



UGANDA MANAGEMENT INSTITUTE

**THE EFFECT OF HEADTEACHERS LEADERSHIP STYLES ON TEACHER
PERFORMANCE IN UGANDA. A CASE STUDY IN SELECTED
SCHOOLS IN KABAROLE DISTRICT**

BY

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

I, Kirungi Ronald Atwooki declare that this dissertation entitled ‘The effect of headteachers leadership styles on teacher performance’ is my own work and has never been submitted for a ward of a degree in any university, college, or institution.

SIGNED.....

DATE

APPROVAL

We verify that this dissertation entitled. “ The effect of Headteachers leadership styles on teacher performance in Uganda a case study in selected secondary schools in Kabarole district” has been prepared and submitted under our supervision.

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Signed..... Date

DR Edgar Kateshumbwa

Signed..... Date

DEDICATION

This dissertation is dedicated to my parents Mr Businge George William and Mrs Mbabazi Dorothy and to my brothers and sisters.

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ABSTRACT

The study examined the effect of the head teacher's leadership styles on teacher performance in secondary schools in Kabarole district. The study was guided by three research objectives which were; the effect of autocratic leadership style on teacher performance, the effect of democratic leadership on teacher performance and the effect of laissez faire leadership on teacher performance. The study used cross sectional survey design with both qualitative and quantitative results. Study findings revealed that there is a positive effect of autocratic leadership style on teacher performance ($r=.686$, $p=.000$) with coefficient of determination $R^2=0.471$ which shows that 47.1 % variation in teachers' performance is explained by changes in autocratic leadership style, democratic leadership significantly influences teachers performance ($r=.589$, $p=.000$). $R^2=0.346$. This implies that any changes in democratic leadership style would lead to 34.6% change change in teachers' performance. Also it was found out that there is a positive significant effect of laissez faire leadership on teacher performance ($r=.342$, $p=.000$) with a regression coefficient determination of .117 meaning that any changes in laissez-Faire leadership style would lead to 11.7% change change in teacher's performance. It was therefore concluded that most secondary schools in Kabarole district practice autocratic leadership style, democratic leadership style is considered a non appropriate leadership style in schools, Head teachers lack the ability and training to apply democratic leadership style, Laissez faire leadership style is not directly applicable largely in all schools. It is therefore recommended that more emphasis be put on training all the head teachers on best practices of applying autocratic leadership, Head teachers need to be a bit more lenient in their autocratic leadership style, train all head teachers in a workshop on the best practices of applying democratic leadership style, employ highly skilled teachers that do not require a lot of supervision for laissez-faire leadership style.

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LIST OF ABBREVIATIONS AND ACRONYMS

KRC	Kabarole research and resource centre
RICNET	Rwenzori information network centre
MMU	Mountains of the moon university.

CHAPTER ONE

BACKGROUND

1.1. Introduction

This chapter focused on the background of this study which examined the effect of head teacher's leadership styles on teacher performance in selected secondary schools in Kabarole district. The background is divided into three that is the historical, conceptual, contextual and theoretical background. The study looked at head teacher's leadership style that is (autocratic, democratic and laissez-faire styles) as a factor deemed to influence the performance of teachers. The head teacher's leadership styles are independent variables while teacher performance is a dependent variable. This chapter presents the background of the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the hypothesis, the scope of the study, significance of the research, justification of the study and the operational definition of terms and concepts.

1.2 Background to the Study

The background of the study is divided into historical, theoretical, conceptual and contextual aspects and are presented below.

1.2.1 Historical Background

The development of any society in the world depends on how serious that society has utilized an instrument called education to foster the development. More so, globally, educating a nation remains the most vital strategy for the development of the society throughout the developing

world (Aikaman & Unterhalter, 2005 in Nsubuga 2008:1). However, for proficient management of an organization, human resources are paramount essentials. Efficient leaders and subordinates contribute to achieve organizational goals. It's impossible to get success without managerial effort and dedication (Sumbal Maqsood et al 2013). Therefore, in order for education to realize its goals, it is important for leaders in schools (head teachers) to facilitate the necessary changes and innovations as well as single handedly creating order out of chaos among their staff (teachers) to enhance their performance in order to bring mightiness in school achievement.

In order to comply with the international standards to meet the millennium development goals, Uganda embarked on providing universal primary and secondary education. The increase in the number of students graduating from primary schools which are managed by local governments has created a bulge in secondary schools which are centrally managed. More so various studies have shown that secondary education is in demand and valued in Uganda, and that the government of Uganda has given consideration to policy reform in this sector (Keating, 2001; Penny et al., 2008). Educational indicators illustrate this change in demand for secondary education in recent years. In 2004, 54% of students completed primary education (UNESCO UIS, 2005); from 1991 to 2004, the gross enrollment rate at the secondary level has increased from 11% to 19%; net enrollment has had a similar increase from 8% (1999) to 15% in 2004. Private secondary schools have also expanded in the past decade there are currently 627 privately owned secondary schools compared to 847 that are government-aided, often with little support or training of head teacher and teachers. At the same time, secondary education, while officially decentralized, has not been fully decentralized in practice (Kamakamu, 2007). Teacher and head teacher deployment, student placement, and testing all remain centralized in government schools.

The government of Uganda and donor agencies clearly acknowledges the need to address both access and quality in secondary schools (Penny et al., 2008).

As such the increase in the number of students in secondary level has called for proper leadership in the secondary schools in order to ensure that the set educational goals are achieved with and through the human resources (teachers) given the fact that mass education at secondary education level in today's competitive world requires new leadership approaches in order to enhance efficiency and effectiveness (Nsubuga, 2008:2). Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers' time on task, reducing repetition and improving accountability (Nsubuga, 2003). Through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2006 as quoted in Nsubuga 2008).

1.2.3 Theoretical background.

There are many theories that researchers have put forward to explain leadership. For example the earliest research focused on the 'great man' theories which assert that leaders are born not made, and that great leaders are born when there is need for them. Leaders were thought to be endowed with superior qualities which caused them to be different from their followers and allowed them to lead (Cowley, 1928). Later evolved the traits theory where leaders are believed to have inherited talent and traits in them which make them ideal to lead. However, it is argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he

finds himself, (Messick and Kramer 2004). The behavioral theories concentrate on what leaders do rather than on their qualities and there is a belief in that great leaders are made not born.

In this research however, the participative leadership styles (Vroom & Yetton, 1973) were employed in examining the effect of headteachers leadership styles on the job performance of teachers and Fielder's, (1964) contingency theory which was introduced in 1967 was used to guide the study.

Fielder's contingency model stresses that there is no single best way for managers to lead but rather situations will create different leadership style requirements for a manager. Further, the solution to a situation is contingent to the factors that impinge on the situation. Indeed most researchers today conclude that no leadership style is right for every manager under all circumstances instead they say, contingency/ situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the organization and other environmental variables, (Bolden , et al 2003).

Although the leadership styles vary in recognizing the input of the other employees, they encourage participation and contributions from group members. This makes the group members or employees be committed at work because they implement decisions which were made in consideration of their views whereas in relation to the guiding theory, Vroom and Yetton *ibid* assert that leadership depends upon the situation but few behavioral scientists have attempted to go beyond that statement to examine the specific ways in which leaders should vary their behavior with situational demands. This assertion is a critical aspect of leadership style-the extent to which the leader encourages the participation of his/her subordinates in decision making.

This, in a school system tasks the headteacher as a leader to be flexible in his leadership style because situations are different in school and that involving teachers in decision making makes overcoming different situations easier. It is incorrect to say that participative leadership style is always more effective because it depends on the situation, the people involved and the task at hand (Ida, 2011). According to the contingency model, effective leaders diagnose the situation, identify the leadership style that will be most effective and they determine whether they can implement the required style, (Swanepoel et al 2000 in Hayward 2005).

1.3 Conceptual Background

Leadership remains a relatively mysterious concept despite having been studied for several decades (Gupta et al, 2005). Leadership has been there as long as there have been people to lead (Brett, 2005). In the world which is full of competition today, schools as organizations rely upon their leaders to facilitate the changes and innovations to maintain a competitive advantage. Leading is important in any organization because of the flashes of vision and commitment wise leadership provides.

Leaders in any organization are seen as persons who have the ability to create order, navigate organizations through unthinkable environmental turbulence, bringing mightiness out of mediocrity and thrive where lesser mortals will quickly fade away, (Durga Devi & Prabhu 2011). In other words leadership is seen as a process that ultimately concerns fostering change. More so the implied change is not random but rather directed towards some future end or condition which is desired or valued because leadership is a purposive process which is inherently value based.

Leadership is influence, power and legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset leading to the achievement of desired purpose, (Armstrong (2001). In the school setting, it is important for a leader to adopt a wise leadership style that helps him direct teachers well so that the education goal of academic excellence is achieved. leadership is also defined as the ability to influence others to act towards the attainment of a goal, (Hellriegel et al in Hayward 2005). A brilliant, leader must comprehend the importance of employees in achieving the ultimate goals of the organization, and motivating these employees is of paramount importance in achieving these goals, (Wall et al 1992). This assertion shows that the leader's way of relating with employees in the process of influencing them towards attaining a goal in an organization is critical thus calls for wise leadership which is necessary for the success of any organization.

Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers, (John Gardner, 1990) 'On leadership'. This definition therefore makes one understand a leadership style as the way in which the process of leadership is carried out.

Leaders' styles on the other hand encompass how the leaders relate to others within and outside the organization, how they view themselves and their positions and to a very large extent- whether or not they are successful as leaders. In this case for example, if a task needs to be completed, how does a particular leader set out to get it done? If an emergency arises how does a leader handle it? If the organization needs the support of the community how does a leader go about mobilizing it? In all the above questions for example relating to a school setting, it all

depends on the head teacher's leadership style and more so the state of affairs when the style has been applied.

The concept of performance also on the other hand is one of the topics that have greatly been integrated with leadership in organizations there is a direct impact of employee involvement through participatory leadership styles on the employee performance. Performance is associated with quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of the work completed, (Mathis and Jackson, 2009). In the business dictionary (2010) on line, performance is the accomplishment of a given task measured against preset standards of accuracy, completeness, cost and speed. However for purposes of this research performance is about the timely, attendance on the job, quality of the output and teamwork of employees (teachers) in the implementation of agreed tasks or policies as formulated by a leader (head teacher).

Considering the above definitions and the definitions for the purpose of this research, for an organization to achieve its goal, the leader must have effective leadership practices at different situations that enable participation of the entire workforce and influence individual and organization performance. It is accepted that effective organizations require effective leadership and that organizational performance will suffer in direct proportion to the neglect of this, (Fielder and House 1988 in Hayward 2005). Furthermore, Fielder and House 1988 *ibid* note that it is generally accepted that the effectiveness of any set of people is largely dependent on the quality of its leadership-effective leaders behavior facilitates the attainment of the follower's desires, which then results in effective performance.

Considering the above literature, the researcher agrees that leadership is perhaps the most thoroughly investigated variable that has a potential impact on the employee performance, (Cummings and Schwab 1973 in Hayward 2005). Winning leaders understand what motivates employee's strengths and weaknesses that influence their decisions, actions, and relationships, (Hayward 2005). However, as noted in a number of leadership literature, it is important to bear in mind that, much as leadership is recognized as so important in educational institutions it is considered effective if it positively affects the performance of workers and not merely the work out comes.

1.4 Contextual Review

According to the educational department terminal report 2006, Kabarole district has fifteen (15) government schools, twelve (12) privately owned schools. Therefore in total Kabarole district has twenty seven (27) secondary schools. In addition according to a survey conducted by mountains of the moon university (MMU) in 2004, among the 27 schools only (12) schools teach up to senior six i.e. have advance level (A-level) since its commitment to universal primary education (UPE), Uganda has had a considerable success in achieving its UPE goals this remarkable boost has given rise to the UPE bulge and pressure on secondary schools. In Kabarole district particularly the desire to ensure proper and effective leadership in school has been growing each day. Researchers have pointed out a number of variables that have been thought to have affected the performance of schools but few have endeavored to find out the relationship between the head teachers leadership style and teacher performance yet this can easily affect the performance of school. Many secondary schools still lack the necessary

performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor of poor leadership, (Namirembe, 2005).

The general performance rating of schools in Kabarole hangs in balance as stipulated in a comparative study of Bushenyi and Kabarole district education sector (2006:3) where following the local leaders retreat in Kasunga and the various action plans that accrued in relation to the development aspects, Kabarole district embarked on improving on its education standards especially in primary and secondary schools considering the fact that the performance in many Kabarole district schools was declining compared to the past ten or fifty years.

In addition, according to the comparative study of Bushenyi and Kabarole district education sector 2006:14 in most of the findings, it was unveiled that most teachers are not motivated to teach. A number of factors explained the cause of all this but the leadership style of the head teacher seemed to be the most pronounced factor that has not been unveiled, yet if meager, it can negatively affect teacher performance and the general student achievement. More so, the researcher's observation is that much as efforts have been put in to improve the education standards, less has been done to find out head teachers leadership styles and the effect it has on teacher performance forgetting that if it is lacking, it can affect the student's academic performance and educational standards at large.

It is against such a background that the researcher carried out the study to find out the effect head teachers leadership styles have on the teacher performance in mind with the fact that, much as leadership is recognized as so important in educational institutions it is considered effective if it positively affects the performance of workers and not merely the work out comes.

1.5 Statement of the problem

The ministry of education and sports has endeavored to put in place all the necessary policies to ensure that all educational institutions have appropriate and proper leadership from their leaders. These include head teachers codes of conduct and guidelines in the leadership process among others. These guidelines and policies are put in place to ensure that schools are led well so as to achieve the required academic performance levels. It should be noted that a good leader understands the importance of employees in achieving the goals of the organization and that motivating employees is of paramount importance in achieving these goals, (Durga & Prabhu, 2011).

Despite these efforts however, teacher performance has not shown signs of much improvement over time. Kabarole Research and Resource Centre and Mountains of the Moon University report, (2006) findings indicated that teachers continue to register poor performance as was reported that there is high absenteeism among teachers, late submission of evaluation of reports, poor grades of students in national exams, low morale to perform, failure to finish the syllabus of all the subjects and failure of students to fully interpret text in textbooks. The leadership styles of headteachers have been reported to be the key factor bringing about this state of affairs. Such leadership styles applied were either autocratic, democratic, or laissez-faire, (A comparative study of Bushenyi and Kabarole district education sector 2006). Research findings pointed out a lot of autocratic leadership style tendencies which negatively affected teacher performance when applied without considering the magnitude of the issues at hand. The continuation of such situation implies that this may result into disastrous consequences in the education sector that may lead to total collapse of the education system in the district hence need for the study that intended to find out the effect of different leadership styles used by head teachers on the performance of teachers.

1.6 Purpose of the Study

The purpose of the study was to examine the effect of the head teacher's leadership styles on teacher performance in secondary schools in Kabarole district and after analyzing the data the researcher made necessary recommendations to the concerned stakeholders for the betterment of education standards in the district.

1.7 The specific objectives of the study

1. To examine the effect of autocratic leadership style on teacher performance.
2. To establish the effect of democratic leadership style on teacher performance.
3. To examine the effect of laissez faire leadership on teacher performance.

1.8 Research Questions

1. How does autocratic leadership affect teacher performance?
2. To what extent does democratic leadership affect teacher performance?
3. Is there any positive effect of laissez-faire leadership on teacher Performance?

1.9 Hypotheses of the study

The researcher hypothesizes that;

1. There is a significant negative effect of headteacher's autocratic leadership style on the performance of teachers.
2. There is a significant positive effect of headteacher's democratic leadership style on the performance of teachers.

3. There is a positive effect of headteacher's laissez-faire leadership style on teacher performance.

1.10 The conceptual framework of the study

The conceptual framework shows the relationship between the independent variable (leadership styles) and dependent variable (teacher performance).

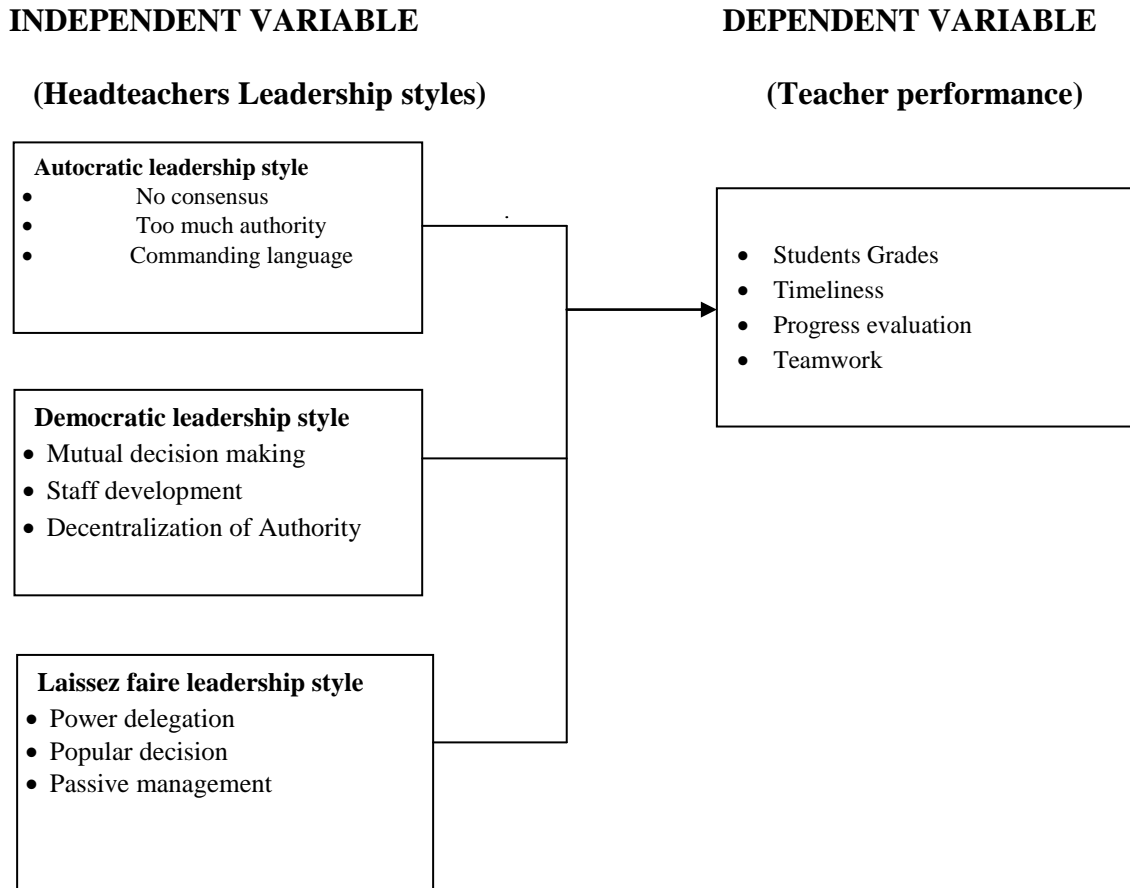


Figure 1.1 The Conceptual Framework.

Adopted from: Peter Senge's Learning Organization Theory (1990) and Modified by the researcher.

The conceptual framework shows the relationship between head teachers leadership styles and teacher performance. The framework is a many to one, that is to say, the independent variable (leadership styles) is split while the dependent variable (teacher performance) is intact. The study

is examining the relationship between the independent variable which is leadership styles which is split into three variables, that is, autocratic, democratic and laissez faire leadership styles and the dependent variable which is teacher performance, is measured by students grades, timeliness, progression evaluation, commitment and teamwork, and participation in school activities.

1.11 Significance of the Study

This study will help in understanding how different leadership styles affect teacher performance because of the fact that teacher performance directly determines the academic performance of the students. This study therefore, after data analysis, the researcher will use the findings to make the necessary recommendations on how headteachers can use effectively the leadership styles to enhance teacher performance that will yield better academic performance in schools and the education standards in Kabarole district at large.

1.12 Justification of the Study

Much as many people and organizations like Kabarole Research and resource Centre (K.R.C), Mountains of the moon university(MMU), Rwenzori Information Centre Network(RICNET) among others, have carried out research on what could be the cause of the declining educational standards in the district, little has been done or undertaken to examine the effect of head teachers leadership styles on teacher performance as one of the serious factors that can cause a decline in the academic performance and standards in schools and Kabarole district at large. It is against this state of affairs that researcher carried out this study.

1.13 Scope of the Study

Geographically, the study was carried out in Kabarole district in six government aided secondary schools namely; Nyakasura School, Kyebambe girls school, Nyakigumba S.S, Fortportal S.S, Rubona S.S, and St Leos College, Kyegobe.

The study focused on three leadership styles, that is, Autocratic leadership, Democratic leadership, Laissez faire leadership and the effect the three leadership styles have on teacher performance in relation to students grades, timeliness, progression evaluation, and teamwork.

The study covered a period of seven years because it is, according to the researcher's observation, in this period that the relationship between head teachers leadership styles and teacher performance has shown a declining trend as reflected in the students' performance.

1.14 Operational Definitions of terms and concepts

Leadership: This is the process of influencing employees to achieve set goals.

Leadership styles: This is the manner in which a leader leads, which is reflected in the things done like communicating, exercising power and authority.

Autocratic leadership style: The autocratic leadership style is where all decision-making powers are centralized in the leader, as with dictators. The leader does not entertain any suggestions or initiatives from subordinates.

Democratic leadership style: The democratic leadership style consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality.

Laissez-faire leadership style: A person may be in a leadership position without providing leadership, leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods.

Teacher performance: This is the outcome of the interaction between an individual's needs, perception of the results and reward being offered and the amount of effort energy and expertise that the individual has to apply to the task in hand.

1.15 Summary

This chapter provides the background of this study which will examine the effect of headteacher's leadership styles on teacher performance in selected secondary schools in Kabarole district. In addition, it gives an insight of the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the hypothesis, the scope of the study, significance of the research, justification of the study and the operational definition of terms and concepts. Above all, bases on an assumption that, there is a significant effect of the head teachers leadership styles on teacher performance particularly focusing on autocratic, democratic and laissez fairer leadership styles and assuming the styles are contingent upon situational factors as shall be seen in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction:

This chapter focused on the guiding theory of the study and a review of literature related to the different leadership styles adopted by leaders and the relationship they have with the job performance of employees. The review mainly focused on the definition of leadership and a leader, the different leadership styles and how they influence employee performance. Different sources were consulted for example, journals, research reports, text books, official documents, among others.

2.2 Theoretical Review:

A number of theories have been put forward to explain the process of leadership. In the leadership approaches a number of styles that leaders adopt are also explained. Traditional approaches are the traits approach, the behavioral and the contingency approaches among others whereas the new approaches among others is the transformational and the transactional leadership. This study was guided by Fielder's, (1964) contingency theory which introduced in 1967.

Fielder's contingency model stresses that there is no single best way for managers to lead but rather situations will create different leadership style requirements for a manager. Further, the solution to a situation is contingent to the factors that impinge on the situation. Indeed most researchers today conclude that no leadership style is right for every manager under all circumstances instead they say, contingency/ situational theories were developed to indicate that the style to be used is contingent upon such factors as the situation, the people, the task, the

organization and other environmental variables, (Bolden , et al 2003). Furthermore, according to this model effective leaders diagnose the situation, identify the leadership style that will be most effective and they determine whether they can implement the required style, (Mullins 1999 and Swanepoel et al 2000) as reported in Hayward (2005).

The premise propounds the cherished approach to management by focusing on the situation first rather than the organizational means to apply an explicit leadership style that will stimulate individual performance. The assumption here is that leader must use both directive and supportive behaviors in influencing employees.

The second supposition is that any leadership style depends on the situation at hand. This implies that behavioral patterns of a leader will help him/her to acquire competences needed for effectiveness in using the styles in their relevant situations and thus effectiveness in performance. Basing on the research findings, it was believed that the approaches largely influenced leadership styles that matched the different situations but the challenge was for the headteachers lacking the ability and skills of how and when to apply the leadership styles.

2.3. The effect of Autocratic leadership on teacher Performance.

The autocratic leadership style is also known as the authoritarian style of leadership. Power and decision-making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making (John, 2004). Autocratic leadership style erodes satisfaction of work desired by most high performing workers, (Mudima, 2002). Similarly it was found

that autocratic leadership style is most oppressive, domineering and it forces teachers to work under pressure, (Nammudu, 2004).

Head teachers leadership style is related to effectiveness, efficiency and productivity of the school. Efficiency involves doing things correctly in the organization, decisions are made to reduce costs, increase production and improve product quality (Taheri, 2009). Ziaee (2003) in a research entitled: investigation about the relationship of management style with the efficiency of teachers in primary school in Gorgan concluded that applying participative style in educational centers had the most efficiency and autocratic style had the least efficiency, and applying consultative and submissive styles in management of training institutes are remarkably efficient. Mosaddegh, (2005), came to the conclusion that a participative management style has been dominant in view of principals and the staff.

Autocratic leadership is described as a style of leadership where power and decision making resides in the hands of the leader, (Hoy & Miskel, 1997). The autocratic leader directs staff members on the way things should be done and the leader does not maintain a clear channel of communication between him/her and the subordinates. He/she does not delegate nor permit followers to participate in policy making. Autocratic leaders provide clear expectations for what needs to be done, (Lewin, 1939). He adds that, there is a clear division between leaders and followers. Authoritarian leaders make decisions independently with little or no input from the rest of the group. This, in a school setting implies that all decisions are made by the head teacher and teachers will be required to implement the decisions without fail. Common observations show that teachers tend not to effectively implement what they did not decide on. While there are well defined situations where an autocratic management style is the only way to go, the improper or inappropriate application of such a leadership or management style can lead to disaster in

many routes (Young, 2010). From Young's contribution, one route as noted above could be difficulty in policy implementation, for example teachers may be required to cover syllabus in a certain time limit and decisions are made on that in school by the head teacher without the involvement of the teachers yet they are the implementers of most policies in the school environment. This will not be easy to achieve.

Young 2010 *ibid* maintains that this style involves making all decisions with little or no regard for the input of subordinates. This affects the subordinates (teachers) attitudes and performance negatively because of not considering their efforts, thus making implementation of decisions hard.

Many times workers will lose their commitment to the organization because the autocratic style of leadership strips them of their responsibility of the organizational success (Slusher, 2013). This shows that isolating teachers by head teachers in decision making lessens their commitment to taking full responsibility of the school programs which they ought to do as per their profession. Slusher 2010 *ibid* reveals that, because members of the organization are marginalized in favor of a leader who makes all the decisions and takes the credit for success, there is usually a high level of absenteeism and quitting. Without a sense of ownership in the organization, workers do not feel as committed.

Another reason why we believe that autocratic leadership is not the best is that this type of leadership can threaten the ability of a group to operate as an intact system over an extended period (Arrow et al 2000). In this context the autocratic leadership style of the head teacher can break team work among teachers. This definitely affects the teacher's performance because teamwork is a key element in achieving set goals of an organization and schools in particular. It

is stressed that the autocratic style of leadership is often criticized because it negates developing relationships between members of the organization that allow decisions to be made by leaders and followers, (Slusher 2013).

Considering the above and more extant literature on leadership especially in the business world, it is a fact that autocratic leadership is useful in some contexts and should not be avoided in other situations. It leads to more accurate decisions when the leader is versed in the subject under discussion. It then can be seen that autocratic leadership is multifaceted. Like all leadership styles, it must be considered carefully and applied judiciously if it is used at all, (Justin, 2006).

Study findings reveal that autocratic leadership was most dominant as was reported in (A comparative study of Bushenyi and Kabarole district education sector (2006). It affected teacher performance negatively because headteachers don't have the skills of how best and when to apply this style of leadership.

2.4. The effect of Democratic Leadership Style on teacher Performance.

The democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader (Heenan and Bennis, 2009). In this style of leadership, a high degree of staff morale is always enhanced (Mba, 2004).

It is argued that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students, (Ibukun, 2007). Ijaiya (2000) remarked that teachers express a desire for more participation in decision-making. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise.

Although a democratic leader will make the final decision he/she invites the other members of the team to contribute in the decision making process. This not only increases the job satisfaction by involving employees or team members in what's going on, but it helps employees to get skills (Nadeem, 2012). In a school system, ahead teacher who adopts a democratic leadership, in involving teachers in decision making will make them fill in control of their own destiny. Teachers are thus motivated to work hard by more than just a financial reward. As participation takes time, this approach can lead to things happening more slowly but often the end result is better. Freeman and Gilbert (2003) submit that democratic leadership style is ideally preferred by the employees because it creates a sense of inclusiveness and togetherness of ideas to be shared as a team.

Most school head teachers use the democratic leadership style compared to other leadership styles, (Nsubuga, 2008). Schools are composed of intelligent people whose ideas are crucial in the day to day operation of the same schools. Teachers, students and prefects for example, have the capacity to advise effectively on academic matters. This has pushed many school managers to rely heavily on participatory governance mechanisms or the democratic the democratic leadership style. In this assertion he recognizes the involvement of teachers in decision making by head teachers as vital for the effective running of the school because they are considered as able and intelligent, a factor that arouses their commitment.

There is good theoretical reason to suspect that interpersonal relationships between principals and their teachers influence school professionals' attitudes that define the broader school climate, (Heather, 2012). Democratic leaders often involve subordinates and groups in the decision making process. This is stressed by Kreitner (2000) that participative leaders encourage group members to participate but retain the final decision making process and group members thus feel engaged in the process and are more motivated to perform.

The respective leader will have the final say, but only after having consulted the subordinates. They maintain that this leadership will potentially be most feasible when leaders do not have full insight into the consequences of a specific decision and an involvement of subordinates may strengthen the outcome of the decision. More so that the advantage of this leadership is that subordinates will feel more motivated and that any given decision will be enriched by the knowledge derived from the consultation, (Lewin et al, 1939). Democratic leadership is that which allows sharing decisions, encourages teamwork, creates innovation and creativity, initiates job training and motivates staff, however in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects, (Luthans, 2002).

It was revealed in the findings that democratic leadership style in schools in Kabarole district significantly influences teacher performance. It then was noted that headteachers lack the ability and training to determine when to apply this style of leadership.

2.5. The effect of laissez Faire leadership on teacher Performance.

Laissez faire leaders as the French words state were hands off and extremely passive. This indicates a very low influence of the leader in an organization like a school. In an early study of laissez faire leadership, it was found that laissez faire leadership led to lower productivity and satisfaction among followers when compared to autocratic and democratic leadership styles, (Lewin et al 1939). Although subordinates desired the autonomy that laissez faire leadership provided, subsequent research has substantiated followers` dissatisfaction with this leadership style (Bass et al, 2000).

Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert et al, 2004). However, Warrick (2008) and Davis (2005) suggested that laissez faire leadership style negatively affected employee performance because of the freedom given to the employees. More so Daewoo (1996) argues that leadership includes giving support, communicating, facilitating interactions, active listening and providing feedback.

The laissez faire head teacher tries to give away his powers and does not follow up progress powers, (Nsubuga (2003:155). This gives the teachers total independence thus making them not commit themselves to perform their duties well. This prompts poor academic performance. Nsubuga (2008) *ibid* says that tasks are done the way managers think it should be done, but he/she gets involved on request and this may lead to digression from broad organizational policy. The leader's ability to lead is contingent upon various situational factors, including the leaders preferred style.

However Contingency theories of leadership support a great deal of empirical freedom to leadership (laissez faire), North, (2001). In this assertion it is believed most effective leadership style depends on the ability to allow some degree of freedom to employees. Unfortunately in the African and the Uganda context in particular, laissez faire leadership has been hardly practiced in totality due to interference of politics. Much as North believes in it, he doesn't explore satisfactorily the major applicable points of this style, a reason the researcher hypothesizes it as having a positive sway on employees, teachers in particular.

However, study findings reveal that this style is largely not applicable because it needs highly skilled teachers who require less or no supervision yet such teachers were not available in most secondary schools in the district. This finding is supported by Garret (1996) who contends that laissez faire leadership style is appropriate in organizations with highly skilled and experienced and professional staff that have own drive to achieve the set goals with the leaders directives.

2.6 Summary of the literature review.

The theory assumes that different situations call for different characteristics; and that no single optimal psychographic profile of a leader exists. According to the theory, what an individual actually does when acting as a leader is in large part dependent upon characteristics of the situation in which he functions.

In the review Autocratic leadership is seen as where leaders do not entertain any suggestions or initiatives from subordinates. Democratic leadership is seen as that style that consists of the leader sharing the decision-making abilities with group members by promoting the interests of the group members and by practicing social equality. In Laissez faire leadership a person may be

in a leadership position without providing leadership, leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods.

Therefore, every leadership style is effective depending on the prevailing situation as examined by the situational theories which examine the situation as a sign of leadership ability. This will guide the researcher in finding out the relationship between the two variables being studied. As well, given the fact that performance is a key concern of all organizations and schools in particular, leading and influencing employees is an important component in the running of organizations schools in particular thus it deserves serious attention if the concerned organizations goals and objectives are to be realized.

CHAPTER THREE

METHODOLOGY.

3.1 Introduction:

This chapter presents on the methodology that the researcher employed to carry out the study. It presents the research design, the study population, sample size, sampling techniques, the data collection instruments, the validity and reliability of instruments, procedure of data collection and data analysis.

3.2 The research design.

The researcher employed both the qualitative and quantitative research design. A research design is defined as a framework that shows how problems under investigation will be solved (Kothari 2004). The study employed a mixture of qualitative and quantitative research design as recommended by Amin (2005) as an important form of triangulation in a study that involves a large number of people. This was cross sectional survey in nature because data was collected from a small number of respondents to act as an inference of the big population. It also helped to measure the effect of the independent variables on the dependent variable in Kabarole district.

3.3 The study population.

A population is the complete set of all items in which an investigator is interested. A population is the set of outcomes from a system or a process that is to be studied (Kothari, 2001). The total population of the study was 126. The study was conducted in six (6) selected secondary schools in Kabarole district. The schools that were selected were the sampling units and the teaching staff of ninety two (92) teachers and six (6) head teachers in all the selected schools formed the sample frame.

3.4 The sample size.

Sampling is the process of selecting units (people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen (Trochim, 2005). It comprised of 6 head teachers and 92 teachers from the government aided schools namely Nyakasura School, Kyebambe girls school, Nyakigumba S.S, Fortportal S.S, Rubona S.S, and St Leos College, Kyegobe which were randomly selected. .

Table 3.1 Sampling table

Category	Target population	Sample	Sample technique
Head teacher	6	6	Purposive sampling
Teachers	120	92	Simple random
Total	126	98	

Source; Sample size determined basing on Krejcie & Morgan (1970) pre-determined sampling table.

3.5 The sampling techniques and procedure.

The researcher employed simple random sampling techniques in selecting the six schools and teachers. It is believed that when a sample is carefully obtained it is then possible to generalize the results to the whole population as suggested by Amin, (2005). The researcher selected head teachers using purposive sampling because these were key informants who have in-depth knowledge about the variables being studied.

3.6 Data collection Methods.

This study used both primary and secondary data collection methods. Primary data was collected using survey method and interview method while secondary data was collected using documentary review.

3.7. Data Collection methods

The study utilized both qualitative and quantitative data collection methods. Primary data was obtained using questionnaires as well as interviews. Secondary data will be sourced from reading literature.

3.7.1. Questionnaire

Quantitative data was generated by use of questionnaires. Questionnaire method involved the use of self administered questionnaires to respondents in relation to topic. In seeking for quantitative data, closed ended questionnaires in a scale (5 likert) form were used. This method was used because it allows for the collection of information from a wide coverage of respondents as was in the study which had targeted 92 respondents. As well this method was used because it helps to investigate motives and feelings in likert scaling (Creswell, 1994).

3.7.2. Interview

Qualitative data was generated by use of the interviews. The interview method was used to explore qualitatively on the topic. This method took the option of face to face interviews that sought to provide the required data as specified above. Interview method was used because it provides an excellent opportunity to probe and explore questions (Cress well 1994).

3.7.3 Documentary review.

This is a data collection method which involves collecting information from already written material. The researcher looked out for different publications from Kabarole research and resource centre (KRC), dissertations from the Uganda Management Institute (UMI) based library, among others that were accessed in the process of conducting the study. This aimed at obtaining in-depth qualitative information to supplement quantitative data from the questionnaires.

3.8 Data collection instruments.

The researcher used the instruments as per the methods used. This included; questionnaires, interview guide and a documentary review checklist.

Interview guide.

An unstructured interview guide was used as a tool for collecting information from the informants. The guide had a list of questions which were explored during the course of conducting the interviews with the informants (headteachers). The guide was drawn with the intention of soliciting the perception of informants regarding the effect of the headteachers leadership styles on teacher performance. The interviews involve face to face interviewing and helped in gathering in-depth data from the informants and relevant responses (Kinoti, 1998; Mugenda & Mugenda, 1999).

Questionnaires.

According to Sekaran (2003) the instrument contains pre-formulated written set of questions to which respondents record answers, usually within rather closely defined but well thought alternatives. The questionnaires were hand delivered to the respondent (teachers and the

students). The questionnaires were used for the ninety two teachers. Questionnaires were used because of their ability to reduce bias and collect authentic data for analysis from teachers and students.

The questionnaire contained four sections. The first section(A) intended to obtain the demographic profile of the respondents while sections B,C, and D contained questions whose aim was to determine the level of agreement or disagreement using a five point likert scale, the degree is given a numerical value of 1=strongly disagree, 2=Disagree, 3=Uncertain, 4=Agree, and 5=Strongly agree.

Documentary review checklist.

A document review checklist was used to guide the documentary review process. The documents that were reviewed included dissertations, textbooks, surveys and reports among others. According to punch (2000) sociologists assert that documentary evidence does not only mean words but it can also include audio and visual evidence.

3.9 Validity and reliability.

Validity

Amin (2004) defines validity as a measure of standardizing the research instruments to give the accurate and consistent data to give the intended results.

The validity of the instruments was also ensured through discussions with fellow masters in institutional management and leadership students and other colleagues with knowledge about research, as well as the researcher's supervisors who examined the instruments for corrections and adjustments to ensure that in-depth data is collected. The following formula was used to test the validity index and below are the results for both the questionnaire and the interviews;

CVI= No. of items regarded relevant by judges

Total No. of items judged.

CVI = Content Validity Index

The total number of questions was fifty five (55) and the total number of questions agreed as suitable was 46 forty five giving a content validity index of 0.84 which indicated a high degree of validity of the instruments.

Reliability

Reliability refers to the consistence or dependency of a measuring instrument. In this study, a pilot study was conducted to determine the reliability of the questionnaire among 20 respondents. Apha reliability coefficient test was run to obtain 0.87 which is above 0.6 as recommended by Mugenda and Mugenda (2003). Thereafter the instruments were considered reliable for data collection after making a few adjustments and it was then adopted with confidence to be administered to the teachers in the selected schools.

3.10 Procedure of data collection.

After approval of the research proposal, and an introductory letter given by U.M.I to the researcher explaining the purpose of the study, the researcher scheduled dates and went to the respective selected schools in Kabarole district and met head teachers and teachers, who are the informants. A research assistant who had an idea on research was employed temporarily by the researcher to help him in data collection.

Primary data was collected from the teachers and headteachers of the selected schools through questionnaires and interview guides respectively. While secondary data was obtained by reviewing different documents and books.

While administering the questionnaire, the researcher and his assistant conducted mini interviews in relation to the effect the headteacher's leadership style was affecting them and there after teachers filling the questionnaires, the researcher and the assistant gathered them back to arrange for data analysis.

3.11 Data Analysis.

Data analysis in this study involved both qualitative and quantitative analysis. Quantitative data was analyzed scientifically and was correlated using the Pearson product moment correlation because all the hypotheses are concerned with relationships that is to say, headteacher's leadership styles and teacher performance and it is Pearson Correlation Coefficient that is appropriate for testing such relationships. The statistical analyses were manipulated by SPSS.

Qualitative data was analyzed in a narrative form and this will follow the major themes of the study that were drawn from the research questions that is; the relationship between autocratic leadership and teacher performance, the extent to which democratic leadership is related to teacher performance, and if there is a relationship between laissez-faire leadership and teacher performance.

3.12 Measurement of the Variables

Measurement is defined as the process of transforming abstractly conceived concepts into numerical qualities, Amin (2005). The researcher in this study used a five(5) point likert scale of 5-strongly agree, 4-agree, 3-uncertain, 2-disagree, 1-strongly disagree as outlined by Kothari (2004) different items were formulated to collect data on demographic characteristics and

variables under investigation. The data was collected and be coded and entered using the statistical package for social scientists (SPSS).

Summarily, this chapter provides the methods that was adopted in collecting and interpreting data related to the study by discussing choices linked to the research design, the study population, sample size, sampling techniques, the data collection instruments, the validity and reliability of instruments, procedure of data collection, the measurement of variables and data analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

4.1 Introduction

The study examined the effect head teacher's leadership styles on teacher performance in secondary schools in Kabarole district. The study specifically looked at the influence of autocratic leadership, democratic leadership and laissez faire leadership and how these influence teacher performance in secondary schools in Kabarole district. The study presents descriptive results from questionnaire in form of mean to show the central tendency of responses in the likert scale questions. Interview results were also obtained to explain qualitatively how leadership styles have influenced the performance teachers in form of quotations and narrative statements as per respondents' views in regard to each objective of the study and these supplemented results from the questionnaire.

The study also presents inferential statistics in form of correlations and regressions which show the nature of relationship between variables and the magnitude of effect the independent variables has on dependent variable. The chapter also presents the response rate, which shows the actual number of respondents that participated in the study. The chapter also presents the background information of respondents which shows the common demographic respondents characteristics who participated in the study.

4.2 Response rate

The sub section presents the summary of the statistics for the response rates. Details are presented in table 4.1 below.

Table 4.1: Summary of study response rates

Category	Targeted respondents	No. actually involved	Percentage of response rate
Questionnaire			
Teachers	92	81	88%
Sub Total	92	81	
Interviews			
Head teachers	6	5	83.3%
Subtotal		5	
Total	98	86	87.7%

Source: Primary data

As presented in the table above, a total number of 98 respondents were expected to participate in the study, but 86 respondents actually participated to make a response rate of 87.7%. Others did not participate in interviews sighting reasons for being busy some were reported out of the school for supervision of national examinations. This response rate is above the 60-70% response rate as recommended by the Guttmacher Institute, (2006) for a study to be considered as one with satisfactory results.

4.3 Background Information

The background information of respondents was established in the study, characteristics of respondents, their gender was established because it would help in establishing the majority sex of respondents that participated in the study and the level of education helped to establish

whether respondents would give views that are relevant and useful to the study and results are presented in table 4.2 below.

Table 4.2: Gender of Respondent

		Frequency	Valid Percent
Valid	Male	55	67.9
	Female	26	32.1
	Total	81	100.0

From the findings in the table above, the gender of respondents was established and it was revealed that 67.9% of respondents were male where as 32.1% were female. Therefore majority respondents were in the education sector are men compared to women and well as in the leadership process of the schools.

4.3.1 Education Level

The study found out the level of education of respondents that participated in the study and the results are presented in table 4.3 below.

Table 4.3 Education Level

		Frequency	Valid Percent
Valid	diploma	22	27.2
	degree	55	67.9
	masters degree	4	4.9
	Total	81	100.0

In the study, it was revealed that 27.2% had diploma level of education, 67.9% had bachelors level of education and 4.9% had masters' degree level of education. Therefore majority respondents that participated in the study had diploma level meaning that they know an appropriate nature of leadership style that is likely to improve their performance levels.

Table 4.4 Age of Respondent

		Frequency	Valid Percent
Valid	20-24	8	9.9
	25-30	19	23.5
	31-35	20	24.7
	36-40	16	19.8
	41-45	13	16.0
	46 and above	5	6.2
	Total	81	100.0

In table above, it was revealed that 23.5% of respondents that participated in the study were aged between 25-30 years, 24.7% were aged between 31-35 years, 19.8% were aged between 36-40 years, 16% were aged between 41-45 years and 6.2% were aged above 46 years of age and 9.9% were aged 24 years and below. Therefore majority teachers are aged below the age of 40years, hence have the energy to perform if the leadership style favors them.

The effect of autocratic leadership style on teacher performance in secondary schools in Kabarole district.

The study examined the effect of autocratic leadership style on teachers performance. Respondents were involved in answering questionnaires and interviews. The variable autocratic

leadership style was looked at in regard to no consensus, too much authority, commanding language.

Interview results

In interviews, it was revealed that most schools have an autocratic leadership style in place in fact one of the respondents explained that

“.....most head teachers in this area practice autocratic leadership style, where by some head teachers are too strict on their teachers and other employees in the school ...”

This implies that autocratic leadership is one common form of leadership style in most school where by head teachers keep strict, close control over teachers and other staff members in the school by keeping close regulation of policies and procedures given to teachers. These head teachers only make sure there is a distinct professional relationship between them and teachers and nothing else.

It was also revealed that most head teachers are too strict in leading their teachers in fact one of the head teachers explained that

“....some head teachers intimidate their teachers with strict supervision in their leadership style, you find teachers scared to death by a mere sighting the man...to me this somehow affects the performance of teachers in different ways but...”

This implies that the leadership style of some head teachers in these schools is too intimidating that it scares teachers that may affect them to perform as they are supposed to. These head teachers, direct supervision is what they believe to be key in maintaining a successful environment and follower ship. In fear of followers being unproductive, these leaders keep close supervision and feel this is necessary in order for anything to be done. Autocratic leadership style often follows the vision of those that are in control, and may not necessarily be compatible with

those that are being led. Such head teachers portray all of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across.

In interviews, it was revealed that leaders who use autocratic decision-making make all of the major group decisions and demand compliance from the group members. Autocratic leaders make decisions on their own and tell other group members what to do and how to do it.

It was however revealed that while autocratic leadership can be beneficial at times, it is often the case that it's more problematic. With its type of decision-making is easily abused and autocratic head teachers are often viewed as bossy, controlling and sometimes command less respect from teachers than fear. Just because authoritarian leaders make decisions without consulting the teachers, many group members may resent the leader because they are unable to contribute ideas.

Descriptive results

Questionnaire results are presented in inform of mean to show the average responses that ranged between 1-5 where; 1-2.4= disagreed, 2.5-3.4=neutral, 3.5-5=agree. Also the study, presents interviews in form of expressions and narrations that were relevant to the objectives of the study in their respective themes. Interview results are presented first and then followed by results from questionnaire in form of inferential statistics with correlations and regressions.

Table 4.5 Descriptive results on autocratic leadership style

	Mean	Std. Deviation	N
Head teachers usually does consider teachers' suggestions and ideas in decision making process	1.76	.431	81
Head teachers use threat and punishment to get the objectives of the school achieved	4.25	.560	81
Head teachers have a tendency to neglect the rights and personal needs of the teachers.	4.11	.478	81
Head teachers treat opposing views as enemies of his administration does not discourage teachers from contributing to the administration	3.93	.714	81
The head teachers are very strict and insist on teachers' absolute obedience and compliance to his dictates	4.25	.621	81
Head teachers ask their teachers of what needs to be done in the school	2.16	.492	81
The head teacher create an environment where teachers feel they are part of the school development	2.45	.970	81
The head teachers does not allow teachers to vote on a major decision to be taken in the school	1.95	.807	81
Head teachers ensure that for a major decision to pass, it must have the approval of each individual or the majority.	2.08	.782	81
There is basically no clear communication between the head teacher and the teachers	4.16	.492	81
Valid N (listwise)			81

In regard to autocratic leadership style it was disagreed that head teachers usually does consider teachers' suggestions and ideas in decision making process (mean=1.76). This implies that in schools where autocratic leadership seem to prevail teachers suggestions in decision making

process are hardly considered and such may make teachers to perceive themselves as not important to the school and hence affect on their performance levels in the long run.

It was also revealed that in some schools head teachers use threat and punishment to get the objectives of the school achieved (mean=4.25). This implies that in this leadership style head teachers must threaten teachers in different perspectives so as to achieve the intended objectives of their school. This does not only build sense intimidation among teachers but it also creates fear among teachers that may affect the performance of teachers in the long run.

It was also agreed that head teachers have a tendency to neglect the rights and personal needs of the teachers (mean=4.11). Therefore in some schools where autocratic leadership is practiced teachers personal needs are not considered at all. This implies that in this leadership style the head teachers hardly consider teachers needs to the development of the school and this largely affect teachers' performance in the long run.

In the study, it was agreed that the head teachers are very strict and insist on teachers' absolute obedience and compliance to his dictates (mean=4.25) and it was disagreed that head teachers ask their teachers of what needs to be done in the school (mean=2.16). This implies that in schools where this leadership style is practiced head teachers use a lot of authority that require too much obedience and compliance to their orders an aspect that creates intimidation among teachers and this affects the performance teachers in many ways.

The head teacher create an environment where teachers feel they are part of the school development (mean=2.45) Head teachers ensure that for a major decision to pass, it must have the approval of each individual or the majority (mean=2.08). This implies that in schools where

autocratic leadership in place heads teachers hardly create an environment where teachers feel they are part of the school and its development do not even participate in the decision making process.

It was further agreed that there are schools where there is basically no clear communication between the head teacher and the teachers (mean=4.16). This implies that communication within this leadership style is not clear and the head teachers tend to communicate as of when they think it is due and imposes on teachers whatever they think is important to the school on teachers and this affects their performance in the long run.

4.3.2 Testing hypothesis one: There is a there is a significant positive effect of autocratic leadership style on the performance of teachers.

Results from correlation analysis were run between autocratic leadership and teachers’ performance is presented in the table 4.6 below.

Table 4.6 Correlation between autocratic leadership style and teachers’ performance

Correlations			
		Autocratic leadership	Teacher performance
Autocratic	Pearson Correlation	1	.686**
	Sig. (2-tailed)		.000
	N	81	81
Performance	Pearson Correlation	.686**	1
	Sig. (2-tailed)	.000	
	N	81	81
**. Correlation is significant at the 0.01 level (2-tailed).			

Results in the table above reveal a significant relationship between autocratic leadership style and teachers performance in secondary schools in Kabarole district. The correlation coefficient of .686 (**) with a significance value of .000 explain the nature of the relationship in this situation. This implies that in autocratic leadership where there is no consensus, too much authority, commanding language, then the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers to just fulfill what they are supposed to but without any willingness or passion for such work.

Regression analysis

A single regression analysis was run between autocratic leadership style and teachers' performance and results are presented in the table 4.7 below.

Table 4.7 A single regression between autocratic leadership and teachers' performance.

R= .686 R² = .471						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.725	.116		6.245	.000
	Autocratic	.249	.030	.686	8.384	.000
a. Dependent Variable: Teacher Performance						

From the regression analysis as shown in the table above, it indicates the coefficient of determination $R^2=0.471$ which shows that 47.1 % variation in teachers' performance is explained by changes in autocratic leadership style. This implies that any changes in autocratic leadership style is would lead to 47.1% chance change in the teachers performance. These results depict that autocratic leadership is significantly related with improved teachers ($\beta =0.686$, $p<0.01$). This

supports hypothesis one which stated that “there is a positive significant relationship between autocratic leadership style and teachers performance”. This means that any improvement in autocratic leadership style is significantly and positively associated with improved teachers’ performance in secondary schools in secondary schools in Kabarole district.

The effect of democratic leadership style on teacher performance in secondary schools in Kabarole district.

The study examined the effect of democratic leadership on teacher performance in secondary schools in Kabarole district. Respondents were involved in answering questionnaires and interviews. The variable democratic leadership was looked at in regard to mutual decision making, staff development, decentralization of Authority and results are presented.

Interview results

In interviews, it was revealed that some school head teachers have tried to use democratic Leadership style though, the style has been with a lot of challenges in fact one of the respondents explained that

“.....some head teachers have tried democratic form of leadership style, but most of their teachers took them for granted...this created a lot of loopholes in their performance levels....”

Democratic leadership style is not a common mode of leadership in schools and for those who have tried it say it has come with a number of challenges whereby with less authority, teachers take things a little bit more light and this affects their performance in the long run. In this it should be noted that this type of leadership consists of the leader sharing the decision-making abilities with school members by promoting the interests of the school and by practicing social equality in the leadership process.

It was however revealed that democratic leadership is good especially in schools that are already established with much of the infrastructure in place and systems in place, in fact one of the respondents explained that

“....democratic leadership style is good for some secondary schools, but bad for others...for the already developed ones, systems are already running somehow well...”

This implies that in schools that are still starting where a lot of pushing and directing people around is needed, this form of leadership style may not work or be appropriate and for those already established schools, it may be more relevant and appropriate. It should be noted that democratic leadership style involves discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be explained by the schools needs and the instrumental value of people's attributes (skills, attitudes). Therefore democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

One of the head teachers in interviews, revealed that when used appropriately this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale. Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. However, in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Democratic leadership

works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action

Descriptive Results

Questionnaire results are presented in inform of mean to show the average responses that ranged between 1-5 where; 1-2.4= disagreed, 2.5-3.4=neutral, 3.5-5=agree. Also the study, presents interviews in form of expressions and narrations that were relevant to the objectives of the study in their respective themes. Interview results are presented first and then followed by results from questionnaire in form of inferential statistics with correlations and regressions.

Table 4.8 Democratic leadership and teacher performance

	Mean	Std. Deviation	N
The head teacher has a free communication style in his administration that encourages teachers to be part of the administration	3.92	.448	81
Head teacher take the interest and welfare of the teachers into consideration in decision making process	1.52	.576	81
Head teachers encourage interpersonal relationship among the teachers	4.07	.643	81
The head teacher uses praises and encouragement as motivational strategies to induce better commitment for productivity	3.71	.948	81
The head teacher allows teachers high degree of initiative and creativity in their work	2.49	.522	81
The head teachers encourages teachers to form and promote teamwork	4.22	.410	81
The head teacher asks teachers for their vision of where they see their jobs going and then use their vision where appropriate.	1.86	.636	81
The head teacher allows teachers to set priorities with my guidance	2.38	.583	81
The head teacher delegates tasks in order in order to build the school effectively	2.21	.868	81
Valid N (listwise)			81

In the study it was disagreed that in schools which seem to have democratic leadership schools head teacher have a free communication style in his administration that encourages teachers to be part of the administration (mean=3.92). This implies that such leaders practice free style of communication where staff teachers are communicated to any time in a situation without much rigidity and this may encourage teachers to performance.

It was disagreed that in schools that claim to practice democratic leadership styles, head teacher take the interest and welfare of the teachers into consideration in decision making process (mean=1.52). This implies that even in those schools that claim to practice democratic leadership styles teachers core interests are not taken seriously as key determining factors to their performance and this in the long run affects their performance levels.

It was however agreed that in most schools that practice democratic leadership styles, head teachers encourage interpersonal relationship among the teachers (mean=4.07) and they use praises and encouragement as motivational strategies to induce better commitment for productivity (mean=3.71). This implies that in democratic leadership styles head teachers encourage their teachers to practice inter personal relationships and use praises as well as encouragement as motivational strategies to encourage teachers to perform.

It was however disagreed that head teacher allows teachers high degree of initiative and creativity in their work (mean=2.49). This implies that despite the democratic leadership style that may be portrayed in the organization, teachers are not given the opportunity to be initiative and creative at work by bring in their own ways of doing things at schools and this in many ways reduce the morale of teachers to perform.

In the study, it was disagreed that the head teachers encourage teachers to form and promote teamwork (mean=4.22). In schools that practice democratic leadership styles, teachers are encouraged to promote teamwork that allows them to work with each other in the process and this promotes performance in the long run.

In the study, it was disagreed that head teacher allows teachers to set priorities with guidance of head teachers (mean=2.38) and it was disagreed that in schools that portray democratic leadership characteristics, head teacher delegates tasks in order in order to build the school effectively (mean=2.21). Therefore this implies that even in such schools that portray democratic leadership styles teachers are not given any chance to decide in the school and nor does the head teacher delegate on some aspects. This reduces the morale of teachers and teamwork as a performance aspect is affected because teachers don't own what has been decided.

4.3.3 Testing hypothesis Two: There is a significant positive effect of head teacher's democratic leadership style on performance of teachers.

Results from a correlation analysis between head teacher's democratic leadership style and performance of teachers are presented in the table 4.9.

Table 4.9 Correlation between head teacher’s democratic leadership style and performance of teachers

Correlations			
		performance	democratic
performance	Pearson Correlation	1	.589**
	Sig. (2-tailed)		.000
	N	81	81
democratic	Pearson Correlation	.589**	1
	Sig. (2-tailed)	.000	
	N	81	81
**. Correlation is significant at the 0.01 level (2-tailed).			

Study findings, revealed a significant effect of democratic leadership style on teachers performance in secondary schools in Kabarole district. The correlation coefficient of .589 (**) with a significance value of .000 explain the nature of the relationship between the democratic leadership style and teachers performance. Since the p.value is 0.000 higher than 0.01 the relationship is significant. This implies that in democratic leadership style where there is mutual decision making, staff development is encouraged, decentralization of authority is exercised then teachers’ performance is likely to significantly improve.

Regression analysis

A single regression analysis was run between democratic leadership style and teachers’ performance and results are presented in the table below.

Table 4.10 A single regression analysis.

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.989	.110		8.993	.000
	democratic	.204	.032	.589	6.472	.000
a. Dependent Variable: performance						

From the table above, regression results were obtained with a coefficient of determination $R^2=0.346$ which shows that 34.6% variation in teachers performance is explained by changes in democratic leadership style. This implies that any changes in democratic leadership style would lead to 34.6% chance change in teachers’ performance if all aspects in democratic leadership style were squarely addressed. In the study results confirm that democratic leadership style is significantly related to improved teachers performance ($\beta =0.589$, $p<0.01$). This supports hypothesis two which stated that “there is a positive significant relationship between democratic leadership style and teachers performance in secondary schools in Kabarole district”. This implies that improvement in democratic leadership style would lead to improvement in teachers’ performance as teachers exercise mutual decision making process, enjoy staff development equally participate in decentralized authority at the school in the decision making process.

The effect of laissez faire leadership style on teacher performance.

The study also examined the effect of laissez faire leadership style on teacher performance. Respondents were involved in answering questionnaires and interviews.

Interview results

In the study, it was revealed that laissez-faire form of leadership style is not practiced in most of the schools around the district as one head teacher explained that

“..... for sure with laissez-faire form of leadership our schools would collapse than is now in a short period of time, our teachers need a lot of pushing around...so with laissez-faire no teacher would do anything....”

This implies that with the characteristics of laissez-faire form of leadership style, this cannot fit in schools since teachers require an extra effort and sense of direction from and tight supervision. It should be noted that laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. The laissez-faire style is sometimes described as hands off leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from their followers it can sometimes result in a lack of productivity, cohesiveness, and satisfaction.

In interviews, it was revealed that laissez-faire head teachers allow teachers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance.

It was complemented that this leadership style is an effective style to use in schools only when; teachers or others employees are highly skilled, experienced, and educated, followers have pride in their work and the drive to do it successfully on their own, outside experts, such as staff specialists or consultants are being used, followers are trustworthy and experienced. However

one head teacher cautions that this style should not be used when teachers feel insecure at the unavailability of a leader and the leader cannot or will not provide regular feedback to their followers.

Descriptive Results

Questionnaire results are presented in inform of mean to show the average responses that ranged between 1-5 where; 1-2.4= disagreed, 2.5-3.4=neutral, 3.5-5=agree. Also the study, presents interviews in form of expressions and narrations that were relevant to the objectives of the study in their respective themes. Interview results are presented first and then followed by results from questionnaire in form of inferential statistics with correlations and regressions.

Table 4.11 Descriptive results on laissez faire leadership style

	Mean	Std. Deviation	N
The headmaster allows teachers go about their work the way they want	2.45	.693	81
The head teacher does not take necessary action in case teachers stray	4.34	.593	81
The head teacher usually shies away from responsibility.	3.77	.607	81
Each individual teacher is responsible for defining what to do and when	3.93	.593	81
The head teacher does not engage in strict supervision of teachers.	4.19	.772	81
Teachers have the liberty to determine their own school objectives	2.01	.450	81
Teachers come and leave the school as of and when they want	4.33	.590	81
The teachers are given full mandate to make academic decisions without intervention from the head of school.	1.50	.604	81
Teachers are not interfered with when making decisions that promote progress in this school	1.50	.751	81
The head of school leaves staff to make decision on school programs without prior intervention.	2.06	.634	81
Valid N (listwise)			81

In the study, it was disagreed that in schools that do practice laissez faire leadership style, headmaster allows teachers go about their work the way they want (mean=2.45). This implies that despite the existence of the leadership style teachers are not given freedom going around their work the way they want.

It was agreed however that the head teacher do not take necessary action in case teachers stray (mean=4.34 and the head teacher usually shies away from responsibility (mean=3.77). This implies that schools that fully practice this leadership style even when teachers stray, no action is taken against them as most of the teachers shy away from such responsibilities. This may however bring in confusion as everyone tends to do what they feel like as there is no punishment or penalty expected.

It was agreed that in this leadership style each individual teacher is responsible for defining what to do and when (mean=3.93), the head teacher does not engage in strict supervision of teachers (mean=4.19) and teachers come and leave the school as of and when they want (mean=4.33). This implies that in this leadership style each individual teacher defines what they want to do without any supervision or follow up since the head teacher does not follow them up and come as of and when they want. This poses a great challenge to performance levels of teachers since teachers do things the way they want.

It was however disagreed that in those schools which seem to practice laissez-Faire leadership style teachers have the liberty to determine their own school objectives (mean=2.01) and that the teachers are given full mandate to make academic decisions without intervention from the head of school (mean=1.50). This implies that despite the existence of the leadership style in place,

teachers do not have the liberty to determine their own school objectives and making decisions in academic aspects.

It was however disagreed that in schools that practice laissez-Faire leadership style the head of school leaves staff to make decision on school programmes without prior intervention (mean=2.06). This implies that despite the existence of the leadership style in place teachers are not left to make decisions concerning school programs without any disruption.

4.4.4 Testing hypothesis Three: there is a positive effect of head teachers laissez-Faire leadership style on teacher performance.

Results from a correlation analysis between laissez-Faire leadership style and teachers performance was established and results are presented in the tables below.

Table 4.12 Correlation between laissez-Faire leadership style and teachers performance

Correlations			
		Leizzfare	Performance
leizzfare	Pearson Correlation	1	.342**
	Sig. (2-tailed)		.002
	N	80	80
performance	Pearson Correlation	.342**	1
	Sig. (2-tailed)	.002	
	N	80	81
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation results in the table above indicate a significant effect of laissez-Faire leadership style on teacher performance. The obtained correlation co-efficiency of .342 with a significance

value of .000, explains the positive nature of relationship that exists between the two variables. This implies that in situations where there is massive power delegation that is not regulated, everyone makes their own decision and there is a great deal of passive management then teachers' performance is likely to be affected.

4.3.4 Regression Analysis

A single regression analysis was run between laissez-Faire leadership styles results are presented in the table below.

Table 4.13 A single regression analysis between laissez-Faire leadership style and teacher performance.

R= .342 R² = .117						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.137	.167		6.795	.000
	Laissez-faire	.177	.055	.342	3.216	.002
a. Dependent Variable: performance						

Results in the regression table above was obtained with a coefficient of determination $R^2=0.117$ which shows that 11.7% variation in teachers performance is explained by changes in laissez-Faire leadership style. This implies that any changes in laissez-Faire leadership style would lead to 11.7% change change in teachers' performance in secondary schools in this area. In the study results confirm that laissez-Faire leadership style significantly influence the performance of teachers in school that practice it ($\beta=0.342$, $p<0.01$). This supports hypothesis three which stated that "laissez-Faire leadership style significantly influence teachers performance.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study examined the effects of the head teacher's leadership styles on teacher performance in secondary schools in Kabarole district. The study specifically looked at autocratic leadership style, democratic leadership style and laissez faire leadership styles and how these influence teacher performance in secondary schools in Kabarole district. This chapter presents the summary, discussion, conclusions, and recommendations of the study and these are presented according to the findings in chapter four.

5.2 Summary of Findings

The study examined the effects of the head teacher's leadership styles on teacher performance in secondary schools in Kabarole district. The study adopted cross sectional survey design to carry out the research with both qualitative and quantitative approaches. The study looked at how autocratic leadership style, democratic leadership and laissez faire leadership styles affect teacher performance in secondary schools.

In objective one; there was a positive significant relationship between autocratic leadership style and teachers performance in secondary schools in Kabarole district ($r=0.686$, $p=0.000$) with a regression R^2 of .471, and this was the most dominant leadership style. This implies that in autocratic leadership where there is no consensus, too much authority, and commanding language, the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers to just fulfill what they are supposed to but without any willingness or passion for such work and this yields poor teacher performance.

In objective 2; there was a positive significant relationship between democratic leadership style between teachers performance ($r=.589$, $p=0.000$) with a regression R^2 of .346. This implies that any improvement in democratic leadership style would lead to improvement in teachers' performance as teachers exercise mutual decision making process, enjoy staff development equally participate in decentralized authority at the school in the decision making process.

In objective three, it was revealed that there is a positive significant relationship between laissez faire leadership and teacher performance ($r=0.342$, $p=0.002$) and regression R^2 of .117. This implies that in situations where there is massive power delegation that is not regulated, everyone makes their own decision and there is a great deal of passive management then teachers' performance is likely to be affected.

5.3 Discussion of findings

The findings are discussed according to the objectives of the study and details are presented below.

The effect of autocratic leadership style on teacher performance in secondary schools in Kabarole district.

Study finding revealed a positive significant effect of autocratic leadership style on teachers performance in secondary schools. Therefore in autocratic leadership where there is no consensus, too much authority, commanding language, then the nature of performance among teachers is likely to be affected as teachers sometimes act in fear of head teachers to just fulfill what they are supposed to but without any willingness or passion for such work. This finding is related to Jered Slusher, (2013) who assert that in autocratic leadership style workers lose their commitment to the organization because the autocratic style of leadership strips them of their

responsibility of the organizational success. This shows that isolating teachers by head teachers in decision making lessens their commitment to taking full responsibility of the school programs which they ought to do as per their profession. Because members of the organization are marginalized in favor of a leader who makes all the decisions and takes the credit for success, there is usually a high level of absenteeism and quitting. Without a sense of ownership in the organization, workers do not feel as committed.

In the regression, it was predicted that 47.1 % variation in teachers' performance is explained by changes in autocratic leadership style. This implies that any changes in autocratic leadership style would lead to 47.1% change in the teacher's performance. This means that any improvement in autocratic leadership style is significantly and positively associated with improved teachers' performance in secondary schools in secondary schools in Kabarole district. This finding is in line with Arrow et al (2000) who assert that autocratic leadership can threaten the ability of a group to operate as an intact system over an extended period. In this context the autocratic leadership style of the head teacher can break team work among teachers. This definitely affects the teacher's performance because teamwork is a key element in achieving set goals of an organization and schools in particular.

The form of leadership style largely influences the nature of performance in a school. it should be noted that one common form of leadership style in most school where by head teachers keep strict, close control over teachers and other staff members in the school by keeping close regulation of policies and procedures given to teachers. These head teachers only make sure there is a distinct professional relationship between them and teachers and nothing else. In line with John, (2004) who assert that, with autocratic leaders power and decision-making reside in

the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates. He or she does not delegate authority nor permit subordinates to participate in policy-making.

Leadership style of some head teachers in these schools is too intimidating that it scares teachers that may affect them to perform as they are supposed to. These head teachers, direct supervision is what they believe to be key in maintaining a successful environment and follower ship. In fear of followers being unproductive, these leaders keep close supervision and feel this is necessary in order for anything to be done. Autocratic leadership style often follows the vision of those that are in control, and may not necessarily be compatible with those that are being led. Such head teachers portray all of these positions require a distinct set of characteristics that give the leader the position to get things in order or get a point across. This finding is in line with Ziaee (2003) who asserts that autocratic style had the least efficiency, and applying consultative and submissive styles in management of training institutes are remarkably efficient.

Leaders who use autocratic decision-making make all of the major group decisions and demand compliance from the group members. Autocratic leaders make decisions on their own and tell other group members what to do and how to do it. This is related to Mgbodile, (2004) while the autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the subordinates.

While autocratic leadership can be beneficial at times, it is often the case that it's more problematic. With its type of decision-making it is easily abused, and autocratic head teachers

are often viewed as bossy and controlling and some time command less respect from teachers than fear. Because authoritarian leaders make decisions without consulting the teachers, many group members may resent the leader because they are unable to contribute ideas. This is in line with Mudima (2002) who observes that autocratic leadership style erodes satisfaction of work desired by most high performing workers. Similarly Nammudu (2004) found that autocratic leadership style is most oppressive, domineering and it forces teachers to work under pressure. This automatically affects teachers performance negatively and therefore needs to be used depending on the magnitude of the prevailing situation as observed by Goleman (2000) that autocratic leadership style should only be used with extreme caution and in a few situations when it is absolutely imperative, such situations can be when there is hostility or when there is need for drastic changes.

The effect of democratic leadership on teacher performance in secondary schools in Kabarole district.

It was revealed that there is a positive significant relationship between democratic leadership style and teachers performance in secondary schools. This implies that in democratic leadership style where there is mutual decision making, staff development is encouraged, decentralization of authority is exercised then teachers' performance is likely to significantly improve. This finding is related to Nadeem, (2012) who assert that although a democratic leader makes the final decision he/she invites the other members of the team to contribute in the decision making process. This not only increases the job satisfaction by involving employees or team members in what's going on, but it helps employees to get skills. In a school system, ahead teacher who adopts a democratic leadership, in involving teachers in decision making will make them fill in control of their own destiny. Teachers are thus motivated to work hard by more than just a

financial reward. As participation takes time, this approach can lead to things happening more slowly but often the end result is better. This is stressed by Kreitner (2000) that participative leaders encourage group members to participate but retain the final decision making process and group members thus feel engaged in the process and are more motivated to perform.

The regression results predict that 34.6% variation in teachers' performance is explained by changes in democratic leadership style. This implies that any changes in democratic leadership style would lead to 34.6% change in teachers' performance if all aspects in democratic leadership style were squarely addressed. Therefore improvement in democratic leadership style would lead to improvement in teachers' performance as teachers exercise mutual decision making process, enjoy staff development equally participate in decentralized authority at the school in the decision making process. This is related to Price, (2012) who explain that democratic leaders often involve subordinates and groups in the decision making process. The respective leader will have the final say, but only after having consulted the subordinates. They maintain that this leadership is potentially most feasible when leaders do not have full insight into the consequences of a specific decision and an involvement of subordinates may strengthen the outcome of the decision. More so that the advantage of this leadership is that subordinates will feel more motivated and that any given decision will be enriched by the knowledge derived from the consultation

Democratic leadership style come with a number of challenges whereby with less authority, teachers take things a little bit more light and this affects their performance in the long run. In this it should be noted that this type of leadership consists of the leader sharing the decision-making abilities with school members by promoting the interests of the school and by practicing

social equality in the leadership process. This is related to Heenan and Bennis, (2009) who explain that democratic style of leadership emphasizes group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the organization. Communication is multidirectional while ideas are exchanged between employees and the leader.

Democratic leadership may not be effective in schools that are still starting where a lot of pushing and directing people around is needed, this form of leadership style may not work or be appropriate and for those already established schools, it may be more relevant and appropriate. It should be noted that democratic leadership style involves discussion, debate and sharing of ideas and encouragement of people to feel good about their involvement. The boundaries of democratic participation tend to be explained by the schools needs and the instrumental value of people's attributes. Therefore democratic style encompasses the notion that everyone, by virtue of their human status, should play a part in the group's decisions. This is in line with Freeman and Gilbert (2003) submission that democratic leadership style is ideally preferred by the employees because it creates a sense of inclusiveness and togetherness of ideas to be shared as a team. However, the democratic style of leadership still requires guidance and control by a specific leader. The democratic style demands the leader to make decisions on who should be called upon within the group and who is given the right to participate in, make and vote on decisions.

However, when used appropriately this leadership style is one of the most effective and creates higher productivity, better contributions from group members and increased group morale.

Democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas. This is in line with Luthans, (2002) who says that democratic leadership is that which allows sharing decisions, encourages teamwork, creates innovation and creativity, initiates job training and motivates staff. In situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

The effect of laissez faire leadership style on teacher performance.

Study findings revealed a positive significant effect of laissez-Faire leadership style on teachers performance. This implies that in situations where there is massive power delegation that is not regulated, everyone makes their own decision and there is a great deal of passive management then teachers' performance is likely to be affected. This is related to Yusuf Nsubuga, (2008) who explains that a laissez faire head teacher tries to give away his powers and does not follow up progress powers. This gives the teachers total independence thus making them not commit themselves to perform their duties well. This prompts poor academic performance.

From the regression analysis it was predicted that 11.7% variation in teacher's performance is explained by changes in laissez-Faire leadership style. This implies that any changes in laissez-Faire leadership style would lead to 11.7% change in teachers' performance in secondary schools in this area. This finding is in line with North House, (2001) who assert that the leader's

ability to lead is contingent upon various situational factors, including the leaders preferred style. Contingency theories of leadership support a great deal of empirical freedom to leadership.

Laissez-faire form of leadership style cannot fully fit in schools since teachers require an extra effort and sense of direction from and tight supervision. It should be noted that laissez-faire leadership style is where all the rights and power to make decisions is fully given to the worker. The laissez-faire style is sometimes described as hands off leadership style because the leader delegates the tasks to their followers while providing little or no direction to the followers. If the leader withdraws too much from their followers it can sometimes result in a lack of productivity, cohesiveness, and satisfaction. This finding relates to Talbert & Milbrey, (2004) who explain that Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group.

Laissez-faire head teachers allow teachers to have complete freedom to make decisions concerning the completion of their work. It allows followers a high degree of autonomy and self-rule, while at the same time offering guidance and support when requested. The laissez-faire leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request their assistance. This affects the performance of any employee negatively. This is in line with Warrick (2008) and Davis (2005) who suggested that laissez faire leadership style negatively affected employee performance. More so Daewoo (1996) argues that leadership includes giving support, communicating, facilitating interactions, active listening and providing feedback.

This leadership style is an effective style to use in schools only when; teachers or other employees are highly skilled, experienced, and educated, followers have pride in their work and the drive to do it successfully on their own, outside experts, such as staff specialists or consultants are being used, followers are trustworthy and experienced. This again is in line with Garret (1996) who contends that laissez faire leadership style is appropriate in organizations with highly skilled and experienced and professional staff that have own drive to achieve the set goals with the leaders directives. However one head teacher cautions that this style should not be used when teachers feel insecure at the unavailability of a leader and the leader cannot or will not provide regular feedback to their followers.

5.4 Conclusions

From the findings of the study, the following conclusions for each objective were reached as presented below.

The effect of autocratic leadership style on teacher performance.

Most head teachers in secondary schools in Kabarole district practice autocratic leadership style. Most of the head teachers like to be strict on teachers and other employees in schools and they ensure that all regulations and other guidelines are followed in the school. Most head teachers ensure that the relationship between them and their teachers remain only professional. However this form of leadership creates fear and this affects teachers' levels of performance in the long run. This relates to Nammudu (2004) who found that autocratic leadership style is most oppressive, domineering and it forces teachers to work under pressure. This automatically affects teacher's performance negatively

In autocratic leadership style, some headteachers tend to be too strict and too tough in this leadership style. They use direct supervision which they think to be key in maintaining a loyalty from their teachers and to achieve all the performance objectives of the school yet this may not always be the case.

The effect of democratic leadership on teacher performance.

Democratic leadership style is considered an appropriate leadership style in schools since it less strict and in most schools teachers appreciate being pushed and supervised to do things the right way in order to achieve performance objectives of the school.

However, head teachers lack the ability and training to apply democratic leadership style especially in schools that are still building their structures. However in schools where management structures are fully established then democratic leadership has fully worked, though such schools are very few in this area. Hence poor application of this leadership style affects teacher's performance levels negatively since others may misuse the freedom given to them in making decisions.

The effect of laissez faire leadership on teacher performance.

Laissez faire leadership style is not directly applicable largely in all schools, because it is considered not practical for schools among administration, teachers and students. Head teachers think the principles of this leadership style are not applicable in a school environment where teachers require a lot of supervision and follow up for things to be done, which is a direct opposite of this leadership style. This is in line with Garret (1996) who contends that laissez faire leadership style is appropriate in organizations with highly skilled and experienced and professional staff that have own drive to achieve the set goals with the leaders directives.

5.5 Recommendations

From the findings of the study, the following recommendations were made;

5.5.1 The effect of autocratic leadership style on teacher performance.

The ministry of education through the DEOs should put emphasis on training all the head teachers on how best practices of applying autocratic leadership in a school environment and as well be able to obtain teachers performance levels. After such training the professional relationship between head teachers and teachers and can be kept professional but they ensure that teachers do not fear them to affect teacher's performance levels.

Headteachers need to be a bit more lenient in their autocratic leadership style in that while they emphasize supervision of their teachers, it should be leniently directed such that teachers do not

look at it as if they are being forced or literally taken with low capacity to do the work. The supervision process should endeavor to build the confidence of teachers to perform.

5.5.2 The effect of democratic leadership on teacher performance.

A consultant should be employed by the district education officer and inspector of schools as well as other relevant bodies in the district to train all head teachers in a workshop on the best practices of applying democratic leadership style in their respective schools. The advantages of this leadership style are better is the leaders know how to use it. Since its more participatory it would help in improving on the performance of teachers.

The district education officer through ministry of education should carry out training on all teachers in the district, for them to know the principles of democratic leadership style if they want it be applicable in their schools. This will enable them learn and appreciate the dynamics of the leadership style and not abuse it to affect their performance levels.

5.5.3 The effect of laissez faire leadership on teacher performance.

School headteachers that want to use Laissez faire leadership style should endeavor to employ highly skilled teachers that do not require a lot of supervision as they doing their work. Such employees must have characteristics of being highly skilled, experienced; have pride in their work and the drive to do it successfully on their own.

5.6 Limitations of the study.

The researcher was faced with a number of problems among which are; the challenge of busy schedules of the head teachers and the absence of some teachers from school due to the national examinations that were going when the study was being carried out.

As well there was a challenge of inadequate time where it was hard to balance the work place pressure and data collection.

The researcher however overcame the above challenges in the following ways;

In the first place the requested for audience from the head teachers who had busy schedules but tried to respond though could not easily access one out of the six he targeted to interview. For teachers the researcher moved to some teachers homes later after work and got response to the questionnaires. On the time factor, the researcher asked for permission from the workplace to have a break to conduct a research to fulfill his requirements for the award of a masters degree, which fortunately was granted.

5.7. Contributions of the study

To the headteachers, the study guides them to think of applying different leadership style depending on a given situation. This particularly should be applied when using autocratic leadership style to keep a good professional relationship between them (headteachers) and teachers as well as rising the teachers performance standards.

Theoretically, the study provides evidence in relation to the effect of headteachers leadership styles on teacher performance in Uganda, Kabarole district in particular. The findings reinforced the situational theories where it is believed that effective leaders diagnose the situation.

As for the students, the study can be used by other research students as a point of reference while carrying out research on different topics most especially on leadership and performance in organizations especially schools.

5.8 Areas for further research

Much as the case in this study found out the effect of the headteacher's leadership styles on teacher performance in Kabarole district, there is much more need for research to find out the core causes of the dilapidating education standards in Kabarole district secondary schools.

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APPENDICES

Appendix I: Questionnaires to teachers

I am a student at Uganda Management Institute (UMI) undertaking an academic research in partial fulfillment of the award of a master's degree in institutional management & leadership. You have been selected to give views in relation to the effect of headteacher's leadership styles on teacher performance in secondary schools in Uganda: A case study in six selected schools in Kabarole district. Feel free as the information you will give will be treated with utmost confidentiality for the purpose of this study and the results may help in ensuring effective leadership and significant teacher performance for better education standards in Kabarole district. Please answer by ticking the most applicable alternative to the question, for example if you strongly agree(SA) with the statement tick the box under 5, strongly disagree(SD) tick box under 1, if you are not sure and therefore undecided(U), tick 3, if you agree(A), tick under 4 and if you disagree(D) tick under 2. I will be great full.

Gender of the respondents.

1. Male
2. Female

Education level.

1. Ordinally level
2. Advanced level
3. Diploma
4. Degree
5. Masters degree
6. Others specify.....

Age of respondent.

1. Below 20 years
2. 20-25
3. 26-30
4. 31-35
5. 36-40
6. 41-45
7. 46-above

Period worked or studied in this school.

1. Less than 1 year
2. 2-4 years
3. 5-7 years
4. 7 years and above

For the following questions please tick the number of your choice

Key

- 1. Strongly Disagree**
- 2. Disagree**
- 3. Not Sure**
- 4. Agree**
- 5. Strongly Agree**

SECTION B

Autocratic leadership Style

1.	Head teachers usually does not consider teachers' suggestions and ideas in decision making process	1	2	3	4	5
2	Head teachers use threat and punishment to get the objectives of the school achieved	1	2	3	4	5
3.	Head teachers have a tendency to neglect the rights and personal needs of the teachers.	1	2	3	4	5
4.	Head teachers treat opposing views as enemies of his administration does not discourage teachers from contributing to the administration	1	2	3	4	5
5.	The head teachers are very strict and insist on teachers' absolute obedience and compliance to his dictates	1	2	3	4	5
6.	Head teachers do not ask their teachers of what needs to be done in the school	1	2	3	4	5
7.	The head teacher create an environment where teachers feel they are not part of the school development	1	2	3	4	5
8.	The head teachers does not allow teachers to vote on a major decision to be taken in the school	1	2	3	4	5
9.	Head teachers do not ensure that for a major decision to pass , it must have the approval of each individual or the majority.	1	2	3	4	5
10.	There is basically no clear communication between the head teacher and the teachers	1	2	3	4	5

SECTION C.

Democratic leadership

1	The head teacher has a free communication style in his administration that encourages does not encourage teachers to be part of the administration	1	2	3	4	5
2.	Head teacher take the interest and welfare of the teachers into consideration in decision making process	1	2	3	4	5
3.	Head teachers encourage interpersonal relationship among the teachers	1	2	3	4	5
4.	The head teacher uses praises and encouragement as motivational strategies to induce better commitment for productivity	1	2	3	4	5
5.	The head teacher allows teachers high degree of initiative and creativity in their work	1	2	3	4	5
6.	The head teachers encourages teachers to form and promote teamwork	1	2	3	4	5
7.	The head teacher asks teachers for their vision of where they see their jobs going and then use their vision where appropriate.	1	2	3	4	5
8.	The head teacher allows teachers to set priorities with my guidance	1	2	3	4	5
9.	The head teacher delegates tasks in order in order to build the school effectively	1	2	3	4	5
10.	When there are differences in role expectations, the head teacher works with teachers to resolve the differences	1	2	3	4	5

SECTION D.

Laissez faire Leadership Style

1.	The headmaster allows teachers go about their work the way they want	1	2	3	4	5
2.	The head teacher does not take necessary action in case teachers stray	1	2	3	4	5
3.	The head teacher usually shies away from responsibility.	1	2	3	4	5
4.	Each individual teacher is responsible for defining what to do and when	1	2	3	4	5
5.	The head teacher does not engage in strict supervision of teachers.	1	2	3	4	5
6.	Teachers have the liberty to determine their own school objectives	1	2	3	4	5
7.	Teachers come and leave the school as of and when they want	1	2	3	4	5
8.	The teachers are given full mandate to make academic decisions without intervention from the head of school.	1	2	3	4	5
9.	Teachers are not interfered with when making decisions that promote progress in this school	1	2	3	4	5
10.	The head of school leaves staff to make decision on school programmes without prior intervention.	1	2	3	4	5

SECTION E.

Teachers Job Performance

1	Students UNEB grades are always very good in the final exams	1	2	3	4	5
2.	The school gets many good grades in final UNEB exams	1	2	3	4	5
3.	Teachers finish the syllabus in time	1	2	3	4	5
4.	Teachers ensure that students understand all the syllabus content in the teaching process	1	2	3	4	5
5.	Teachers ensure that termly and other periodical exams are conducted	1	2	3	4	5
6.	Teachers ensure that evaluation reports are submitted in time	1	2	3	4	5
7.	Teachers are always at school for duty	1	2	3	4	5

APPENDIX II: Interview Guide Head Teachers.

Dear respondent,

I am requesting you to spare time and answer a few questions, which is aimed at collecting data on the effect of headteacher’s leadership styles on teacher performance in secondary schools in Uganda: A case study in six selected schools in Kabarole district. The information provided will be treated with strict confidentiality and shall not be used for any other purpose except for academic purposes. The study will ensure your anonymity and confidentiality.

What leadership style does the leadership of this school practice?

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

How does this leadership strategy influence teachers’ performance in this institution?

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

In your own opinion how does autocratic leadership affect teachers’ performance in your school?

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

How does democratic leadership style affect the performance of teachers in schools?

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

In your own opinion how does laissez-faire leadership style leadership style affect the performance of teachers in your school?

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.....
.....

APPENDIX IV DOCUMENTARY CHECKLIST.

Source of document.	Title of document	Date reviewed
Kabarole research and resource centre(KRC) and Mountains of the Moon University(MMU)	A comparative study of Bushenyi and Kabarole district education sector (2006)	23/03/14
Rwenzori Information Centre Network (RICNET).	Review of the Kabarole education sector (2008)	12/04/14
INTERNET	Journal articles and books as in the references attached in here.	06/03/14 and 13/05/14
DOCUMENTATION CENTRE (UMI)	Dissertations, Journal articles.	5/08/14 and 5/10/14.

Prepared by: Researcher.