design according to Truss et al. (2013) refers to the process of putting together a range of tasks, duties and responsibilities to create a composite for individuals to undertake in their work and to regard as their own. Zareen, Razzaq and Mujtaba (2013) identify three approaches to constructing an

effective job design and these are job rotation, enrichment and enlargement. McCabe and Garavan (2008) studying the drivers of commitment amongst nurses in Ireland in a qualitative analysis found out that substitution of responsibilities with administrative and managerial responsibilities (job enlargement) was considered very important by the nurses. However, the unit of analysis in this study were nurses in the Western World context. This left an empirical gap in the context of secondary schools in Uganda.

Employee participation includes employee engagement. According to Haid and Sims (2012) indicate by engagement the leader can provide staff with career opportunities, investing in learning and development, encouraging people to take ownership of their work and creating an environment where everyone is treated with respect. In a correlation analysis, they established that employee engagement has a direct relationship with business metrics such as productivity. However, this missing link was whether head teachers of secondary schools provided teachers with career opportunities, invest in their learning and development, encouraged them to take ownership of their work and created an environment where teachers were treated with respect. This was investigated and how it affected teacher performance.

2.4 Summary of the Review of Literature

The literature above describes the relationship between leadership practices and teacher performance. The leadership practices identified are transformational leadership practice, supportive leadership practice and participation leadership practice. Transformational leadership involves instilling pride, consistency with values, encouraging, providing development, promoting development, recognising achievement and clarifying rewards. Supportive leadership

practices are shown to include those practices that include considering teachers' goals, supporting and helping teachers. On the other hand, participative leadership practices are shown to include participatory decisions, equal participation and empowerment of teachers. These practices were the basis for exploring the relationship between leadership practices and teacher performance in government aided secondary schools in Wakiso District in Uganda

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was employed by the researcher in the study. It presents the research design, study population, sample size and selection, sampling techniques, research methods, study instruments, measurement of variables, reliability and validity, data analysis, ethical considerations, limitations and conclusion.

3.2 Research Design

The study adopted both quantitative and qualitative research approaches. The quantitative approach was adopted because the proposed study drew statistical inferences. The qualitative approach supplemented the quantitative approach by providing detailed information in form of statements from interviews for in-depth analysis (Fassinger& Morrow, 2013). Specifically, the study adopted cross-sectional survey design. The information collected was based on what was going on at a particular point in regard to leadership practices and teachers job performance. Besides, this design was particularly selected because it took place at a single point in time, allowing analysis of number variables at once and helped in looking at the prevalence of the research problem in the study population (Bordens& Abbott, 2011).

3.3 Study Population

The population of this study were 995 teachers and their head teachers in the 23 government aided secondary schools in the district (Wakiso District Personnel Office Teachers List, 2014). Due to time and cost constraints, the researcher found it convenient to carry out the study on part

of the target population, which was more accessible and hence became the sampled population. The district was divided into two counties namely, Busiro with 17 schools with a total of 564 teachers and Kyadondo with 10 schools comprising 341 teachers. The sampled population were teachers in Kyadondo County.

3.4 Sample Size and Selection

The sample size of teachers involved in the study were a minimum of 203 out of 431 teachers from the sampled schools determined basing on the table for determining sample sizes from a given population (Krejcie & Morgan, 1970-Appendix A). All the head teachers of the selected schools were purposively chosen for in-depth information. This was because the number of head teacher was small and could be easily accessed.

3.5 Sampling Techniques

The sample size of schools from which the teachers were selected was determined by two stage sampling (cluster cum random sampling). In stage one, the schools in Kyadondo County were clustered according to the sub counties in which they are located. The sub counties with government aided secondary schools were Nangabo, Makindye, Nangabo, Gombe and Busukuma. Nangabo had three schools that were Gayaza High School, WampewoNtakke S. S and Our Lady of Good Counsel Gayaza. Makindye Sub County had three Schools namely Aggrey Memorial, Lubugumu, and Jamia Secondary Schools. Gombe Sub County had three Schools namely St. Edward's College Galamba, Mwererwe and Buwambo Secondary Schools and Busuma Sub County had one government aided secondary school that was Nabitale Senior Secondary School. In Stage two, schools were randomly sampled with two schools selected from

each Sub County except for Busukuma which had one government aided school. Thus, the sampled population for the chosen clusters are in Table 3.1. While the required minimum sample size for the academic staff was 203 as suggested by Krejcie and Morgan (1970), as per the principles of “cluster sampling” and factoring in possible non-response, questionnaires were administered to all the 261 teachers (Table 3.1). Purposive sampling was used to select all the head teachers of the selected schools to obtain in-depth information for qualitative analysis.

Table 3.1: Sample Size Selection

Sub County (Clusters)	Schools	Number Teachers
Nangabo	Gayaza High School	54
	WampeewoNtakee	49
Makindye	Aggrey Memorial	43
	Lubugumu	32
Gombe	Mwererwe	37
	Buwambo	23
Busukuma	Nabitalo	23
	Total	261

Source: Wakiso District Data Base (2014).

1.6 Data Collection Methods

Data was collected by use of a questionnaire and interview survey.

3.6.1 Questionnaire Survey

The study was largely a quantitative survey involving a large number of secondary school teachers as respondents. Thus, the data collection method adopted was the survey, which involved the use of self-administered questionnaires (SAQs). The method enabled the researcher to cover the respondents quickly and at reasonable cost (Bordens& Abbott, 2011). The SAQ based method was also very suitable for the sampled respondents because they could easily

respond to the questions because of their proficiency in the English Language which was used in the questionnaire survey.

3.6.2 The Interview Survey

An interview survey also called as a face-to-face research method is a research method that is utilised when a specific target population is involved. The purpose of conducting a personal interview survey is to explore the responses of the people to gather more and deeper information. Personal interview surveys were used to probe the answers of the respondents. The method was chosen because people were more likely to readily answer live questions about the subject. Open-ended questions were more tolerated through interviews due to the fact that the respondents found it more convenient to give their long answers orally than in writing (Sincero, 2012). The respondents gave detailed information. There were seven interviews from the head teachers because five to 25 respondents are a sufficient sample otherwise the responses becomes repetitive. Above all, interviews take a long time to conduct requiring staying longer in the field (Mason, 2010)). This thus helped in saving time.

3.7 Data Collection Instruments

The study employed a questionnaire and interviews guide.

3.7.1 The Questionnaire

A self-administered questionnaire (SAQ) was administered on the respondents. The questionnaire was chosen because it serves to collect appropriate data, makes data comparable and amenable to analysis, minimises bias in formulating and asking of the questions and makes

questions varied. The questionnaire had identical sets of items for all respondents. The questions in section (A) on background characteristics were nominal questions with appropriate options given. Questions in section (B) were scaled using the five-point Likert from a minimum of 1 through 5. This instrument helped in collecting data that was quantitative in nature from teachers.

3.7.2 Interview Guide

An interview guide is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (Boyce, 2006). There were seven interviews from head teachers.

3.8 Research Procedure

An introductory letter was obtained from the university introducing the researcher to the heads of schools. Before collecting data from the respondents, they were assured of the confidentiality and guaranteed that data collected would only be used for academic purposes. Appointments were made with the selected respondents to allow them fix their own convenient time of participating in the study. While administering the interviews, the researcher jotted down the major points. Thereafter, data was coded, analysed, and the report written.

3.9 Quality Control Methods

3.9.1 Validity of Data Collection Instruments

The study established content related validity through consultations with the researcher's supervisors and peers. The test of content validity was established through inter judge with two

research consultants. Each judge rated the items on a two point rating scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) was done by summing up the judges ratings on either side of the scale and dividing by two to get the average. The instruments were considered valid at CVI above 0.70 as Fraenkel&Wallen (1990). The results are presented in Table 3.2.

3.9.2 Reliability of Data Collection Instruments

Reliability was obtained through peer debriefing, prolonged engagement and audit trails. After a pilot study, there was calculation of Alpha – coefficient (α) using the statistical package for social sciences (SPSS 16.0). This helped in establishing internal consistency of the instruments after a pilot study. The instruments were found accurate at above .070 as suggested by (Amin, 2005). The items were adjusted to obtain more correctness of the instruments. The results are presented in Table 3.2.

Table 3.1: Validity and Reliability Indices

Items	Content Validity Index	Cronbach alpha (α)value
Transformational Practice	0.77	0.792
Supportive Leadership Practice	0.80	0.755
Participation Leadership Practice	0.80	0.782
Teachers Performance	0.79	0.751

Source: Primary Data

3.10 Data Analysis

3.10.1 Qualitative Data

Patterns and connections were within and between categories of data collected were established. Data was presented in form of notes, word-for-word transcripts, single words, brief phrases and full paragraphs (Powell & Renner, 2003). Data was interpreted by content analysis composing explanations and substantiating them using the respondents open responses. While analysing qualitative data, conclusions were made on how different variables were related.

3.10.2 Quantitative Data

Quantitative data was analysed using statistical package for social sciences (SPSS 16.0). The Data analysis was done at different levels; namely univariate, bivariate and multivariate. At univariate level, the data analysis was based on percentages from the frequency tables and descriptive statistics, particularly the mean. At bivariate level, the dependent variable (DV), teacher performance was correlated with leadership practices independent variables (IVs). At multivariate level, the DV was regressed on the IVs using multiple linear regressions.

3.11 Measurement of Variables

The background characteristics variables were measured basing on the nominal scale, which the respondents required to identify their categories. The items on the independent and dependent variables, that is Head teachers leadership practices and schools performance were measured using the ordinal scale basing on the Likert scale format which will range from 1 to 5, strongly disagree, disagree, not sure, strongly agree and agree respectively.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

This chapter presents the analysis and interpretation of the findings of this study. This study explored the relationship between leadership practices and teacher performance in government aided secondary schools in Wakiso District. The focus of the study was on transformational, supportive and participative leadership practices and teacher performance in government aided secondary schools.

4.2 Response Rate

The sampled population for the study was 261 but 227 respondents provided relevant data necessary for the study. This sample was considered sufficient respondents because this was a response rate of 0.869 (86.9%). Sivo, Saunders, Chang and Jiang (2006) suggest that, a response rate of 0.60 (60%) is good. Questionnaire data was collected from 227 teachers while six head teachers out of the proposed sample of seven provided interview responses for qualitative data.

4.3 Background Characteristics of the Respondents

This section presents the background information of respondents on gender, age groups, education levels, working experience and responsibilities in the schools. This information was considered necessary because it would be the basis for analysing leadership practices and teacher performance.

Table 4.1: Distribution of Respondents by Attributes

Question item	Category attributes	Frequency	Percent
Gender of the respondents	Male	124	54.6
	Female	103	45.4
	Total	227	100.0
Age group of the respondent	20-29 years	40	17.6
	30-39 years	95	41.9
	40-49 years	74	32.6
	50 years and above	18	7.9
	Total	227	100.0
	Education levels of the respondents	Diploma	28
	Bachelors Degree	195	85.9
	Master Degree	4	1.8
	Total	227	100.0
Teachers working experience in the current school	Less than 5 years	74	32.6
	5 - 10 years	107	47.1
	11 years and above	46	20.3
	Total	227	100.0
Responsibilities of the respondents in the schools	Deputy head teacher	8	3.5
	Director of studies	9	4.0
	Head of department	34	15.0
	Club patron	30	13.2
	Class teacher	48	21.1
	Only subject teacher	86	37.9
	Others	12	5.3
	Total	227	100.0

Source: Primary data

Data presented in table 4.1 on gender show that male respondents were slightly more than the females. There were 124 (54.6%) male teachers that participated in the study while the females were 103 (45.4%). Whereas male teachers were slightly more than the females, the results show that both males and females were involved in the study as the margin between them was not very

large that is 9.2%. This helped in capturing views representative of both gender groups on leadership practices and teacher performance.

Data in Table 4.1 above shows that the larger number of the respondents 95 (41.9%) were between 30-39 years, followed by those between 40-49 years who were 74 (32.6%), then those between 20-29 years were 40 (17.6) while those above 50 years were 18 (7.9%). The data shows that different age categories were represented in the study. This helped in capturing diverse opinions according to age on the perception of leadership practices employed in the schools and teacher performance.

Data in table 4.1 shows that the majority of the respondents 195 (85.9%) were bachelor degree holders followed by 28 (12.3%) grade five diploma holders and the remaining 4 (1.8%) possessed master degrees. The results indicate that all the teachers had the necessary qualifications to teach in secondary schools. The study basing on this analysed the leadership practices used in the management of teachers with diverse educational levels affected their performance.

Data presented in Table 4.1 shows that the majority 10 (107) of the respondents had been in the schools for 5 – 10 years, followed by 74 (32.6) who had been in their current schools for less than 5 years. The remaining 6 (20.3%) had been in the schools for 11 years and above. With the majority of the respondents having been in their current schools for more than years, they were presumed to understand the leadership practices employed by the administrators in their schools.

This thus helped to identify the leadership practices employed in those schools and how these affected teacher performance.

The results in Table 4.1 above show that majority of the respondents had some sort of responsibility. The data shows that 8 (3.5%) were deputy head teachers, 9 (4.0%) directors of studies, 34 (15.0%) heads of departments, 30 (13.2%) club patrons, 48 (21.1%) class teachers, 12 (5.3%) held other responsibilities like deans and house masters among others as identified were 86 (37.9%). These results mean that the teachers experienced the different leadership practices employed in handling teachers at different hierarchical levels. This enabled the study to fully explore the leadership practices employed in the schools.

4.4 Descriptive Statistics on Leadership Practices

This section presents the descriptive statistics of the data collected from the respondents. The Data is presented basing on the mean and frequencies. The results presented described the responses of the respondents on independent variables of transformational, supportive and participative leadership practices and the dependent variable of teacher performance. Through content analysis, quantitative data is backed by qualitative data collected through interviewing. The self-administered questionnaire for quantitative data was scaled on a 5 point likert scale ranging from the lowest, SD = strongly disagree through the highest, SA= strongly agree. A mean score below 3.00 means that the respondents were in disagreement with the research question items while a mean above 3.00 means that the respondents were in agreement with the question items.

4.4.1 Transformational Leadership Practices

This study item tackled the first objective of the study that sought to examine the relationship between transformational leadership practice and teacher performance. The items covered included leaders instilling of pride in teachers, behaving consistent with values, providing confidence, encouraging teachers, providing them advice for development, focusing on teachers' strength and treating them as individuals. The items studied also included leaders promoting development, recognizing teachers' achievements, rewarding their achievements and clarifying teacher rewards. The data obtained on the items is presented in Table 4.2.

Table 4.2: Descriptive Statistics on Transformational Leadership Practice

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Pride is instilled in me	3.4141	12	5.3	76	33.5	-	-	84	37.0	55	24.2
Leadership consistent with values	3.4361	13	5.7	44	19.4	43	18.9	85	37.4	42	18.5
Provided confidence	3.3700	25	11.0	46	20.3	20	8.8	92	40.5	44	19.4
Encouraged to work	3.0925	16	7.0	90	39.6	-	-	99	43.6	22	9.7
Provided advice for development	2.9427	29	12.8	95	41.9	-	-	66	29.1	37	16.3
Leadership focuses on my strengths	3.2819	24	10.6	68	30.0	-	-	90	39.6	45	19.8
Treated as an individual	3.5286	17	7.5	53	23.3	18	7.9	71	31.3	68	30.0
Development is promoted	3.2203	23	10.1	76	33.5	-	-	84	37.0	44	19.4
Achievements recognised	3.2379	27	11.9	51	22.5	35	15.4	69	30.4	45	19.8
Achievements rewarded	3.3084	18	7.9	74	32.6	-	-	90	39.6	45	19.8
My rewards are clarified	3.3524	16	7.0	56	24.7	18	7.9	106	46.7	31	13.7

Source: Primary Data

The data presented in Table 4.2 show that largely pride was instilled in the teachers by the leadership of the schools. The results were a Mean = 3.4141 with the larger number of the respondents 84 (37.0) agreeing and 55 (24.2%) strongly agreeing. Those who disagreed were 76 (33.5%) and 5.3%) strongly disagreed. In the interviews with the head teachers, when asked to tell how they instilled pride in the teachers, it was pointed out that, they involved them in schools activities, involved them in planning and established active committees of teachers such as academic committees, discipline committees and planning committees. One head teacher stated, “We are a team, every teacher works for the good of the schools because they are proud of being associated with this school.” Another head teacher said, “I have built a good rapport with my teachers and this makes them to be proud members of this schools community.”

The data in Table 4.2 also shows that the leadership of the schools behaved consistent with values. The results on the item were a Mean = 3.4361 with the larger number of the respondents 85 (37.4%) agreeing, 42 (18.5%) strongly agreeing and 43 (18.7%) were undecided. Those who disagreed were 44 (19.4%) and 13 (5.7%) strongly disagreed. In the interviews with the head teachers, they also indicated that they behaved consistent with values and encouraged the teachers to behave consistent with values. One respondent stated, “I encourage my teachers to follow the professional code of conduct.” Another respondent said, “Strictly, the school is run on government policies and programmes. I live by the example setting precedent for the teachers.” The head teachers indicated that the schools had rules and regulations which they followed and demanded their teachers to follow them.

Further, the data in Table 4.2 revealed that leadership provided teachers confidence at work. The results on the item were a Mean = 3.3700 with the larger number of the respondents 92 (40.5%) agreeing, 44 (19.4%) and 20 (8.8%) were undecided. Those who disagreed were 46 (20.3%) and 25 (11.0%) strongly disagreed. In the interviews, the head teachers revealed that they tried to provide confidence to the teachers. One head teacher stated, “I promote participatory management and my staff are empowered. This has given them the confidence in the way they operate.” One head teacher indicated, “I encourage my teachers to do things that enhance their confidence. I have encouraged them to become UNEB examiners, go further studies to obtain bachelor and master degrees and I involve them in school administration.” These results mean that there were attempts in schools to promote the confidence of teachers.

The data in Table 4.2 also showed that the leadership of the schools encouraged the teachers to continue working. The results obtained were a Mean = 3.0925 with the larger number of the respondents 99 (43.6%) agreeing and 22 (9.7%) strongly agreeing. Those who disagreed were 90 (39.6%) and 16 (7.0%) strongly disagreed. In the interviews, the respondents indicated that they encouraged teachers to continue working through various ways. These included, providing accommodation, transport for teachers staying outside the schools, meals at school, in some of the schools allowances for those with extra responsibilities and ensuring availability of sufficient teaching materials and resources.

However, the respondents indicated that they were not provided advice for development. The results on the item were a Mean = 2.9427 with the larger number of the respondents 95 (41.9%) disagreeing and 29 (12.8%) strongly disagreeing. Those who agreed were 66 (29.1%) and 37

(16.3%) strongly agreed. However, in the interviews with the head teachers, they indicated that they advised them on self-development. One respondent stated, “I encourage my staff to save and go for further studies.” Another stated, “I encourage them to be abreast with current information on social, economic and political development.” While another respondent stated, “I try to urge my teachers to go for further studies and apply for promotion when opportunities arise.” However, going by the quantitative results of the study, the leadership of the schools largely did not provide teachers with advice for development.

The results in Table 4.2 showed that the leadership of the schools largely focussed on the strength of the teachers. The results were a Mean = 3.2819 with the larger number of the respondents 90 (39.6%) agreeing and 45 (19.8%) strongly agreeing. Those who disagreed were 68 (30.0%) and 24 (10.6%) strongly disagreed. In the interviews, the respondents revealed that they rewarded teachers for better performance, internally promoted those who performed well and openly recognised good performance to encourage the teachers to further work harder.

The results in Table 4.2 also showed that teachers were treated as individuals. The results on the item were a Mean = 3.5286 with the larger number of the respondents 71 (31.3%) agreeing, 68 (30.0%) strongly agreeing and 18 (7.9%) undecided. Those who disagreed were 53 (23.3%) and 17 (7.5%) strongly disagreed. In the interviews, the respondents explained that teachers were treated as colleagues. It was indicated that teachers had to be treated with respect to ensure that the students respected them and this helped in maintaining discipline in the schools. However, it was also indicated at times disagreements certainly existed due to differences over weak performance by some teachers. One respondent stated, “In case of disagreements, there are

mechanisms for handling the problems such as consulting the Board of Governors and forwarding the teacher back to the Ministry of Education and Sports.”

The results in Table 4.2 further showed that development was promoted in the schools. The results on the item were a Mean = 3.2203 with the majority of the respondents 84 (37.0%) agreeing and 44 (19.4%) strongly disagreeing. Those who disagreed were 76 (33.5%) and 23 (10.1%) strongly disagreed. In interviews, the respondents indicated that amidst scarce resources, they tried to ensure development. One respondent stated, “In the four years I have been here the developments made include renovating the school, refurbishing the laboratory, stocking the library and the computer laboratory. We have also tried to construct some infrastructure.” The different head teachers responding to the interviews indicated that they tried to put some developments in place.

The respondents also indicated that the leadership of the schools recognised their achievements (Mean = 3.2379). The larger number of the respondents 69 (30.4%) agreed, 45 (19.8%) strongly agreed with 35 (15.4%) remaining undecided. Those who disagreed were 51 (22.5%) and 27 (11.9%) strongly disagreed. Besides, the results showed that teachers’ achievements were rewarded. The results were a Mean = 3.3084 with the larger number of the respondents (39.6%) agreeing and 45 (19.8%) strongly agreeing. Those who disagreed were 74 (32.6%) and 18 (7.9%) strongly disagreed. In the interviews with the head teachers, they indicated that they recognised the achievements of teachers. One respondent stated, “I appraise them positively and offer some incentives when possible.” Another respondent said, “I thank them in meetings, organise get together parties and when resources are available and offer some incentives.” Generally, all the

head teachers indicated that they recognised the achievements of teachers such as supporting their weddings, celebrating their successes like attainment of further qualifications and good results of their students in the national examinations.

The data in Table 4.2 indicated that teachers' rewards were clarified (Mean = 3.3524). The larger number of the respondents 104 (46.7%) agreed, 31 (13.7%) strongly agreed and 18 (7.9%) were undecided. Those who disagreed were 56 (24.7%) and 16 (7.0%) strongly disagreed. In the interviews with the head teachers, they pointed out that rewards were clarified. It was indicated that since most of the teachers were on the government payroll, each teacher was paid according to the scales basing on their qualifications as allocated by the Ministry of Public Service. In regard to internal rewards, for schools offering PTA allowances and performance rewards, the respondents indicated that these were also clarified and the Boards of Governors set the rates. For instance, a head teacher in one school stated that in her school, if students performed well in a subject, at "A" level, for each A score by a student, the teacher received 20,000= shillings and B earned a teacher 15000= shillings. For "O" level a D1 earned a teacher 10,000= shillings and D2 earned the teacher 5,000= shillings. However, some head teachers indicated that their schools were under the Universal Secondary Schools programme which made them lack resources because students were not making financial contributions to the schools and this made it hard for them to provide teachers with rewards.

4.4.2 Supportive Leadership Practices

This study item considered the second objective of the study that sought to assess the relationship between supportive leadership practice and teacher performance in government

aided secondary schools. The items studied included the leadership of the schools valuing the contribution of the teachers to the well-being of the schools, teacher goals and values being strongly considered, contributing to releasing teachers full effort and providing teachers with help when in problems. The items of study also included the leadership being caring and committed towards teacher wellbeing, being proud that the teachers were part of the school, providing attractive rewards, favourable job conditions, being fair to all the teachers and supporting their development. The data obtained on the items is presented in Table 4.3.

Table 4.3: Descriptive Statistics on supportive Leadership Practice

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
My contribution is valued	3.5991	15	6.6	40	17.6	24	10.6	90	39.6	58	25.6
Goals and values considered	2.8282	24	10.6	114	50.2	2	.9	51	22.5	36	15.9
Releases my full effort	3.8855	12	5.3	26	11.5	14	6.2	99	43.6	76	33.5
Help is available	3.4097	11	4.8	73	32.2	-	-	98	43.2	45	19.8
Caring and committed to my well being	3.3789	16	7.0	50	22.0	41	18.1	72	31.7	48	21.1
Proud that I am part of this school	2.9515	39	17.2	45	19.8	62	27.3	50	22.0	31	13.7
Provided attractive rewards	2.4361	19	8.4	160	70.5	-	-	36	15.9	12	5.3
Provide favourable job conditions	3.7709	17	7.5	21	9.3	-	-	148	65.2	41	18.1
Fair to all teachers	3.3744	16	7.0	60	26.4	19	8.4	87	38.3	45	19.8
Supports my career development	2.9075	36	15.9	85	37.4	-	-	76	33.5	30	13.2

Source: Primary Data

The data in Table 4.3 showed that the leadership of the schools valued the contribution of the teachers to the well-being of the schools. The results produced a Mean = 3.5991 with the larger number of the respondents 90 (39.6%) agreeing and 58 (25.6%) strongly agreeing while 24 (10.6%) were undecided. Those who disagreed were 40 (17.6%) and 15 (6.6%) strongly disagreed. In the interviews, the respondents revealed that in some schools especially those not under the Universal School programmes, there were schemes of performance pay as a form of recognition of the teachers contribution to the wellbeing of the schools. For instance, if students performed well in UNEB examinations, the teachers got rewarded. There were also schools that offered teachers child support allowances such as schools fees and medical care. However, for the schools under the Universal Secondary Education programme, lacked finances and showed that recognising teacher contributions to the schools was an uphill task. However, there were also incentives like internal promotions for those deserving and these motivated teacher performance.

On the other hand, the results in Table 4.3 show that teachers' goals and values were not considered. The results on the item were a Mean = 2.8282 with the larger number of the respondents 114 (50.2%) disagreeing, 24 (10.6%) strongly disagreeing while 2 (0.9%) were undecided. Those who agreed were 51 (22.5%) and 36 (15.9%) strongly agreed. However, in the interviews, the head teachers indicated that they supported teachers' goals and values through positive appraisal to enhance their chances of promotion; flexible time tables to allow them time to attend to other activities and supporting them to further their studies. Accordingly, this was done to increase the teacher morale and enhance their performance.

The data in Table 4.3 showed that the leadership of the schools contributed to releasing teachers' full effort. The results produced a Mean = 3.8855 with the larger number of the respondents 99 (43.6%) agreeing, 76 (33.5%) strongly agreeing while 14 (6.2%) were undecided. Those who disagreed were 26 (11.5%) and 12 (5.3%) strongly disagreed. The head teachers in the interviews also indicated that they attempted to release teachers' full effort. Apparently, this was done by facilitating teachers with the provision of required teaching materials, supporting them when in problems, building the spirit of team work and involving them in the running of the day today activities besides other mechanisms.

The data in Table 4.3 also showed that help was available when teachers had problems. The results on the item were a Mean = 3.4097 with the larger number of the respondents 98 (43.2%) agreeing and 45 (19.8%) strongly agreeing. Those who disagreed were 73 (32.2%) and 11 (4.8%) strongly disagreed. Besides, the respondents indicated that leadership of the schools was caring and commitment towards the teachers well being. The results on this item were a Mean = 3.3789 with the larger number of the respondents 72 (31.7%) agreeing, 48 (21.1%) strongly agreeing and 41 (18.1%) undecided. Those who disagreed were 50 (22.0%) and 16 (7.05) strongly disagreed. In the interviews, the head teachers indicated that they assisted teachers when they had problems. One respondent said; "I support them by giving them guidance and counselling, providing them spiritual support and sometimes offer the financial support and advances." Another respondent remarked, "In times of joy or sorrows there is a contribution the school offers, salary advances and extending some material assistance." These results mean that there were efforts by head teachers to support teachers in case of problems. Thus the leadership of the schools was caring and committed towards the teacher well-being.

As to whether the leadership of the schools was proud that the teachers were part of the schools, the results were negative. The Mean = 2.9515 with the larger number of the respondents 62 (27.3%) undecided, 45 (19.8%) disagreeing and 39 (17.2%) strongly disagreeing. Those who agreed were 50 (22.0%) and 31 (13.7%) strongly agreed. However, in the interviews, the head teachers indicated they were proud that some teachers were part of the school. The head teachers indicated that they were happy with those teachers, who enhanced the academic performance of the school, were active in the management of school activities and exhibited high level of professionalism. The head teachers indicated that such teachers were being delegated with responsibilities, received help when in problems and were always praised when they produced good results. However, the head teachers also indicated that there were those teachers they did not want to be part of their schools like the lazy, chaotic and those causing intrigue and disharmony in the schools. Accordingly, mechanisms for handling such teachers included asking them to ask for transfer or being referred back to the Ministry of Education and Sports if they refused to change.

Regarding whether the leadership of the schools provided attractive rewards to the teachers, the results were negative. The results produced a Mean = 2.4361 with the majority of the respondents 160 (70.5%) disagreeing and 19 (8.4%) strongly disagreeing. Those who agreed were 36 (15.9%) and 12 (5.3%) strongly agreed. In the interviews, head teachers from schools under Universal Secondary Education programmes pointed out that they had no rewards to offer to the teachers other than the government salaries. However, there were those who indicated that they tried to provide accommodation and a little transport. One respondent stated,

“The teachers are completely demoralised that at times you cannot even enforce certain regulations on them because they lack the motivation to perform with the little pay they receive and no PTA incentive.” Another Head teacher said, “Even myself, I am demoralised because school activities cannot run because of lack of money since capitation from the government comes late and is insufficient. The teachers work because they want the job but there is less enthusiasm for teaching in them.” Another Head teacher stated that, “To keep interest in the teachers as administration we decided that each teacher is timetabled on only two days such that they do not have to be kept at school and be able to make a living through other activities.” However, for the head teachers from schools not under the Universal Secondary Education programme indicated that there were some fair rewards like PTA allowances, extra load and overtime incentives, responsibility allowances and ration packages which increased the morale of teachers.

The results in Table 4.3 further revealed that the leadership provides favourable job conditions. The results on the item were a Mean = 3.7709 with the majority of the respondents 148 (65.2%) agreeing and 41 (18.1%) strongly agreeing. Those who disagreed were 21 (9.3%) and 17 (7.5%) strongly disagreed. In the interviews, some head teachers especially those from the schools under the Universal Secondary Education programme indicated that the schools lacked enough houses and did not cater for the rent except for some few schools that subsidised rent. The schools did not have accommodation and did not rent for teachers. The head teachers also indicated that they lacked good working conditions like medical support and transport allowance. One head teacher stated that; “a large number of my teachers refused to reside in the rooms the school rents for them because they consider them to be of low and poor quality.” Another Head teacher stated

that; “With USE the number of teachers increased, so they cannot be accommodated. This has reduced their presence in the schools denying the students the opportunity of consulting teachers in their free time.” However, there those head teachers, especially from the non-Universal Secondary Schools who indicated that they provided teachers favourable conditions of work such as accommodation, internet services, medical allowances, food rations and child allowance. Accordingly, this increased teachers’ commitment to the activities of the schools.

The results in Table 4.3 also revealed that the leadership was fair to all teachers. The results were a Mean = 3.3744 with the larger number of the respondents 87 (38.3%) agreeing and 45 (19.8%) strongly agreeing while 19 (8.4%) were undecided. Those who disagreed were 60 (26.4%) and 16 (7.0%) strongly agreed. In the interviews, the head teachers also revealed they were fair to all the teachers. They indicated that they treated the teachers equitably and in case of disagreements, there were mechanisms to solve them. Otherwise, they tried their level best to be fair to all teachers to enhance harmony and team spirit in the schools.

The results in Table 4.3 however, showed that the leadership of the schools did not support teachers’ career development. The results on the item were a Mean = 2.9075 with the larger number of the respondents 85 (37.4%) disagreeing and 36 (15.9%) strongly disagreeing. Those who agreed were 76 (33.5%) and 30 (13.2%) strongly agreed. However, in the interviews with the head teachers, as already indicated above, they indicated that they advised the teachers to enhance their careers. This was through encouraging them to go for further studies, be abreast with current information on social, economic and political development and urging the teachers to apply for promotion when opportunities arose.

4.4.3 Participative Leadership Practices

This study item investigated the third objective of the study that sought to examine the relationship between participative leadership practice and teacher performance in government aided secondary schools. The items studied included teachers involvement in decision making, promotion of open and honest self-expression, being given opportunity to suggest improvements in the school activities. The items also included encouraging of teachers to participate in problem solving matters, teachers to be involved in the schools equitably, teachers having the discretion to take certain autonomous actions, information being shared freely, teachers to participate in different administrative activities freely and to be respected. The data obtained on the items is presented in Table 4.4.

Table 4.4: Descriptive Statistics on Participative Leadership Practice

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Involved in school decision making	3.1189	32	14.1	74	32.6	-	-	77	33.9	44	19.4
Open and honest self-expression in school matters	2.9471	28	12.3	81	35.7	18	7.9	75	33.0	25	11.0
Encouraged to participate solving school matters	3.9780	12	5.3	23	10.1	-	-	115	50.7	77	33.9
Involved in the school equitably	2.5242	54	23.8	96	42.3	-	-	58	25.6	19	8.4
Take certain autonomous actions at school	3.1454	22	9.7	88	38.8	-	-	69	30.4	48	21.1
Information is shared freely at school	3.2026	33	14.5	67	29.5	-	-	75	33.0	52	22.9
Participate in school administration matters	3.2996	44	19.4	36	15.9	-	-	102	44.9	45	19.8
Treated with respect at school	3.0925	18	7.9	88	38.8	-	-	97	42.7	24	10.6

Source: Primary Data

The data in Table 4.5 shows that teachers were involved in school decision making. The results produced a Mean = 3.1189 with the larger number of the respondents 77 (33.9%) agreeing and 44 (19.4%) strongly agreeing. Those who disagreed were 74 (32.6%) and 32 (14.1%) strongly disagreed. On the other hand, Table 4.4 shows that in the school open and honest self-expression was not promoted. The results on the item were a Mean = 2.9471 with the larger number of the respondents 81 (35.7%) disagreeing, 28 (12.3%) strongly disagreeing and 18 (7.9%) undecided. Those who agreed were 75 (33.0%) and 25 (11.0%) strongly agreed. In the interviews, the head teachers indicated that teachers while at school were involved in decision making, open and that free expression were promoted. Accordingly, this was through regular meetings in which teachers made suggestions that guided the leadership of the schools. It was also indicated that teachers took decisions at departmental level which they forwarded to administration for adoption. The head teachers pointed out that the teachers were part of the major decision making bodies through their representatives to the Board of Governors, Parents Teachers associations and various committees, like the procurement, academic and discipline committees among others.

As to whether teachers were encouraged to participate in problem solving matters, the results were positive. The results obtained were a Mean = 3.9780 with the majority of the respondents 115 (50.7%) and 77 (33.9%) agreeing and strongly agreeing respectively. Those who disagreed were 23 (10.1%) and 12 (5.3%) strongly disagreed. In the interviews, the head teachers indicated that teachers were encouraged to participate in problem solving matters by being urged to participate in regular meetings and make their contributions. It was also pointed out that through

various teacher committees in the schools, they helped in solving problems in the schools, particularly the problem of discipline.

However, the results revealed that teachers were not involved in the schools equitably. The results obtained on the item were a Mean = 2.5242 with the larger number of the respondents 96 (42.3%) disagreeing and 54 (23.8%) strongly disagreeing. Those who agreed were 58 (25.6%) and 19 (8.4%) strongly agreed. In the interviews, however, the head teachers indicated that teachers were involved in the schools equitably. It was pointed out that the teacher depending on their capacity could be equitably appointed to positions of responsibility and were allowed equal chance to make suggestions in meetings.

The respondents indicated that they had the discretion to take certain autonomous actions. This was because the results obtained were a Mean = 3.1454 with the larger number of the respondents 69 (30.4%) and 48 (21.1%) agreeing and strongly agreeing respectively. Those who disagreed were 88 (38.8%) and 22 (9.7%). In the interviews, however, the head teachers indicated that teachers had the discretion to take certain autonomous actions for as long as they reported to the administration of the schools. It was indicated that this included issues like handling minor indiscipline issues, departmental issues and teachers teaching their subjects among others. Accordingly, this allowed quick action and flexibility enhancing performance.

The results in Table 4.4 revealed that information was shared freely by teachers. The results obtained were a Mean = 3.2026 with the larger number of the respondents 75 (33.0%) agreeing and 52 (22.9%) strongly agreeing. Those who disagreed were 67 (29.5%) and 33 (14.5%)

strongly disagreed. In the interviews, the head teachers indicated that there was freedom of expression through regular meetings in which teachers spoke freely and shared ideas. It was indicated that there was freedom of speech in meetings and teachers freely contributed to the development and progress of schools. Besides, it was revealed that most official information and policy statements from the Ministry of Education and Sport, were communicated in meetings and pinned on notice boards for all teachers to access.

The respondents also indicated that they participated in the school administration. The results obtained were a Mean = 3.2996 with the larger number of the respondents 102 (44.9%) and 45 (19.8%) agreeing and strongly agreeing respectively. Those who disagreed were 36 (15.9%) and 44 (19.4%) strongly disagreed. In the interviews, the head teachers indicated that teachers participated in the administration of schools through different offices they held. The positions identified included deputy head teachers, heads of departments, subject heads, and directors of studies, deans, hostel masters, clubs patrons and class teachers among others. They also pointed out that there were regular meetings through which teachers made recommendations that guided in the administration of the school. The respondents indicated that teachers in charge of weekly duty, in fact ran the activities of the schools. One head teacher stated, “Teachers on duty in my school are called head teachers of the week.”

The results of the study also revealed that teachers were treated with respect (Mean = 3.0925). The larger number of the respondents 97 (42.7%) and 24 (10.6%) strongly disagreed. Those who disagreed were 88 (38.8%) and 18 (7.9%) strongly disagreed. In interviews, all the head teachers indicated that they treated the teachers with respect. One respondent stated, “I try to treat my

teachers courteously”. Another respondent stated, “I treat my teachers well because I know when they are happy, they are very effective. Above all, they spend more time with the students than myself, thus they help to manage them.” These results mean that the leadership of the schools treated teachers with respect.

4.5 The Relationship between the Leadership Practices and Teacher Performance

To establish the relationship between leadership practices and teacher performance, descriptive statistics for performance were calculated. Thereafter, correlation and multiple linear regressions were carried out to establish the relationship between the leadership practices and teacher performance. The descriptive statistics on teacher performance are presented in table 4.5.

4.5.1 The Relationship between the Leadership Practices and Teacher Performance

To establish the relationship between leadership practices and teacher performance, descriptive statistics for performance were calculated. Thereafter, multiple linear regressions were carried out to establish the relationship between the leadership practices and teacher performance.

4.5.1 Teacher Performance

This item of the study considered the dependent variable of the study, teacher performance. To establish teacher performance, the teachers were required to reveal whether they used productive techniques, made preparations, enabled student achievement, managed students, had positive interpersonal relations, felt responsible to the school and helped the schools accomplish their goals. The teachers were also required to reveal whether they were effective at work, efficient,

always punctual, put in more effort and offered full cooperation to the leadership of the schools.

The descriptive statistics on teacher performance are presented in table 4.3.

Table 4.5: Descriptive Statistics on Teacher Performance

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Use productive teaching techniques	3.7181	16	7.0	28	12.3	4	1.8	135	59.5	44	19.4
Make lesson preparations	3.4229	14	6.2	66	29.1	-	-	104	45.8	43	18.9
Enable student to achieve	3.6211	28	12.3	32	14.1	-	-	105	46.3	62	27.3
Manage students	3.3348	26	11.5	59	26.0	-	-	97	42.7	45	19.8
Build positive interpersonal relations with colleagues	3.2423	39	17.2	50	22.0	-	-	93	41.0	45	19.8
Feel responsible to the school	3.5330	19	8.4	33	14.5	-	-	158	69.6	17	7.5
Accomplish school goals	3.2026	30	13.2	66	29.1	-	-	90	39.6	41	18.1
Very effective at school work	3.2996	12	5.3	81	35.7	-	-	95	41.9	39	17.2
I do school work efficiently	3.6035	7	3.1	55	24.2	-	-	124	54.6	41	18.1
I am always punctual with school activities	4.1542	2	.9	8	3.5	-	-	160	70.5	57	25.1
I put in more effort the school work	3.3524	33	14.5	36	15.9	22	9.7	90	39.6	46	20.3
Offer full cooperation in school matters	3.2952	26	11.5	64	28.2	-	-	91	40.1	46	20.3

Source: Primary Data

The data in table 4.5 show that the teachers used productive teaching techniques. The results were a Mean = 3.7181 with the majority of 135 (59.5%) agreeing and 44 (19.4%) strongly agreeing while 4 (1.8%) were undecided. Those who disagreed were 28 (12.3%) and 16 (7.0%) strongly disagreed. The teachers also indicated that they made teaching preparations with a

Mean = 3.4229 having the majority of 104 (45.8%) and 43 (18.9%) agreeing and strongly agreeing respectively. Those who disagreed were 66 (29.1%) and 14 (6.2%) strongly disagreed. The results also showed that the teachers enabled students' achievement. The results on the item were a Mean = 3.6211 with the majority of the respondents 105 (46.3%) and 62 (27.3%) agreeing and strongly agreeing respectively. Those who disagreed were 32 (14.1%) and 28 (12.3%) strongly disagreed. The respondents further indicated that they participated in management of students. The results obtained on the item were a Mean = 3.3348 with the larger number of the respondents 97 (42.7%) agreeing and 45 (19.8%) strongly agreeing. Those who disagreed were 59 (26.0%) and 26 (11.5%) strongly disagreed. Besides, the respondents showed that they had positive interpersonal relations with colleagues. The results on this item were a Mean = 3.2423 with the larger number of the respondents 93 (41.0%) and 45 (19.8%) agreeing and strongly agreeing. Those who disagree were 50 (22.0%) and 39 (17.2%). Also, the results of the study revealed that teachers felt responsible to the school as they carried out their work. The results on the item produced a Mean = 3.5330 with the majority of the respondents 158 (69.6%) agreeing and 17 (7.5%) strongly agreeing. Those who disagreed were 33 (14.5%) and 19 (8.4%) strongly disagreed.

Further, the respondents revealed that they ensured that the goals of the school were accomplished. The results on the item were a Mean = 3.2026 with the larger number of the respondents 90 (39.6%) and 41 (18.1%) agreeing and strongly agreeing. Those who disagreed were 66 (29.1%) and 30 (13.2%) strongly disagreed. The respondents also indicated that they were very effective at school work. The results obtained on the item were a Mean = 3.2996 with the larger number of the respondents 95 (41.9%) and 39 (17.2%) agreeing and strongly agreeing.

Those who disagreed were 81 (35.7%) and 12 (5.3%). The respondents indicated that they also worked efficiently. This item produced a Mean = 3.6035 with the majority of the respondents 124 (54.6%) and 41 (18.1%) agreeing and strongly agreeing while 55 (24.2%) disagreed and 7 (3.1%) strongly disagreed. The respondents indicated that they were always punctual, the results being a Mean = 4.1542 with the majority of the respondents 160 (70.5%) and 57 (25.1%) agreeing and strongly agreeing. Those who disagreed were 8 (3.5%) and 2 (0.9%) strongly disagreed. The respondents revealed that they put in more effort, Mean = 3.3524 with the larger number of the respondents 90 (39.6%) agreeing and 46 (20.3%) strongly agreeing while 22 (9.7%) were undecided. Those who disagreed were 36 (15.9%) and 33 (14.4%) strongly disagreed. Also, the respondents revealed that they offered full cooperation in all school activities. The results were a Mean = 3.2952 with the larger number of respondents 91 (40.1%) agreeing and 46 (20.3%) strongly agreeing. Those who disagreed were 64 (28.2%) and 26 (11.5%) strongly disagreed.

4.5.2 Leadership practices and Teacher Performance

Correlation analysis of the variables of leadership practices and Teacher performance basing on the three independent variables of forms of transformational, supportive and participative leadership practices produced the results in table 4.6.

Table 4.6: Correlation Matrix for Leadership Practices and Teacher Performance

	Teacher performance	Transformational Leadership Practices	Supportive leadership Practices	Participative Leadership Practices
Teacher performance	1	.557**	.501**	.665**
		.000	.000	.000
Transformational Leadership Practices		1	.155*	.796**
			.020	.000
Supportive leadership Practices			1	.315**
				.000
Participative Leadership Practices				1
*. Correlation is significant at the 0.05 level (2-tailed).				

Source: Primary Data

The results in the correlation matrix Table 4.6 show that there is a significant positive relationship between leadership practices and teacher performance. The correlation analysis on variable one namely forms of transformational leadership practice showed a significant positive correlation of $r = 0.557$ at the significance 0.001 level. The results of the second variable, namely the supportive leadership practice also showed a positive significant correlation of $r = .155$ at the significance 0.020 level. The results on the third variable of participative leadership practice of also showed a significant correlation $r = .315$ at the significance level 0.001 level. Even the correlations between the items were high. Therefore, transformational, supportive and participative leadership practices positively significantly relate to teacher performance. These results thus show that there is a relationship between leadership practices and teacher performance.

To account for the existence of relationship or no relationship, the study carried a multiple linear regression. Multiple regression analysis of the aggregate index of teacher performance on the three variables namely forms of transformational, supportive and participative leadership

practices yielded the results in Table 4.7, suggesting that the three variables considered were collectively fairly good explanatory variables ($F= 8.447$, $p = 0.000$) of at one percent level of significance ($p < 0.01$), accounting for 54.0% of the variation in the aggregate index of the teacher performance (Adjusted R square 0.540). This also implies that the balance (46.0%) is explained by other variables not considered in this study.

Table 4.7: Regression Analysis for Leadership Practices and Teachers Performance

Employee performance	B	p
Transformational Leadership Practices	.165	.030
Supportive leadership Practices	.341	.000
Participative Leadership Practices	.426	.000

R .739 $R^2 = .546$ Adjusted R = .540 F = 8.447 p = .000

Source: Primary Data

Table 4.7 suggests that all the leadership practices namely transformational, supportive and participative leadership practices significantly positively correlated with teacher performance (all Betas were positive) and significant correlates of teachers performance ($p < 0.05$) leading the accepting of three hypotheses that there is there is a relationship between transformational leadership practice and teacher performance in government aided secondary schools; a relationship between supportive leadership practice and teacher performance in government aided secondary schools; and there is a relationship between participative leadership practice and teacher performance in government aided secondary schools.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary and discussion of the results derived from the data presented in chapter four. The discussion leads to different conclusions and a number of recommendations that are presented later on performance appraisal and teacher performance. The study explored the relationship between leadership practices and teacher performance in government aided secondary schools in Wakiso District. The investigations of the study were based on the objectives of the study that aimed at examining the relationship between transformational leadership practice and teacher performance; assessing the relationship between supportive leadership practice and teacher performance; and examining the relationship between participative leadership practice and teacher performance.

5.2 Summary of Findings

5.2.1 Objective One Stated: To examine the relationship between transformational leadership practice and teacher performance in government aided secondary schools.

The study established significant positive relationship between the transformational leadership practice and teacher performance ($r = 0.557^{**}$, $p < 0.001$). Regression analysis revealed that the transformational leadership practice is a predictor of teacher performance ($\beta = 0.165$, $p = .030$). This was because the leadership of the schools instilled pride in the teachers (Mean = 3.4141), leadership of the schools behaved consistent with values (Mean = 3.4361), provided teachers confidence at work (Mean = 3.3700), encouraged the teachers to continue working (Mean =

3.0925) and focussed on the strength of the teachers (Mean = 3.2819). Also, the leadership of the schools treated teachers individuals (Mean = 3.5286), promoted development in the schools (Mean = 3.2203), recognised teachers achievements (Mean = 3.2379), rewarded teachers achievements (Mean = 3.3084) and clarified teachers rewards (Mean = 3.3524). However, the leadership of the schools did not provide advice for development to the teachers (Mean = 2.9427).

5.2.2 Objective Two Stated: To assess the relationship between supportive leadership practice and teacher performance in government aided secondary schools.

The revealed significant positive relationship between the supportive leadership practice and teacher performance ($r = 0.155$, $p < 0.020$). Regression analysis revealed that the supportive practice is a predictor of teacher performance ($\beta = .341$, $p = .000$). This resulted from the leadership of the schools valuing the contribution of the teachers to the well-being of the schools (Mean = 3.5991), contributing to releasing teachers' full effort (Mean = 3.8855), providing help to the teachers when with problems (Mean = 3.4097), providing teachers favourable work conditions (Mean = 3.7709) and being fair to all teachers (Mean = 3.3744). However, leadership did not consider teachers' goals and values (Mean = 2.8282), were not proud that the teachers were part of the schools (Mean = 2.9515), did provide attractive rewards to the teachers and did not support teachers' career development (Mean = 2.9075).

5.2.3 Objective Three Stated: To examine the relationship between participative leadership practice and teacher performance in government aided secondary schools.

The study revealed significant positive relationship between the participative leadership practice and teacher performance ($r = .315, p < 0.001$). Regression analysis revealed that the participative practice is a predictor of teacher performance ($\beta = .426, p = .000$). This was due to the fact that teachers were involved in decision making (Mean = 3.1189), participated in problem solving matters (Mean = 3.9780), had the discretion to take certain autonomous actions (Mean = 3.1454) and shared information freely (Mean = 3.2026). The results also indicated that teachers participated in the administration of schools (Mean = 3.2996) and teachers were treated with respect (Mean = 3.0925). However, the leadership of the schools did not promote open and honest self-expression (Mean = 2.9471) and did not involve teachers in the schools equitably (Mean = 2.5242).

5.3 Discussion of the Findings

5.3.1 Objective one Stated: To examine the relationship between transformational leadership practice and teacher performance in government aided secondary schools.

The study established significant positive relationship between the transformational leadership practice and teacher performance. This is because, with transformational leadership, the leadership of the schools instilled pride in the teachers, provided the confidence, focussed on their strength of the teachers, treated them individuals, promoted development, recognised their achievements, rewarded their achievements and clarified their reward. This thus led to teacher performance. The above finding concurs with the findings of previous scholars. For instance, Pradeep and Prabhu (2011) found a relationship between transformational leadership and

employee performance. They established significant relationship between transformational leadership and performance outcomes. Saeed et al. (2013) indicated that transformational leaders created meaningful exchanges between employees hence employee performance.

On their part, Bambacas and Patrickson (2008) established that transformational leadership is important in enhancing employee performance. They established that since transformational leadership style engendered trust it attracted employee commitment and enhanced employee performance. Herold et al. (2008) also reported positive relationships between transformational Leadership and the employee, change commitment and performance is implied. Similarly, Detert and Burris (2007) indicated that transformational leadership predicted job performance at the unit level.

5.3.2 Objective Two: To assess the relationship between supportive leadership practice and teacher performance in government aided secondary schools.

The study established a significant positive relationship between the supportive leadership practice and teacher performance. The leadership of the schools valued the contribution of the teachers to the well-being of the schools, contributing to releasing teachers' full effort, providing help to the teachers when faced with problems, provided teachers with favourable work conditions and were fair to all teachers. This thus led to teacher performance. Indeed, in study by Sandakan (2006) the results of the study showed that supportive leadership was the most employed leadership practice. According to Muller et al. (2009), supportive leadership was employed because supportive relationships were less likely to create work place stress. According to Wong and Cummings (2009) the supportive leader behaviour and trust in

management by employees lead to employee positive work outcomes out comes such as improved performance.

Recognising the importance of supportive leadership, Beheshtifar and Herat (2013) argued that organisational support was directly linked with three categories of favourable treatment received by employees, such as, organisational rewards and favourable job conditions, fairness and supervisor support, in return favourable outcomes achieved such as job satisfaction and organisational commitment which led to performance. They indicated that organisational support increased the satisfaction of the employees' socio-emotional needs such as esteem, approval and affiliation. This satisfaction served to enhance employees' social identity by being a member of that organisation which created greater commitment hence better performance.

5.3.3 Objective Three: To examine the relationship between participative leadership practice and teacher performance in government aided secondary schools.

The study revealed a significant positive relationship between the participative leadership practice and teacher performance. This was due to the fact that teachers were involved in decision making, participated in problem solving matters, had the discretion to take certain autonomous actions and shared information freely. Participative leadership practice also related to teacher performance, because teachers were treated with respect. The findings of previous scholars also found out that the participative leadership practice was related to employee performance. Elele and Fields (2010) found out that participation increased employees commitment hence better performance. Meyerson and Dewettinck (2012) found a significant difference between the rate of employee performance before and after empowerment

implementation. Accordingly, by empowerment through delegation, participation management and encouragement, employee performance improved.

Mesmer-Magnus and DeChurch (2009) found out that information sharing positively predicted team performance. On the other hand, Garavan (2008) found out that substitution of responsibilities with administrative and managerial responsibilities (job enlargement) was considered very important. Haid and Sims (2012) also found out that encouraging people to take ownership of their work and creating an environment where everyone is treated with respect lead to productivity.

5.4 Conclusions

Basing on the study findings, a number of conclusions were drawn:

There is a significant positive relationship between transformational leadership and teacher performance. This is because transformational leadership instils pride in the teachers, to behave consistently with school values, provides teachers with confidence at work, encourages the teachers to continue working and focuses on the strength of the teachers. Teachers also perform because with transformational leadership, the teachers are treated as individual, there is development in the schools, teacher achievements are recognised and teachers are rewarded.

There is a significant positive a relationship between supportive leadership practice and teacher performance. This results from the leadership of the schools valuing the contribution of the

teachers, providing help to the teachers when faced with problems, providing teachers with favourable work conditions and being fair to all teachers.

There is a significant positive relationship between participative leadership practice and teacher performance. This is because with the participative leadership practice, teachers are involved in decision making, participate in problem solving matters, share information freely and are treated with respect.

5.5 Recommendations of the Study

On the basis of the study, conclusions and several recommendations were made:

School administrators should practice the transformational leadership practice to enhance teacher performance. This should be carried out instil pride in the teachers, leaders behaving consistent with values, providing teachers with confidence at work, encouraging the teachers to continue working and focussing on the strength of the teachers. The leadership of schools should also treat teachers as individuals, promote their development while in the schools and recognise the teacher's achievements.

The Ministry of Education and Sports, policy makers, planners, school administrators, Board of Governors, Parents Teachers Association Committees, parents and other stakeholders should be supportive to teachers. This should be done by valuing the contribution of the teachers to the well-being of the schools, providing help to the teachers when with problems, providing teachers with favourable work conditions and being fair to all teachers.

Leadership in schools should encourage teacher participation in the management of schools. This should be through involving teachers in decision making, problem solving matters, encouraging them to share information freely and treating teachers with respect as they take on leadership decisions.

5.6 Areas Suggested for Further Research

This study focussed only leadership practices and teacher performance in Wakiso District. Focus of future research should be on leadership practices and teacher performance in all govt-aided secondary schools in Uganda, in Colleges, and other higher education institutions in Uganda among others. Also, future studies should look at leadership styles and teacher performance in Govt-aided Primary schools in Uganda.

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APPENDIX A

DETERMINING SAMPLE SIZE BY SMALL SAMPLE TECHNIQUE FOR SELECTION OF SAMPLE

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

N = population size

S = sample size

APPENDIX B: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a student at Uganda Management Institute undertaking research on the topic “Leadership practices and teacher performance in government aided secondary Schools in Wakiso District in Uganda.” The information sought is required only for academic purposes. Participation is entirely out of your volition and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the research. The information provided will be treated with maximum confidentiality.

Sincerely

.....

RobinahNakabugoSemitala

SECTION A: Demographic Data

Please tick an option that you consider the most appropriate.

1. Your Sex

Male	Female
1	2

2. Your age group

20-29 years	30-39 years	40-49 years	50 years and above
1	2	3	4

3. Your level of education

Diploma	Bachelors Degree	Master Degree
1	2	3

4. How long have you worked at your current station?

Less than 5 years	5 - 10 years	11 years and above
1	2	3

5. What responsibility do you hold in the school?

Deputy head teacher	Director of studies	Head of department	Club patron	Class teacher	Only subject teacher

SECTION: B Response on the Independent and Dependent Variables

Please tick an option you think is the most appropriate. Rate your responses according to the rates provided from the lowest (1) to the highest (5).

Leadership Practices	SD	D	U	A	SA
1. Transformational leadership	1	2	3	4	5
2. Pride is instilled in me by the school leadership					
3. School leadership behaves consistent with school values					
4. I am provided with confidence at work					
5. I am encouraged to continue working					
6. I am provided with advice for development					
7. The leadership of the school focuses on my strengths					
8. I am treated as an individual					
9. Teacher development is promoted					
10. My achievements are recognised as a teacher					
11. My achievements are rewarded as a teacher					
12. My rewards are clarified as a teacher					
Supportive leadership Practices					
13. My contribution to the well-being of the school is valued					
14. My goals and values are strongly considered by school leadership					
15. The leadership of the school contributes to releasing my full effort					
16. Help is availed by the school leadership when I have a problem					
17. The school leadership is caring and shows commitment to my well being					

18. The leadership is proud that I am a part of this school					
19. The school leadership provides attractive rewards					
20. The school leadership provides favourable job conditions					
21. The school leadership is fair to all teachers					
22. The school leadership supports my career development					
Participative Leadership Practices					
23. I am involved in decision making at school					
24. Open and honest self-expression is promoted by the school leadership					
25. I am encouraged to participate in problem solving matters at school					
26. All teachers are involved in the school equitably					
27. I have the discretion to take certain autonomous actions the school					
28. Information is shared freely by teachers at the school					
29. I participate in different school administrative activities freely					
30. I am treated with respect					
Teacher Performance					
31. I use productive teaching techniques					
32. I make teaching preparations					
33. I enable student achievement					
34. I participate in management of students					
35. I have positive interpersonal relations with colleagues					
36. I feel responsible to the school as I carry out my work					
37. I ensure that the goals of the school are accomplished					
38. I am very effective at school work					
39. I carry out school work efficiently					
40. I am always punctual in school activities					
41. I put in more effort at school work					
42. I offer full cooperation in all school activities					

APPENDIX C: INTERVIEW GUIDE FOR HEAD TEACHERS

What is the vision of the school?

How do you get teachers to understand and accept the vision of the school?

What are the norms of the school that enhance performance?

What has been put in place to make the performance of teachers feasible?

How is the vision communicated to the teachers?

How do teachers contribute new ideas to the school?

What opportunities have been provided for teachers to perform?

How do show that you value teachers' contributions to the wellbeing of the school?

How have you been helping your teachers when faced with personal problems?

How do you show care and commitment to the teachers well being?

What rewards do you provide to the teachers?

How do you support teachers' career development?

How are teachers involved in decision making?

How is free self-expression for teachers promoted?

How is equity promoted in teachers' participation in the school administration?

APPENDIX D: VALIDITY OF TRANSFORMATIONAL PRACTICE

Judges	Relevant	Irrelevant
Judge 1	9	2
Judge 2	8	3

11

$$CVI = 9+8 = 17 \div 2 = 8.5$$

$$8.5 \div 11 = 0.77$$

APPENDIX E: VALIDITY OF SUPPORTIVE LEADERSHIP PRACTICE

Judges	Relevant	Irrelevant
Judge 1	9	1
Judge 2	6	4

10

$$CVI = 9 + 6 = 16 \div 2 = 8.0$$

$$8.0 \div 10 = 0.80$$

APPENDIX F: VALIDITY OF PARTICIPATION LEADERSHIP PRACTICE

Judges	Relevant	Irrelevant
Judge 1	7	3
Judge 2	9	1

10

$$CVI = 7 + 9 = 16 \div 2 = 8.0$$

$$8.0 \div 10 = 0.80$$

APPENDIX G: VALIDITY OF TEACHER PERFORMANCE

Judges	Relevant	Irrelevant	
Judge 1	9	3	
Judge 2	8	4	
			12

CVI = $9 + 8 = 16 \div 2 = 8.5$

$8.5 \div 12 = 0.79$

APPENDIX H: RELIABILITY ANALYSIS – SCALE (ALPHA) FOR TRANSFORMATIONAL LEADERSHIP PRACTICE

Items	Mean	Std. Deviation
1	3.4141	1.31209
2	3.4361	1.16327
3	3.3700	1.30166
4	3.0925	1.22485
5	2.9427	1.37012
6	3.2819	1.35666
7	3.5286	1.33132
8	3.2203	1.35834
9	3.2379	1.32230
10	3.3084	1.32106
11	3.3524	1.19328

	Mean	Maximum / Minimum	Variance
Item Variances	1.684	1.387	.032
Inter-Item Covariances	.433	-3.179	.156
Inter-Item Correlations	.248	-2.849	.051

Cronbach's Alpha	Cronbach's Alpha Standardized Items
.792	.784

APPENDIX I: RELIABILITY ANALYSIS – SCALE (ALPHA) FOR TRANSFORMATIONAL LEADERSHIP PRACTICE

Items	Mean	Std. Deviation
1	3.5991	1.22749
2	3.1189	1.29633
3	3.8855	1.15026
4	3.4097	1.25666
5	3.3789	1.23628
6	2.9515	1.28722
7	2.4361	1.10874
8	3.7709	1.08507
9	3.3744	1.26066
10	3.2423	1.29955

	Mean	Maximum / Minimum	Variance
Item Variances	1.496	1.434	.035
Inter-Item Covariances	.352	-5.533	.140
Inter-Item Correlations	.222	-4.493	.054
Cronbach's Alpha	Cronbach's Alpha Standardized Items		
.755	.741		

APPENDIX J: RELIABILITY ANALYSIS – SCALE (ALPHA) FOR PARTICIPATION LEADERSHIP PRACTICE

Items	Mean	Std. Deviation
1	3.1189	1.41388
2	2.9471	1.27496
3	2.5859	1.43760
4	3.1322	1.32042
5	3.9780	1.10688
6	2.5242	1.32140
7	3.1454	1.38290
8	3.2026	1.44620
9	3.2996	1.44766
10	3.0925	1.24633

	Mean	Maximum / Minimum	Variance
Item Variances	1.806	1.711	.080
Inter-Item Covariances	.478	157.615	.161
Inter-Item Correlations	.257	143.195	.041
Cronbach's Alpha	Cronbach's Alpha Standardized Items		
.782	.776		

APPENDIX K: RELIABILITY ANALYSIS – SCALE (ALPHA) FOR TEACHER PERFORMANCE

Items	Mean	Std. Deviation
1	3.7181	1.12485
2	3.4229	1.25755
3	3.6211	1.34595
4	3.3348	1.35437
5	3.2423	1.43545
6	3.5330	1.09403
7	3.2026	1.38046
8	3.2996	1.26146
9	3.6035	1.12949
10	4.1542	.67050
11	3.3524	1.35314
12	3.2952	1.36846

	Mean	Maximum / Minimum	Variance
Item Variances	1.556	4.583	.201
Inter-Item Covariances	.313	-4.580	.142
Inter-Item Correlations	.196	-4.567	.047
Cronbach's Alpha	Cronbach's Alpha Standardized Items		
.751	.745		