



UGANDA MANAGEMENT INSTITUTE

**LEADERSHIP BEHAVIOUR AND TEACHER EMPOWERMENT IN GOVERNMENT
AIDED SECONDARY SCHOOLS IN KAYUNGA DISTRICT IN UGANDA**

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A Dissertation submitted to the School of Management Science in partial fulfillment of the requirements for the award of a Master's Degree in Institutional Management and Leadership of Uganda Management Institute.

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Declaration

I, Naiga Rose hereby declare that this is my original work. It is not in any way a duplication of some other person’s work and it has never been presented to any university or institution for an award of degree or otherwise. Where secondary sources of information have been used in this work they have been acknowledged.

SIGNATURE.....

DATE.....

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Approval by the Supervisors

This Dissertation has been written under our supervision and has been submitted for the award of the Degree of Masters of Institutional Management and Leadership with our approval as Uganda Management Institute supervisors

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Date.....

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Signature.....

Date.....

DR. STELLA KYOHAIRWE

Dedication

This Dissertation is dedicated to my dear brothers and sisters, Bosco, Denis, David, Harriet and Tina. To my dad, aunties, uncles, husband, children, in-laws, nephews and nieces; you are such a strong support and I love you all.

Acknowledgement

A number of persons have contributed to this study both directly and indirectly at different stages, it is impossible to mention them all. However, special thanks go to the following:

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LIST OF ABBREVIATIONS/ACRONYMS

MoESTS	Ministry of Education, Science, Technology and Sports
SPSS	Statistical Package for Social Sciences
TISSA	Teachers Initiative in Sub- Saharan Africa
UACE	Uganda Advanced Certificate of Examination
UCE	Uganda Certificate of Examination
UMI	Uganda Management Institute

ABSTRACT

The study set out to establish the effect of Leadership Behaviors on Teacher Empowerment in selected government aided Secondary Schools in Kayunga District. This study was prompted by the common assumption that a leaders' behavior had an effect on teacher empowerment in the areas of decision making, access to information about organizational goals and performance, rewards based on performance, access to job related knowledge and skills and granting employee discretion of change work process. The effect of leaders' behavior that is task oriented, relationship oriented and change oriented on teacher empowerment was investigated.

The objectives were: To investigate the effect of task oriented behavior on teacher empowerment in selected secondary schools in Kayunga district; to establish the effects of relationship oriented leader behavior on teacher empowerment in selected secondary schools in Kayunga district and to investigate the effect of change oriented behavior on teacher empowerment in Kayunga district. The study was carried out using self-administered questionnaires and an interview guide. The results were analyzed and hypotheses verified using the Pearsons' correlations.

The study established that task oriented leader behavior, relationship oriented behavior and change oriented leader behavior had significant effect in the empowerment of teachers in secondary schools. This effect was stronger with relationship oriented leader behavior but not hundred percent hence need for the three leader behaviors to supplement each other

It was concluded that task oriented, relationship oriented and change oriented leader behaviors had a significant effect on teacher empowerment in government aided secondary school in Kayunga district.

Accordingly, it is recommended that leaders in secondary schools should selectively use task oriented leader behavior, relationship oriented leader behavior and change oriented leader behavior in order to have effective teacher empowerment that results into better decision making, access to information about organizational goals and performance, rewards based on performance, access to job related knowledge and skills and granting employee discretion of change work process in the implementation of different activities in the secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Leadership is a high priority issue for many people concerned with education these days. Reformers depend on it; the public believes that it is what schools need more of. It is not surprising, that so many people are trying to make a living peddling their latest insights about effective educational leadership (Is & Learning, 2006; Trisno & Nurdianto, 2015).

The study examined the effect of leadership behavior on teacher empowerment government aided – faith based secondary schools in Kayunga district.

Leadership behavior was conceived as the independent variable while teacher empowerment was the dependent variable. Leadership behavior was measured in form of task oriented, relationship oriented and change oriented (Yukl, 2012) while teacher empowerment was measured in form of decision making, access to information about organizational goals and performance, rewards based on performance, access to job related knowledge and skills and granting employee discretion of change work process (Bogler & Somech, 2004).

This chapter presents background to the study, statement of the problem, general objectives, specific objectives of the study, research questions, hypothesis, scope of the study, significance, justification and operational definitions of terms and concepts.

1.1 Background to the Study

1.1.1 Historical Perspective

History shows that between 1950-1980; most of the research on leadership behavior focused on explaining how leaders influence the attitudes and performance of individual subordinates. In the early survey research, factor analysis of leadership behavior questionnaires found

support for two broadly defined behavior categories involving task oriented and relationship oriented behavior as cited in (Yukl, 2012)

Leadership research from the behavioral perspective has flourished as one review identified sixty five classification systems of behavior proposed between, 1940 and 1986 (Fleishman, et al., 1992) they noted that a common theme within nearly every identified classification system was a trend for behavior which facilitates team interaction. Building from the work of (Salas, Dickinson, Converse, & Tannenbaum, 1992), task focused behaviors are those that facilitate understanding task requirements, operating procedures and acquiring task information, conversely person focused behaviors are those that facilitate the behavioral interactions, cognitive structures and attitudes that must be developed before members can work effectively as a team.

Leadership behaviors that directly concerned with encouraging and facilitating change did not get much attention in the early leadership research (Yukl, 2012). During the past decade, teacher empowerment has received a great deal of attention from researchers who studied its relation to various organizational outcomes. Sweetland and Hoy (2002) as cited in (Bogler & Somech, 2004), state that though a thorough examination has been conducted to study the relationship between teacher empowerment and various organizational and personal characteristics. However, there is need to study how leadership behavior affects teacher empowerment.

1.1.2 Theoretical Perspective

The study was guided by the path goal theory as propounded by House (1968), a leadership theory that focuses on the kinds of behavior leaders should exercise to allow their subordinates achieve personal and organizational goals. Leaders can increase their subordinates' motivation, satisfaction and empowerment by administering rewards that

depend on the achievement of particular goals (Piccolo & Colquitt, 2006). The Path-goal theory put forward the idea that an individual's behavior is motivated by the desire to satisfy needs, and is thus directed towards the accomplishment of certain goals. But it is only in the last forty years that theories focusing on the path goal relationship have been developed. Earlier studies concluded that workers who perceived productivity as the means of attaining personal goals would have high productivity (Georgopoulos, Mahoney and Jones, 1957). However, "path goal theory" was not completely developed until the work of Evans (1970) and House (1971).

The basis of the path goal theory is expectancy theory, which states that an individual's behavior can be predicted from the degree to which behavior is seen to lead to valued outcomes (DuBrin, 2013). The path goal theory emphasizes the relationship between the leaders' style, the behavior, capability and characteristics of the subordinates, characteristics of the work context and the path to be taken to achieve the desired outcomes (Zhang, 2013). This study was based on the path goal theory since it emphasizes the relationship between the leader's style, the behavior, capability and characteristics of the subordinates, characteristics of the work context and the means or path to be taken to achieve the desired outcomes.

1.1.3 Conceptual Perspective

In this study, the dependent variable was teacher empowerment. According to Mullins (2013) empowerment makes greater use of knowledge, skills and abilities of the workforce. It encourages team working and if there is meaningful participation, it can aid the successful implementation of change programs.

Short (1994) defined empowerment as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems and empowered individuals believe they have the skills and knowledge to act on a situation and

improve it (Perunka & Erkkilä, 2012). The concept of empowered teachers within a school community integrates the use of independence and self-sufficiency to improve the teaching and learning process.

“Empowerment” leads to higher teacher self-esteem, increased teacher knowledge of subject matter improved staff collegiality, enhanced motivation and higher student achievement” (Shen, Leslie, Spybrook, & Ma, 2012).

Teacher empowerment is a process in which people have decision making power, access to resources and information, choice, a feeling that individuals can make a difference, self-initiated growth and a capacity to act. School improvement is dependent upon increased opportunities for staff to participate in the decision making process in vital areas within an organization. Notably, differences exist between perceptions of empowerment and the reality of empowerment perceptively; empowered schools create opportunities for teachers to develop competence (Bogler & Somech, 2004). Teacher empowerment has become a focus of educational reform, leadership models and teaching effectiveness as educational leaders faced with similar productivity concerns and constraints are also exploring empowerment strategies for their personnel.

Based on Bowen and Lawler’s (1992, 1995) as cited in Fernandez & Moldogaziev (2010) empowerment as the dependent variable of this study was conceptualized as a management approach involving four practices or behaviors on the part of managers; providing employees with information about organizational goals and performance; offering employees with rewards based on performance; providing employees with access to job related knowledge and skills and granting employees discretion of change work process.

On the other hand, leadership behavior the independent variable was considered to have the different leader orientation including task oriented, relationship oriented and change oriented

based on Yulk (2012).

A leader's behavior is a powerful display of mannerisms that convey the expectations and the values of the organization that sets the tone for the organizational climate (Grojean *et al.*, 2004) as cited in Holloway (2012). Research in leadership behavior falls into two categories; the first line of research examines how leaders spend their time throughout the day, their particular pattern of activities and their job responsibilities. The second line of research focuses on identifying effective leadership behavior (De Sagun Simara, Marytess, & Florentina, 2014).

The principal is the central figure in the creation of empowered schools and wrote, "It is essential that a principal create an environment conducive to empowerment, demonstrate empowerment ideals, encourage all endeavors towards empowerment and applaud all empowerment successes (Sharp, 2009). The empowered principal is perceptive of teacher needs and provides the necessary support for teachers to feel effective.

1.1.4 Contextual Perspective

The changing nature of work in organizations involves moving away from an emphasis on getting results by the close control of the work force and towards an environment of coaching, supporting and empowerment.

According to Marks and Printy (Marks & Printy, 2003), schools depend on leadership throughout the organization to shape productive futures through a process of self-renewal. To enlarge the leadership capacity in schools attempting to improve their academic performance, some head teachers involve teachers in sustained dialogue and decision making about educational matters.

According to Mullins (2013), the leader-follower relationship is reciprocal and effective leadership is a two way process that influences both individual and organizational performance. Leadership is related to motivation and interpersonal behavior.

That teachers matter the most in the teaching and learning process of the younger generations in the country is a fact this study sought to emphasize the importance of teachers as professionals in schools and at the same time making teachers understand their own need as professionals taking charge of their students' lives.

In order to achieve fully the positive outcomes of teacher empowerment, teachers should always be in the center of any change or implementation and their voice and participation should be accounted (Bell & Aldridge, 2014).

According to Mackey, Frieder, Perrewé, Gallagher, & Brymer (2014), research has shown that high involvement practices which involve sharing power, information, knowledge and rewards with employees at all levels often has positive outcomes for organizations, particularly in terms of improvements to employee quality of work, the quality of products and services, customer service, productivity and reduced turn over.

Stacy (2013) asserts that the current road blocks to teacher empowerment include standardized testing, scripted curricular, hierarchical school structures, teacher isolation, and the reliance on professional experts from outside of the schools to provide professional development. Though her study was carried out in Georgia's Secondary School there is much likeness between what is witnessed in our Ugandan secondary schools.

The organizational structure of any secondary school in Uganda causes psychological effects of traditional bureaucracies that limit the teachers' involvement in the schools core activities (Mulkeen, 2007). This structure gives the chief executive officer's role to the head teacher, directors of studies and co-curricular activities these hold positions to help direct the academic activities of the school. The other top administrators comprise the administrative team which includes the bursar, the wardens, matron, teacher in charge of students' welfare and staff welfare these hold regular meeting to make decisions for the school.

Within the secondary schools, a range of thirteen to fifteen subjects are taught each of these is

accorded a status of a department with a head of department who is expected to call for departmental meetings and oversee the activities of the subject in the school. However many times heads of departments in secondary schools in Kayunga district feel insecure to make decisions on the way forward for the several aspects in their department

The Government White Paper on Education (1992) acknowledges the importance that must be attached to the quality of a country's teachers and recognizes the key role of leadership and service that teachers play in implementation of education policies and programs. Although education is a key component in fostering economic growth, reducing poverty and creating national wealth, there has been a tendency to concentrate on the training of learners while the empowerment of teachers is neglected.

Personal observation shows that some teachers in government aided secondary schools feel they are treated with less respect than they believe they deserve, they are denied consideration as individuals especially when they have genuine reasons for their failure to do some work, their opinions are dismissed as the top administrators are making key decisions, they have little say in their work routine.

1.2 Statement of the Problem

Leadership behavior plays a major role in empowerment of the teachers, since they have to get guidance; mentoring and support from the administrative team in order to develop the zeal required in a profession that is meant to serve the nation. However, from different interactions many secondary school teachers today feel disempowered because of the high level of bureaucracy and the use of top down perspective which creates a communication gap; low participation in decision making causing failure to own the school programs hence inconsistency in their implementation. Many now have low expectations in their profession as teachers. For example about 59 percent, of the teachers in the Sub Saharan Africa declared that if asked to choose their career again, they would not be teachers (MoES, 2013). This was

a great sign of disempowerment which led to low self-efficacy of several teachers.

Secondary school leaders in Kayunga district have made less effort in providing the teachers with information about organizational goals and performance yet these are of great need in order for the teachers to align their objectives of teaching and learning. Furthermore there is little done in offering employees with rewards based on performance this is evident whenever the national UCE and UACE results are released annually the praise is majorly received by the secondary school leaders (From Personal Observation).

The other challenge observed in the Government aided faith based secondary schools in Kayunga District was in the providing of teachers with access to job related knowledge and skills which is greatly lacking due to limited refresher courses and workshop organized by the leaders in secondary schools. There was also the discovery that less was being done in granting teachers discretion of change work process this made it hard for the teachers to be innovative in the way they handle their different subjects in this ever changing world. Secondary level classrooms have ceased to be an environment that encourage creativity, problem solving and active learning which are demanded by the 21st century workplace and society (Clegg, Bregman, & Ottevanger, 2012).

It was against this background that the study investigated the effects of leadership behavior on teacher empowerment in selected government aided faith based secondary schools in Kayunga district.

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of the study was to investigate the effect of leadership behavior on teacher empowerment in secondary schools in Uganda: A case study of Government aided faith based secondary schools in Kayunga district.

1.3.2 Specific Objectives

The study sought to achieve the following specific objectives:

1. To investigate the effect of task oriented behavior on teacher empowerment in Government aided faith based secondary schools in Kayunga district.
2. To establish the effect of relationship oriented leader behavior on teacher empowerment in Government aided faith based secondary schools in Kayunga district.
3. To investigate the effect of change oriented leader behavior on teacher empowerment in Government aided faith based secondary schools in Kayunga district.

1.4 Research Questions

The study sought to answer the following research questions;

1. Of what effect is task oriented leader behavior on teacher empowerment in Government aided faith based secondary schools in Kayunga district?
2. What is the effect of relationship oriented leader behavior on teacher empowerment in Government aided faith based secondary schools in Kayunga district?
3. What is the effect of change oriented leader behavior on teacher empowerment in Government aided faith based secondary schools in Kayunga district?

1.5 Hypotheses of the Study

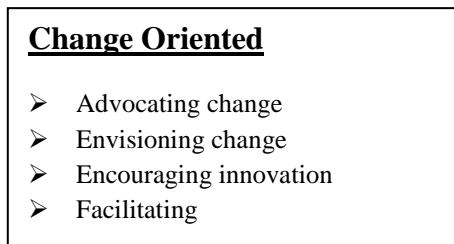
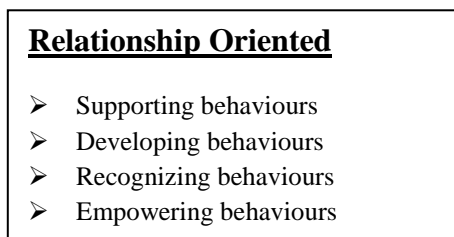
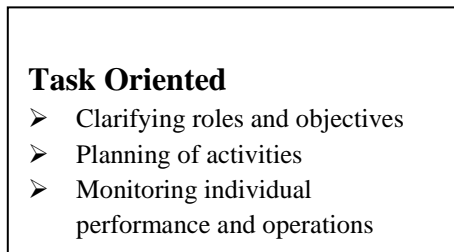
The following set out to test the following hypotheses;

1. Task oriented leader behavior has a significant effect on teacher empowerment in Government aided faith based secondary schools in Kayunga district.
2. Relationship oriented behavior has a significant effect on teacher empowerment in Government aided faith based secondary schools in Kayunga district.
3. Change oriented leader behavior has a significant effect on teacher empowerment in Government aided faith based secondary schools in Kayunga district.

1.6 Conceptual Framework

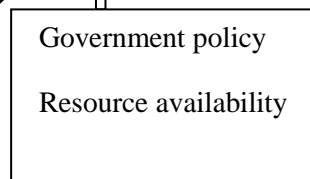
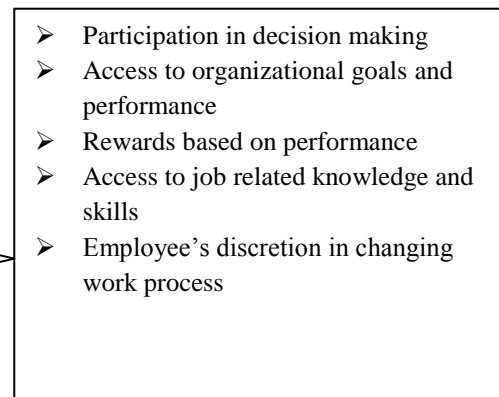
INDEPENDENT VARIABLE

LEADERSHIP BEHAVIOUR



DEPENDENT VARIABLE

TEACHER EMPOWERMENT



The independent variable is Adopted from (Yukl, 2012)Effective leadership behavior and the dependent variable is adopted from(Fernandez & Moldogaziev, 2010).

Figure 1: Conceptual framework on leadership effect on teacher empowerment in government aided faith based secondary schools in Kayunga district

The conceptual frame work illustrates the relationship between leadership behavior and teacher empowerment. The independent variable is represented by the leadership behavior with three dimensions of task oriented, relationship oriented, and change oriented behavior. Teacher empowerment is the dependent variable it has the dimensions of Participation in decision making, access to organizational goals and performance, rewards based on performance, access to job related knowledge and skills and employee's discretion in

changing work process. Government policy and resource availability were moderating variables to leadership behaviour in the study.

1.7 Significance of the Study

It is anticipated that the study will be significant in the following areas;

The implications of this study for the practice of education and pedagogy of leader's behavior and teacher empowerment are paramount. The study provides clarification on the construct and practices of leader behavior and teacher empowerment construct as an outcome in selected government aided faith based secondary schools in Kayunga district.

The findings of this study will be useful to the education policy makers and implementers in the various fields of education. The study will shed light on the contribution of leadership behavior to teacher empowerment in secondary schools in Uganda.

The study is meant to contribute more awareness to institutional leaders that the kind of behavior they exhibit has a lot of effect on the teacher empowerment in government aided faith based secondary schools in Kayunga district. The study further showed the different kind of behavior that leaders should adopt to provide an enabling environment for teacher empowerment.

The present study seeks to enlighten our understanding of teacher empowerment in the school setting by identifying the effect of leadership behavior on teacher work attitudes and behavior.

The research findings will inform school leaders and other stakeholders of the dynamics, resources and benefits of leadership behavior and teacher empowerment, both of which can be harnessed to achieve excellent school outcomes. The research findings will add to the existing body of knowledge related to leadership behavior and teacher empowerment in government aided faith based secondary schools.

1.8 Justification of the Study

A number of studies have been conducted on factors that contribute to efficiency and high academic performance of secondary schools in Uganda. However, not much attention has been given to leadership behaviors effect on teachers' empowerment in the government aided faith based secondary schools in Kayunga district.

Teacher empowerment facilitates the creation of an integrated quality environment where superior services become practical. In order to increase effectiveness in the education sector, school head teachers, deputies, and heads of departments must become active in empowering their teachers. This is done by sharing information, creating autonomy and establishing self-directed team

Therefore, conducting this study is expected to be important to the Ministry of Education and Sports, Science and Technology, District Education Officers, head teachers, teachers, Board of Governors and other stake holders on how the leadership behavior can be handled in the view of improving teacher empowerment.

1.9 Scope of the Study

The study focused on how leadership behaviors from 2013 to date have contributed to teacher empowerment in selected government aided faith based secondary schools in Kayunga district. The study scope was limited to a class of secondary school administrators and teachers.

1.9.1 Geographical Scope

The study was conducted in selected government aided faith based secondary schools in Kayunga district in Central Uganda; it is boarded by Lake Kyoga in the North, Kamuli in the East, Jinja in the South East, Nakasongola in the North West, Luweero in the South South West, Mukono in the South West and Buikwe in the South.

The selected government aided faith based secondary schools were; Namagabi Secondary School found in Kayunga Town Council and St. Mathias Kalemba Secondary School found in Nazigo Trading Centre.

1.9.2 Content Scope

The content scope of the study was based on identifying leadership behaviors used by Head teachers, deputy head teachers heads of departments and the effect of this behavior on teacher empowerment.

1.9.3 Time Scope

The study covered the period from 2010 to 2014, a period of four years This period is selected because management keeps changing from time to time as a result of transfers and new appointments with in government aided faith based secondary schools this was to minimise recall bias as regards leadership behaviour effect on teacher empowerment. According to the standing orders, head teachers are obliged, as part of their conditions of service, to accept the transfer to any part of the country (MoES Report, 2001).

1.10 Operational Definitions of Terms and Concepts

For better understanding of this study, the following definitions and concepts are presented:

Leadership

According to Armstrong (2006), leadership focuses on getting people move in the right direction, gaining their commitment and motivating them to achieve their goals. However, for the purpose of this study Leadership is defined as a process of social influences in which one person is able to enlist the aid and support of others in the accomplishment of a common task.

Leadership Behavior

In the proposed study, leader's behavior is defined as a powerful display of mannerisms that convey the expectations and values of the organization that sets the tone for the organization (Grojean *et al*, 2004).

Teacher Empowerment

In the proposed study, teacher empowerment is defined as investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach.

Task Oriented Leadership Behavior

Task oriented leadership behavior is a behavioral approach in which the leader focuses on the tasks that need to be performed in order to meet certain goals or to achieve a certain performance standard

Relationship Oriented Leadership

Relationship oriented leadership is a behavioral approach in which the leader focuses on the satisfaction, motivation and the general wellbeing of the team members.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents review of related literature on leadership behavior relationship on teacher empowerment. These include; the theoretical review, conceptual review and literature related to specific respective objectives, political and legal and psychological ones.

2.1.1 Theoretical Review

The theory adopted in this study is path goal theory advanced by (House, 1996). Path-goal theory is a dyadic theory of supervision. It concerns relationships between formally appointed superiors and subordinates in their day to day functioning. Path-goal theory is primarily a theory of task and person oriented supervisory behavior (House, 1996)

In the later version of path goal theory, House and Mitchell (1974) as cited in House, (1996) two general propositions were made that provide a major basis for the proposed study: Leader behavior is acceptable and satisfying to the subordinates to the extent that the subordinates see such behavior as either an immediate source of satisfaction or instrument of future satisfaction.

Leader behavior is motivational that is; increases effort to the extent that (1) such behavior makes satisfaction of subordinates' needs contingent on effective performance and (2) such behavior complements the environment of subordinates by coaching, guidance, support and rewards necessary for effective performance.

This study provides support to the Path-goal theory of leadership effectiveness which states that in order to achieve the outcomes of productivity and high morale the leaders choose a combination of behaviors that lead to empowerment of an employee.

The essential notion underlying the path-goal theory is that individuals in positions of authority, superiors will be effective to the extent that they complement the environment in which their subordinates work by providing the necessary cognitive clarifications to ensure that subordinates expect that they can attain work goals and that they will experience intrinsic satisfaction and receive valet rewards as a result of work goal attainment (Dale, Schools, Phillips, & Sianjina, 2011).

The path-goal theory of leadership gives the roles of the leader as to define goals for the organization, clarifies the path by developing a clear vision that he regularly communicates to those he is leading, he removes obstacles by being friendly and approachable, attends to the wellbeing of the subordinates and treats everyone as equals (Dale, et al., 2011).

The path- goal theory is designed to show how leaders may help subordinates along the path towards the desired goal by setting specific behaviors that are best suited to the needs of those subordinates in the situation in which they find themselves. It deals with how school leaders motivate subordinates to achieve their designated objectives. This concept enhances teacher empowerment in the school setting, emphasizes the relationship between the leader's behavior and capability. The leaders need to define the best available path towards the desired outcomes and to select the leadership behavior for dealing with obstacles that may get in the way of the successful achievement of tasks and goals (Byrne, Mumford, Barrett, & Vessey, 2009).

Path-goal theory is the leadership theory that focuses on the kinds of behaviors leaders should exercise to allow their subordinates to achieve personal and organizational goals. Leaders can increase their subordinates motivation, satisfaction and job performance by administering rewards that depend on the achievement of particular goals. Evans & Alire (2013) assert that

the effective leaders help employees reach personal and organizational goals by pointing out the paths they should follow and providing them with the means to do so.

The theory as reviewed by Northouse (2010) developed some axioms which are assumed true for the sake of studying the consequences that follow them. Two of these were found useful to the current study: leader behavior is acceptable and satisfying to subordinates to the extent that the subordinates see such behavior as either an immediate source of satisfaction or as instrumental to future satisfaction (House and Mitchell, 1974). Leader behavior will enhance subordinate task relevant abilities to the extent that the leader engages in subordinate development efforts or serves as a role model from whom followers can learn appropriate task relevant behavior.

According to Northouse (2010), path-goal theory has three major strengths. It provides a theoretical framework that is; useful in understanding how task oriented, relationship oriented and change oriented leadership behavior affect teacher empowerment. It provides a practical model that underscores the important ways in which leaders help subordinates. This theory brings out the supportive role of the leader in helping the subordinates attain the set goals and points out the contribution of leadership behavior to teacher empowerment.

2.2 Conceptual Review

2.2.1 Leadership Defined

Different scholars have interpreted the concept of leadership differently. According to Yukl (1989) and Omar (2005) as cited in Nsubuga (2008) they describe the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, In addition, Omar (2005) argues that leadership is a subject of much published work produced annual, its definitions, taxonomies and topologies are numerous, at one time, leadership was

noted as having over 350 definitions (Bass, 1990; Bennis & Naus, 1985). It is very difficult to come up with a single definition that is acceptable to all, (Bass, 1985; Clenge, (2003) as cited in Nsubuga (2008).

The following are some of the definitions that have been developed over years by several scholars; leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement (Stogdill, 1986) as cited in Nsubuga (2008). Jacques and Clement (1991:4-5) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

2.2.2 Forms of Leadership Behavior

Leadership research from the behavioral perspective has flourished. In fact, one review identified 65 classification systems of behavior proposed between 1940 and 1986 (Fleishman *et al*, 1991) as cited in Yukl *et al* (2012). Fleishman and colleagues noted that a common theme within nearly every identified classification system was a trend for behaviors which facilitate team interaction.

According to Yukl (2006) as cited in Holloway, (2012), he reports that researchers he have spent more time and energy conducting research on leadership behavior than on any other aspects of leadership. Research in leadership behavior falls into one of two categories: The first line of research examines how leaders spend their time throughout the day, their particular pattern of activities, their job responsibilities. The second line of research focuses on identifying effective leadership behavior.

When the accumulated studies permit such analysis, the relationship between specific leader behavior and teacher empowerment outcomes will be estimated. The focus is limited to a

small sample of behaviors which have been empirically examined with in teacher empowerment.

The set of leadership behavior which are the focus of the current study include task oriented behaviors, relationship oriented and change oriented that serve to empower teachers in secondary schools.

2.2.2.1 Task Oriented Leaders' Behaviors

Task oriented leadership behavior is a behavioral approach in which the leader focuses on the tasks that need to be performed in order to meet certain goals or to achieve a certain performance standard (Eriseh & Tayebah, 2015). The primary purpose is to ensure that people, equipment and other resources are used in an efficient way to accomplish the mission of a group or organization.

Task oriented leaders are primarily concerned with reaching goals. They help their employees accomplish their goals by defining roles, establishing goals and methods of evaluation, giving direction, setting time lines and showing how the goals are to be achieved. Task oriented leaders coordinate, plan and schedule work related activities; they provide their employees with the necessary motivation, equipment, supplies and technical assistance for completing the task. The indicators of this dimension are planning tasks, clarifying roles and objectives, monitoring individual performance and operations, problem solving.

Planning Tasks: Includes making decisions about objectives and priorities, organizing work, assigning responsibilities, scheduling activity and allocating resources among different activities. More specifically, activity planning involves scheduling activities and assigning tasks in a way that will accomplish task objectives and avoid delays, duplication of effort and wasted resources.

Clarifying Roles and Objectives: Includes making people understand what to do, how to do it and the expected results. Clarifying includes explaining work responsibilities, assigning

tasks, communicating objectives, priorities and deadlines, setting performance standards and explaining any relevant rules, policies and standards.

Monitoring Individual Performance and Operations: Involve assessing whether people are carrying out their assigned tasks; the work is progressing as planned and tasks are being performed adequately. Information gathered from monitoring is used to identify problems and opportunities and to determine if changes are needed in plans and procedures.

Problem Solving: involves dealing with disruptions of normal operations and member behavior that is illegal, destructive or unsafe. Serious disruptions of the work usually require leadership intervention. Effective leaders try to quickly identify the cause of the problem and they provide firm, confident direction to their team as they cope with the problem.

2.2.2.2 Relationship Oriented Behaviors

Relationship oriented leadership is a behavioral approach in which the leader focuses on the satisfaction, motivation and the general wellbeing of the team members. These enhance member skills, the leader- member relationship, identification with the work unit or organization and commitment to the mission.

Relationship oriented leaders are more concerned with developing close, interpersonal relationships. They involve a two way communication method to show social and emotional support while helping their employees feel comfortable about themselves, their co-workers and their situations (Northouse, 2010). Specific components behaviors include; supporting behaviors, developing behaviors, recognizing behaviors and empowering behaviors.

Supporting Behaviors: Involves showing positive regard, building cooperative relationships and helping people cope with stressful situations. Examples include; showing concern for the needs and feelings of individual team, listening carefully when a member is worried or upset, providing support and encouragement when there is a difficulty. Murphy *et al* (2007) listed

examples of supporting behaviors as; showing acceptance, concern and confidence for the needs and feelings of others.

Developing Behaviors: Involves increasing the skills and confidence of work unit members and to facilitate their career advancement. Examples of developing behaviors include; providing helpful career advice, informing people about relevant training opportunities, making assignments that allow learning from experience, providing developmental coaching when it is needed. More of the behaviors are cited as; providing potential benefits to new, inexperienced supervisors, colleagues and peers or subordinates.

Recognizing Behaviors: It involves using of praise and other forms of recognition. It shows appreciation of others for effective performance, significant achievements and important contributions to the team or organization. Leaders are proactive in looking for things that deserve recognition and they provide recognition that is sincere, specific and timely.

Empowering behaviors: involves giving employees more autonomy and influence over decisions about the work. One empowering decision procedure called consultation includes asking other people for ideas and suggestions and taking them into consideration when making a decision.

2.2.2.3 Change Oriented Leaders' Behaviors

These increase innovation, collective learning and adaptation to external changes. Specific component behaviors include advocating change, articulating an inspiring vision, encouraging innovation and encouraging collective learning.

Advocating Change: Explaining why change is urgently needed is a key leadership behavior in theories of change management (Kotter 1996, Nadler *et al*, 1995). Leaders can provide information showing how similar work units have better performance. Leaders can explain the undesirable outcomes that are likely to occur if emerging problems are ignored or new opportunities are explored by competitors.

Envisioning Change: An effective way for leaders to build commitment to new strategies and initiatives is to articulate a clear, appealing vision of what can be attained by the work unit. A vision will be more inspiring and motivating if it is relevant to the values, ideals and needs of followers and is communicated with colorful emotional language.

Encouraging Innovation: Leaders can encourage people to look at problems from different perspectives to think outside the box when solving problems to experiment with new ideas and to find ideas in other fields that can be applied to their current problem.

Facilitating Collective Learning: Involves improvement of current strategies and work methods or discovery of new ones.

2.3 Teacher Empowerment

Empowerment has become an important theme within general management over the course of recent years. There is general encouragement to give employees sufficient latitude in their work definition and authority to be able to apply the full breadth of ability to the overall aims of the schools.

The concept of teacher empowerment has evolved also in many forms. From teacher autonomy, side based management to decision making and collaborative leadership. There is no doubt that teacher empowerment is an excellent concept and the basic idea behind it is of course to give teachers an added sense of ownership and connectedness to their teaching profession where teachers must feel control over their profession (Goyne *et al.*,1999).

Blachard *et al*, 1995) and Ramdough, 1995) identified three key organizational practices associated with empowerment climate; autonomy through boundaries, information sharing and team accountability. Moreover organizational climate perceptions are related to individual attitudes and behaviors (Schneider *et al*, 1980, Hofmann and seltzer, 1996).

White (1992) argued that teacher empowerment increases trust and cooperation, encourages professionalism and decreases isolation. In addition, it was asserted that empowerment increased productivity, improved teacher morale, provided higher student motivation and achievement in the literature (Shen, 2001). I therefore focus my study on the effect of leadership behavior to teacher empowerment in government aided faith based secondary schools in Kayunga district in Uganda.

Teacher empowerment as the dependent variable is to have five components these include; decision making, receiving information about organizational goals and performance, receiving rewards based on performance, access to job related knowledge and skills and having discretion of changing work process.

Participation and decision making authority: teachers should participate in decision making process especially in the decisions that affect them directly. These decisions can be handled in two dimensions: technical decisions related to students and education and managerial decisions related to activities organized by the school management policies. There is a positive relationship between participation in decision making and teacher empowerment. Individuals are inclined to be more committed to the decisions they participate in and take all the responsibilities of this kind of decisions (Stacy, 2013). According to Bogler and Somech (2004), decision making refers to teachers' participation in critical decisions that directly affect their work involving issues related to budgets, teacher selection, scheduling and curriculum. To be effective, teachers' participation in decision making must be genuine, and the teachers need to be confident that their decisions actually impact real outcomes.

Access to information about organizational goals and performance: this information means enabling the teachers to access relevant information about the school's changing internal and external environment which includes the organizations' mission and vision, strategies that are

followed. Paxtion (2001) as cited in Stacy (2013) found that informing employees about strategic goals of the organization strengthens their organizational commitment.

Receiving rewards based on performance, reward is the feeling that a leaders' encouragement and humanitarian efforts are important factors of the reward system (Downey *et al*, 1975) thus leaders that behavior according to the moment or situation help to create an organizational climate with less stress and worry. When leaders adjust their behavior accordingly, they reduce employee turnover and burnout which as Momeni (2009) cited in Holloway (2012) stated, allows organization to operate more efficiently and maximize performance. This helps to create the perception of fairness within the organization.

Access to job related knowledge and skills: this compels the leader to increase access to resources as a component of empowerment which increases teachers' commitment to the work environment. Like lifelong learners, to improve their professional development teachers have to seek solutions for the educational problems and reach the resources to do the search (Stacy, 2013). This is also related to professional growth which refers to the teachers' perception that the school provides them with opportunities to grow and develop professionally; to continue to learn, and to expand their skills during their work in school.

Access to job related knowledge and skill build an individual's competence which is an individual's belief in his or her capability to perform a particular task well. The person who feels competent feels that he has the capability to meet the performance requirement in a given situation and is analogous to agency beliefs, personal mastery or effort performance expectancy.

Employee's discretion of changing work process; this is directly related to giving the teacher some autonomy which refers to the teachers feeling that they have control over various aspects of their working life including scheduling, curriculum, development, selection of text books and planning instruction. This type of control enables teachers to feel free to make

decisions related to their educational milieu. Self-determination is an individual's feeling of having a choice of initiating and regulating action. It reflects autonomy over the initiation or contribution of work behavior and process.

The study has also noted the statement made by the education policy review that "No education system can be better than the quality of its teachers, nor can a country be better than the quality of its education, hence, it is the quality of teachers which ultimately determine the lot of the nation" (Government White Paper, 1992).

It is apparent that the school leaders are less capable of forcing employees to change their teaching habits. But by clarifying of the schools mission and goals, monitoring the work, involving in problem solving, they are likely to challenge some employees to take part in new educational project, thus being empowered.

2.4 Leadership Behavior and Teacher Empowerment

This part takes a review of the literature that has been done on the different leadership behavior and their influence on teacher empowerment. From several studies done literature reviewed showed that the leadership behavior had a great influence on the employee empowerment, more so the empowerment of the teacher who are always in great contact with to students and as much some of these have become role model to many.

Although the empowerment approach was derived from business world, teacher empowerment advanced parallel with employee empowerment (Edwards *et al*, 2002; Somech, 2005, Wan, 2005). In the educational context, Lightfoot (1986) described empowerment as opportunities provided to teachers for responsibility, choice, autonomy and authority. Maeroff (1988) suggested that teacher status, knowledge and access to decision making are important components of empowering teachers. Short (1994) defined

empowerment as “a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems.

It is clear from the literature that there is a vast untapped resource of talent and wisdom waiting to be released from the men and women who teach in Ugandan’s classrooms. Elmore (2006) as cited in Maxfield & Flumerfelt (2009), affirmed this vital role of teachers when he cautioned,

One does not “control” school improvement processes so much as one guides them and provides direction for them, since most of the knowledge required for improvement must inevitably reside in the people who deliver instruction not in the people who manage them.

The pattern of specific component behaviors is usually more important than how much each behavior is used, and more than one pattern of behavior may be used to accomplish the same outcome.

With that in mind the study is meant to ascertain the leadership behavior that enables the necessary empowerment. The study assumes that effective leadership behavior is based, therefore on both the willingness of the manager to help subordinates and the needs of the subordinates for help. Empowerment has been noted by Owens (2004) as cited in Kirika, (2011) as a resource for providing opportunities for teachers to participate actively, openly and without fear in the endless process of shaping and molding the vision of the school and its culture through iterative discussion.

According to Kirika, (2011), empowerment encourages teachers to take risks as well as embrace new roles. These actions should prompt school administrators to devise new ways of doing things that empower teachers. One way administrators empower teachers is to provide them the freedom to change schedules and staff in and to assign students activities (Wasley, 1991). For the proposed study the leader behaviors to be considered will include task oriented, relationship oriented and change oriented.

2.4.1 Task Oriented Leader Behavior and Teacher Empowerment

According to Yukl (2012), the primary objective of task oriented behavior is to accomplish work in an efficient and reliable way; this involves the leader applying all the required attributes of being a good planner who involves other employee in the planning process for them to feel part of the organization. As a rule, task oriented leaders use a one way communication method to clarify what needs to be done, who is responsible for doing it and how it needs to be done (Holloway, 2012).

Most employees at the conventional level of cognitive moral development, they are looking outside themselves for guidance in ethical dilemma situations. Leaders, especially first line supervisors, should be a key source of such guidance due to their proximity to their followers and their power to influence subordinates outcomes (Linda & Micheal, 2004).

2.4.2 Relationship Oriented Leader Behavior and Teacher Empowerment

For relationship oriented behavior the primary objective is to increase the quality of human resources and relations, so leaders are to focus their attention to recognizing the individual achievements so that the employees feel appreciated for their contribution and even become more innovative.

To be as effective as possible, leaders are expected to inspire and motivate their followers rather than purely control and direct them (Bass, 1990; Yukl, 2002). This makes employee empowerment an important criterion for leadership effectiveness (Conger & Kanungo, 1988) as cited in Hakim (2009).

2.4.3 Change Oriented Leader Behaviors and Teacher Empowerment

People do not naturally resist change, they resist change they do not understand, the value of which they do not see or the demands of which they cannot meet. People are not unfortunate obstacles to change plans; they are the key elements in these plans.

In accordance with a social learning perspective ethical leaders are described as being visible ethical role models who stand out from an ethically neutral landscape. They behave ethically in their personal and professional lives and they make decisions based on ethical principles and the long term interest of multiple stakeholders (Ontario Leadership Strategy, 2010).

2.5 Summary of the Literature Review

In conclusion, empowerment is a dominant theme in all types of organizations, including business, industry, education and service organizations. Current interest in empowerment has filtered to school organizations and school participants (Lightfoot, 1986, Maeroff, 1988). The Path Goal theory that concerns relationships between superiors and subordinates in their day to day functions was of great use in the present study. The behavioral perspective of leadership was a major focus for this study and it categorized leadership behaviors into two categories. It examined how leaders spend their time throughout the day, their pattern of activities and their job responsibilities. These were analyzed on the dimensions of task oriented behaviors, relationship oriented behaviors and change oriented behaviors that were used to empower teachers in secondary schools.

Teacher empowerment, which is one of the components of empowerment has gained and continues to gain much attention with the current desire for school improvement. It was the dependent variable and it was noted that it had evolved from teacher autonomy to collaborative leadership. Teacher empowerment was examined in the dimensions of participation in decision making, receiving information about organizational goals and performance, access to job related knowledge and skills as well as having discretion of the changing work process.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, description of instruments used in collecting data, techniques used in analyzing data, testing the validity and reliability of instruments used in the study and measurement of variables.

3.1 Research Design

The study used a cross-sectional case study design to determine the effect of leadership behavior to teacher empowerment in secondary schools selected in Kayunga district. The study opted for the cross-sectional design which ensures that data is gathered from a sample of a population at a particular time (Amin, 2005). The cross sectional survey research design enables both quantitative and qualitative approaches to be used to collect data just once over a given period of time in an attempt to answer the research questions (Baker, 2000).

The rationale of selecting this design was also to describe, compare and find relationship between independent and dependent variables indicated in the conceptual framework. In addition, the cross sectional survey obtained information about a defined set of population from which variables that relate to behavior, attitudes, opinions, characteristics and expectations were handled (Baker, 2000).

The study adopted the triangulation approach which is a combination of the qualitative and quantitative research approaches therefore multiple data collection methods, data sources and analyses were used. As justified by Amin (2005), triangulation will provide a more holistic view of the research. It provides a means of cross checking information obtained from

different data sources. This helped achieve a higher degree of validity and reliability since both methods supplemented each other.

3.2 Study Population

The study population was the supervisory staff representing the leadership and the teachers in secondary schools in Kayunga district Uganda. The study population consisted of employees in 2 (two) Government aided faith based secondary schools in Kayunga district.

The total number of respondents was one hundred six (106). This comprised of 2 head teachers, 3 deputy head teachers, 28 heads of departments and 54 subject teachers. Data from the accessible population was used to generalize the findings of the study.

3.2.1 Sample Size Determination and Sampling Strategies

Doscombe (2000) asserts that a sample needs to be carefully selected if there is to be confidence that the findings from the sample are similar to those found among the rest of the category under investigation. With this in mind, sampling was done carefully so as to get good representation in the research. To get the sample size to participate in the study both probability and non probability methods were used. The head teachers were purposively selected because they had the required information with respect to the objectives of the study.

The total number of respondents was one hundred six (106). This comprised of 2 head teachers, 3 deputy head teachers, 28 heads of departments and 54 subject teachers. Data from the accessible population was used to generalize the findings of the study.

Table 3. 1 : Population, Sample and Sampling Technique

Category	Population	Sample size	Sampling Technique
Teachers	80	66	Simple random sampling
Head teachers	02	02	Purposive
Deputy head teachers	04	04	Simple random sampling
Heads of departments	40	34	Simple random sampling
Total	126	106	

Source: Staff lists of different schools from the Personal Officer Kayunga district.

Table 3.1 above shows the sample population and sampling strategies that were used. The total sample comprised of 106 respondents. The sample was stratified into two (2) categories teachers and the leaders, 66 teachers while the leaders comprised of 2 head teachers, 4 deputy head teachers and 40 heads of departments.

3.3 Sampling Techniques and Procedure

According to Amin (2005), sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the population. There are two major sampling techniques; the probability and non-probability sampling techniques. In probability sampling, the elements in the population have some known chance of being selected as sample subjects. On the other hand in non-probability sampling, the elements do not have a known or predetermined chance of being selected (Sekaran, 2003).

The researcher used the simple random sampling to select the 2 (two) government aided secondary schools from the list provided and the purposive sampling a non-probability sampling strategy for the head teachers and deputies, these respondents had the information needed by the researcher. Simple random sampling was used on the teachers because it had the least bias and offered the most generalization ability (Sekaran, 2003).

3.4 Data Collection Methods

A questionnaire with closed ended questions was adopted for teachers to enable a systematic and comprehensive capture of data. An interview followed the head teachers', deputy head teachers and heads of department questionnaire and it served the purpose of enhancing generalization. Primary and secondary methods of data collection were used. These included interviewing, questioning and documentary review of literature containing information on the contribution of leadership behavior to teacher empowerment in the selected secondary schools in Kayunga district.

Questioning; enabled the researcher to easily collect data from a large sample size; who in this study were the teachers. It consisted of a number of questions set in a defined order where the respondents were provided with answers to the questions in closely defined alternatives. This made it easy for the respondents to complete the answering in limited time.

Interviewing; enabled the researcher to access interactive discussion with head teachers, deputy head teachers and heads of department, since it consisted of structured questions that were orally administered to the respondents and provided face to face encounters. They were used to obtain accurate information especially where the researcher had developed maximum cooperation from the respondents.

Documentary reviewing; enabled the researcher to collect secondary data that was very useful in the literature review and to support the findings of the study since involved reading various documents such as journals, published book, reports, files, internet materials and lists from the human resource departments and other departments with literature on leadership behavior effect on teacher empowerment.

3.5 Data Collection Instruments

Questionnaires were developed as the key data collection techniques because self administered questionnaires are invariably uniform and generate consistent data (Serantakos,

1998). An interview guide was also used for the head teachers', deputy head teachers and heads of department. The use of these interviews was intended to avoid bias and to help explore the topic further.

(a) Questionnaire

The questionnaires were carefully designed for collecting data in accordance with the specifications of the research questions and hypotheses. They consisted of a set of questions to which the responses were given in writing. In terms of the time required for collecting the quantitative data, closed ended questionnaires were used because they eased data collection from a large sample size which in this study included the head teachers, deputy head teachers and teachers from the selected secondary schools in Kayunga district.

As justified by Sekaran (2003), questionnaires are to be used to collect quantitative information. In order to achieve this closed ended questions and statements were constructed. Closed ended questions collect the quantitative information and therefore have prefixed answers, these answers are coded.

(b) Interview Schedule

For the head teachers', deputy head teachers and heads of department an interview guide was used to aid in-depth discussions on leadership behaviour effect on teacher empowerment. These provided immediate feedback of data regarding decision making, receiving information about organizational goals and performance, receiving rewards based on performance, access to job related knowledge and skills and having discretion of changing work process which were the conceptualized measures of teacher empowerment in this study. An interview guide makes it possible to obtain data required to meet specific objectives of the study. Open ended questions collect the qualitative information and thus have spaces to which the head teachers and deputy head teachers and head of departments briefly give explained views while responding to questions. These will also stimulate a person to think

about his/ her feelings or motives and to express what they consider to be the most important according to (Saunders *et al*, 1997).

This was used to correct primary data from the Head teachers, deputy head teachers and heads of departments. The method of interview using a semi- structured interview guide was deemed appropriate since the mentioned categories of respondents have vital information yet limited time to fill in the questionnaires (Sekaran, 2003).

(c) Documentary Review Check list

This involved reading various documents such as journals, published books, reports, files, internet materials and lists from the human resource departments and other departments with existing literature on leadership behavior and teacher empowerment.

Documentary review was used to collect secondary data about the effectiveness of the existing leadership behavior; this data was used mainly to build the background of the study and the literature review.

3.6 Validity of Data Collection Instruments

Validity is the extent to which research instruments measure what they are intended to measure (Amin, 2005). The researcher used the expert judgment of his supervisors to verify the validity of the instrument. To assess this, the two supervisors were contacted to evaluate the relevance of each item in the instrument to the objectives. The supervisors rated each item as either relevant or not relevant.

Validity was determined using the content validity index (C.V.I). C.V.I= Items rated relevant by both judges divided by the total number of items in the questionnaire as shown below;

$$\text{C.V.I} = \frac{\text{No. of items rated relevant}}{\text{Total No of items}}$$

As recommended by Amin (2005), for the instruments to be valid, the C.V.I should be at least 0.7.

3.7 Reliability of Data Collection Instruments

By using a questionnaire, reliability of results was enhanced by triangulation. Reliability which is the degree to which an instrument consistently measures what it is measuring will be achieved through use of simple descriptions for internal reliability while external reliability was achieved by clearly specifying the researcher's position in the cover letter so that the respondents gained confidence to give the relevant information as justified by (Amin, 2005).

To establish reliability, the instruments were pilot tested twice on the same subjects at a time interval of four weeks. According to Amin (2005), Test- retest reliability can be used to measure the extent to which the instrument can produce consistent scores when the same group of individuals is repeatedly measured under same conditions. The results from the pretest were used to modify the items in the instruments.

To ensure reliability of quantitative data, the Cronbach's Alpha reliability co-efficient for likert type scales test were performed. In statistics, Cronbach's Alpha is a co-efficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Sekaran (2003) some professionals as a rule of thumb, require a reliability of 0.70 or higher before using an instrument.

Table 3. 2: Pre-Test and Post- Test Cronbach’s α Reliability Coefficients

Variables	Secondary teachers Questionnaire			
	Pre-test		Post-test	
	N	A	N	A
Task oriented leader	4	-.030	9	.816
Relationship oriented Leader	4	.030	8	.840
Change oriented Leader	4	.660	4	.660
Teacher Empowerment	8	.805	8	.805

Source: primary data

Following the pre-test, the returned questionnaires were edited coded and analyzed using SPSS. It was found that all the variables were reliable for the leaders’ task oriented leader behaviour $\alpha = 0.816$, Relationship oriented leader behaviour $\alpha = 0.840$, Change oriented leader behaviour $\alpha = 0.660$ and teacher empowerment $\alpha = 0.805$. These reliability coefficients were relatively high giving an implication that the data obtained from the questionnaires would be reliable.

3.8 Procedure of Data Collection

The researcher upon approval of the proposal obtained an introductory letter from the dean of higher degrees department at Uganda Management Institute. This letter helped to introduce the researcher to the selected secondary schools in Kayunga district, in order to be allowed to carry out a study about leadership behavior effect on teacher empowerment. The collected data was edited, coded, analyzed, interpreted and presented using frequency tables, means and percentages. There after conclusions and recommendations were made and a final report written.

3.9 Data Analysis

Data analysis involved both quantitative and qualitative analysis.

3.9.1 Quantitative Data Analysis

Quantitative data was analyzed using both descriptive and inferential statistics in the Descriptive Statistical Package for Social Scientists (SPSS). Descriptive statistics were used to determine measure of central tendency such as mean and measures of dispersion such as standard deviation, frequency distributions, and percentages. Data was processed by editing, coding, entering and then presented in comprehensive tables showing the responses of each category of variables.

3.9.2 Qualitative Data Analysis

Qualitative data was analyzed using both thematic and content analysis based on the findings related to the research questions. Content analysis was used to edit qualitative data and re-organize it into meaningful shorter sentences. Thematic analysis was used to organize data into themes and codes Sekaran, (2003). After the data collection information of the same category was assembled together and similarity with the quantitative data created. Qualitative data was interpreted by composing explanations or descriptions from the information.

3.10 Measurement of Variables

Mugenda and Mugenda (2003) support the use of the likert type rating scales during questionnaire design and measurement of variables. The five point likert scale (1-strongly agree, 2-disagree, 3-undecided, 4-agree,5-strongly agree) enabled the researcher measure the attitude, perception and values of respondents in regard to how leadership behavior relates with teacher empowerment in secondary schools especially in the selected government aided faith based schools in Kayunga district.

The choice of this scale of measurement is that each point on the scale carries a numerical score which was used to measure the respondents' attitude and it is the most frequently used scale in the study of social attitude. According to Mugenda (2003) and Amin (2005), the Likert scale is able to measure perceptions, attitudes, values and behaviors of individuals towards a given phenomenon.

3.11 Ethical Considerations

After gaining permission from head teachers to conduct research among different supervisors and teachers at their secondary school, the researcher made a brief communication about why the study was being conducted then a questionnaire was administered to individuals who agreed to participate in the study. Anonymity and privacy was maintained; in this study by having the respondents informed up front that indeed their names were not required. Respondents had the right to leave questions unanswered for which they do not wish to offer the requisite information, and that the researcher did not put the respondents under pressure (Mugenda & Mugenda, 2003).

To ensure confidentiality, the subjects were informed up front that the information they give was meant solely for academic purposes and data obtained on private matters was to be treated in confidence (Amin, 2005).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents findings of the study which was conducted about leadership behavior's effect on teacher empowerment in the Government aided faith based secondary schools in Kayunga district in Uganda. The findings are presented according to the objectives of the study. In the first section the social background of the respondents is given in the second section the empirical analysis about the objectives of the study are analyzed and the last section handles the hypothesis that were set for this study to prove.

4.1 Response Rate

Table 4. 1: Below shows the Response Rate for the study

Respondents	Sample size	Frequency	Percentage (%)
Teachers	66	54	81.8
Head teachers	02	02	100
Deputy head teachers	04	03	75
Heads of departments	34	28	61.7
Total	106	86	81.1

Source: Primary Data

Table 4.1 indicates that out of the 106 respondents that were set for the study for investigation, 86 were able to respond to the study; these were in the categories of 54 teachers, 2 head teachers, 3 deputy head teachers and 28 heads of departments, this gives a total percentage of 81.1. The remaining 18.9 % of the respondents could not be reached because some were already involved in UNEB invigilation and others could not attend to the researcher in the specified time however, according to Mugenda and Mugenda, 2003), 80 %

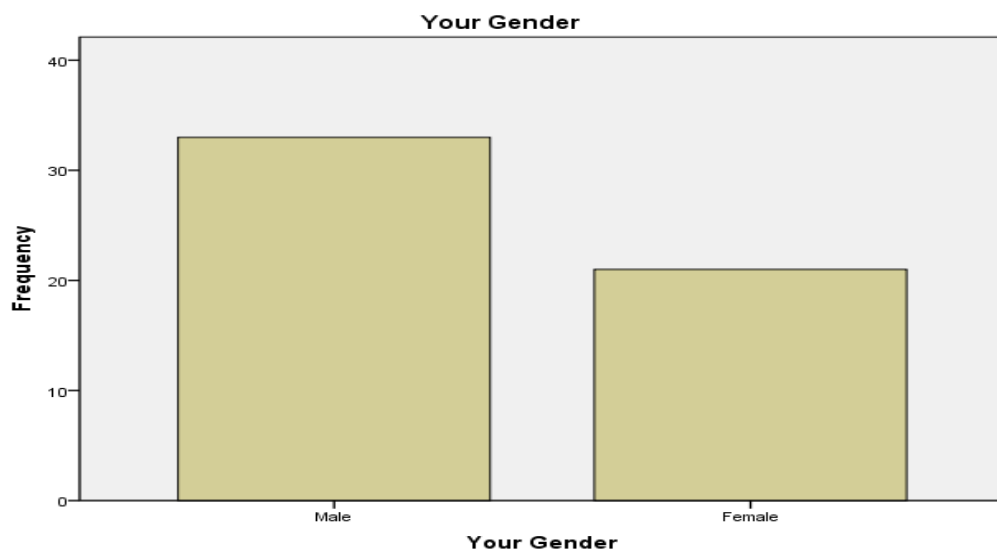
of the respondents are enough to represent to the set population this means that 81.1% is enough for this study.

4.2. Demographic Data of the Respondents

This theme handles what the general information on the respondents that were used in the study. Among these characteristics included gender, age range, level of education and period respondents had spent in a particular school.

4.2.1 Respondents by Gender

Individual respondents were requested to indicate their gender to enable the researcher determine the gender distribution of the respondents. Their data was edited coded and entered into the SPSS program to come up with frequencies, percentages, mean and mode as illustrated in the figure below this is also shown in a graphical representation in appendix 3



Source: Primary data

Figure 2: Above Shows Gender of the Respondents

Figure 2 above shows that there were more male secondary school teachers 33(61.1 %) than female secondary school teachers these contributed 22(38.9 %). Generally, there were more

males participating in the study than females, a fact that stresses that there are more males on the different secondary school staff in the selected secondary schools in Kayunga district. However, this means that the study was gender sensitive despite the differences in the percentages.

4.2.2 Respondents by Age

The researcher took interest in establishing the age pattern of the respondents and the results were presented in form of frequencies, percentages, mean and mode as shown in figure 3 below;

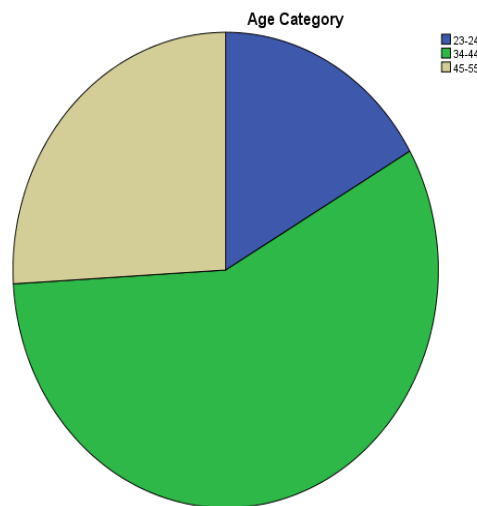


Figure 3: Above Shows Respondents by Age

According to figure 3, the age range between 34- 44 years scored the highest frequency of 31 (57.4%) indicating that the study was able to capture the expected respondents who are ready to provide the relevant feedback. Analysis of age ranges of respondents indicates that 31(57.4%) of the secondary teachers were in the age range of 34- 44 years followed by those in the 45-55 years at 14(25%). Those in the bracket of 23-33 accounted for 9(16.7%). Therefore the study cut across different ages of people and can be guaranteed.

4.2.3 Respondents by Level of Education

Levels of education of the respondents obtained included diploma, bachelor's degrees, and post graduate diplomas. It was relevant to find out this information in order to establish the credibility of the information given by the respondents. Since the research was conducted among secondary schools the respondents had to have attained a certain level of education.

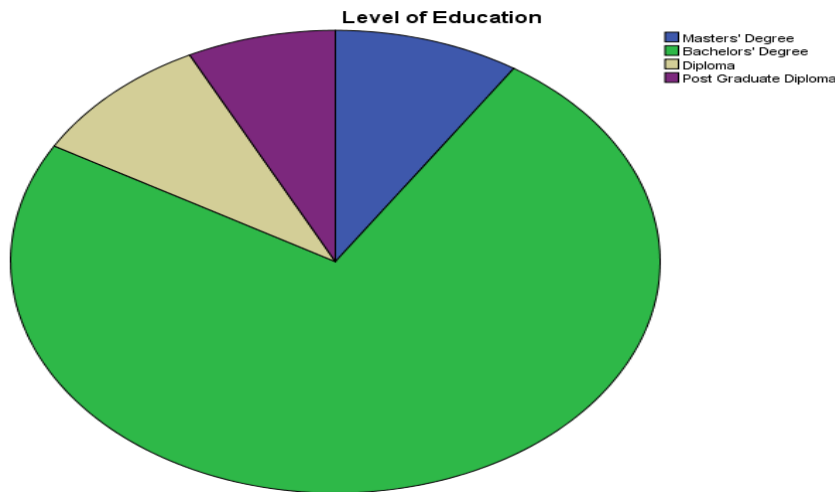


Figure 4 above Shows the Respondents by Level of Education of the

Source: Primary data

Results from figure 4 indicate that majority of the teacher respondents held Bachelors' Degree with 40(74.1%), those with Masters' Degree and Diploma posted a lower number of 5(9.3%) and the poorest was that posted by post graduate diploma with 4(7.4%). Therefore, it can be concluded that the study was fairly conducted from both the highly, moderately and low level educated respondents expected to be found in a secondary school according to the standing order of the Education Service Commission of Uganda.

The distribution of the level of qualification implies that the teachers in the selected government aided faith based secondary schools in Kayunga district would be able to make a proper analysis of the different leader's behavior and provide realistic responses to the study.

4.2.4 Duration of Service in Particular Secondary School of the Respondents

This was included to establish the length of service of the respondents, the longer the duration the better the assessment and the more accurate the responses given.

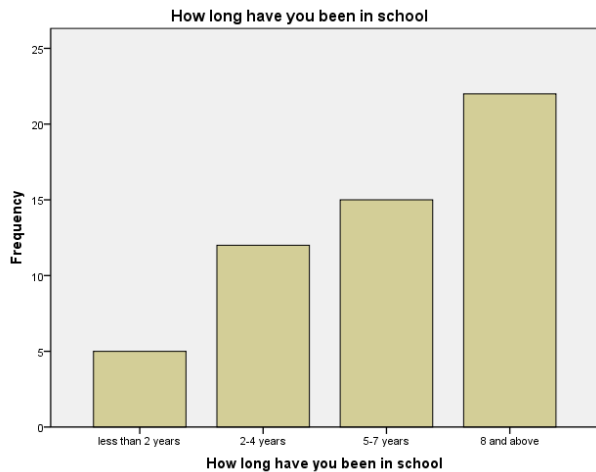


Figure 5 above Shows the Duration the Respondents Had Spent In a Given School

Source: Primary data

As indicated in figure 5 above; majority of the secondary teachers were found to have been in the schools for a period of 8 and above years 22(40.7%) these had the potential to have observed the leadership behaviors. Followed by those who had been in the school between 5-7 years 15 (27.8%). Those who had spent 2-4 years accounted for 12(22.2%). Followed by those of less than two years 5(9.3%).

4.3 Effect of the Leadership Behavior on Teacher Empowerment

In this section, the research findings are presented as per the objectives of the study. These findings were obtained on the effect between task oriented leader behaviors, relationship oriented leader behavior and change oriented leader behavior and teacher empowerment in the Government aided faith based secondary schools in Kayunga district

4.3.1 The Effect of Task Oriented Behavior on Teacher Empowerment

Here, respondents were introduced to different items to have their say on the effect between task oriented leader behaviors on teacher empowerment. Their responses were computed by making an aggregate of responses given by respondents to the B1.0 – B1.9 items and 5 point Likert scale (1= strongly disagree, 2= disagree, 3= undecided 4= agree and 5= strongly agree).

Table 4. 2.: Descriptive Statistics on Task Oriented Leader Behavior Effect on Teacher Empowerment in Government aided faith based secondary schools in Kayunga District

	1= Strongly Disagree		2 = Disagree		3 =Undecided		4 = Agree		5 =Strongly Agree		Mean	SD
	f	%	f	%	F	%	F	%	f	%		
B1 Task Oriented Leader Behavior												
B1.0 My head teacher clarifies the school mission and vision regularly	2	3.7	18	33.3	4	7.4	26	48.1	4	7.4	3.22	1.110
B1.2 I participate in the planning process of the school programs	10	18.5	16	29.6	5	9.3	21	38.9	2	3.7	2.80	1.250
B1.3 My immediate supervisors closely monitor the progress of the tasks given to me.	1	1.9	12	22.2	3	5.6	27	50.0	1	20.1	3.65	1.102
B1.4 My immediate supervisors are greatly concerned with problem solving to provide comfort at the work place.	5	9.3	16	29.6	9	16.7	22	40.7	2	3.7	3.00	1.116
B1.5 My immediate supervisor clearly sets what needs to be accomplished	4	7.4	7	13.0	9	16.7	27	50.0	7	13.0	3.48	1.112
B1.6 My immediate supervisor lays down the required activities to accomplish the work	2	3.7	19	35.2	5	9.3	19	35.2	9	16.7	3.26	1.216
B1.7 My immediate supervisor sets clear time line in which to do a given piece of work	2	3.7	6	11.1	8	14.8	31	57.4	7	13.0	3.65	.974
B1.8 My immediate supervisor effectively communicates the plans and expectations of the department	4	7.4	7	13.0	4	7.4	29	53.7	1	18.0	3.63	1.154
B1.9My head teacher appoints leaders and defines job responsibilities and requirements clearly	4	7.4	8	14.8	8	14.8	24	44.4	1	18.0	3.22	1.110

Source: Primary data

Results in table 4.2 indicated that teachers were in agreement with the head teacher clarifies the school mission and vision by 30 (55.5%). Those in disagreement comprised 20 (37.0%) disagree and. The percentage that was undecided comprised the minority of 4 (7.4%). In response to I participate in the planning process of the school, majority of the teachers were in disagreement with 26(48.1%) while 5 (9.3%) were undecided. The teachers in agreement to participating in the planning process were 23(42.6%) Majority of the teachers 38(70.4%) noted that their immediate supervisors closely monitor the progress of the tasks given to them while 13(24.1%) of the teachers were in disagreement and 3(5.6%) were undecided. The teachers further noted that their immediate supervisors are greatly concerned with problem solving to provide comfort at the work place expressed by being in agreement with 24(44.4%) while those in disagreement were 21(38.9%) those that were undecided were 9(16.7%).

My immediate supervisor clearly sets what needs to be accomplished received majority agreement from the teachers to the magnitude of 34(63.0%), those in disagreement were 11(20.4%).

The leaders in the selected secondary schools had the following responses to task oriented leader behaviour as regards to clarifying the school's vision and mission to the new teacher in your school; No, this is rarely done to the new members of the school and besides the induction process is normally academic oriented with less emphasis on the school's vision and mission. Another response was; I sometimes do it but not all the time and even when I do, not as a special issue to discuss with the new teacher; yet another respondent observed that: This is not usually emphasized; little is said about it as the new teachers are being oriented.

The selected leaders' responses expressed that involving teachers in the strategic planning for the school through seeking their views over which projects should be undertaken as priority area. Representation on major planning organs of the school like the PTA, BOG, procurement committee and their views are respected though not always. In the departmental meetings, teachers are allowed to express their views on different aspects pertaining to the growth of the school. These could be academic or otherwise.

Several respondents were able to give a number of tools used to monitor tasks these included; Appraisal forms, signing arrival and departure books, termly and periodic assessments, class management meetings done monthly, staff briefings every Monday, departmental meetings held per term, and teacher evaluation teams per week.

As regards the efforts have you made to locate and remove barriers that reduce teachers' efficiency; the leaders observed that they give guidance and counseling of teachers, encourage team teaching, and encourage lesson compensation. Others expressed that they forward the teachers complaints to the administration during administrative meetings.

4.4 The Effect of Relationship oriented Leader Behavior on Teacher Empowerment

The second objective of the research was to establish the effect of relationship oriented behavior on teacher empowerment. The purpose was to seek the opinions of the teachers on how relationship oriented behavior affected teacher empowerment. In order to do this the respondents were introduced to different items to have their say on the effect between relationship oriented leader behaviors on teacher empowerment. Their responses were computed by making an aggregate of responses given by respondents to the B2.0 – B2.8 items and 5 point Likert scale (1= strongly disagree, 2= disagree, 3= undecided 4= agree and 5= strongly agree).

Table 4. 3: Descriptive Data on Relationship oriented Leader Behaviors Effect on Teacher Empowerment in Selected Secondary Schools in Kayunga District

Variables	1= Strongly Disagree		2 = Disagree		3 =Undecided		4 = Agree		5 =Strongly Agree		Mean	SD
	f	%	F	%	F	%	F	%	f	%		
B2 Relationship oriented behaviors												
B2.1Am given all the support to do the tasks that are assigned to me.	8	14.8	18	33.3	4	7.4	23	42.1	1	1.9	2.83	1.194
B2.2My immediate supervisors are interested in assisting me develop the necessary skills for my routine tasks.	7	13.0	13	24.1	6	11.1	26	48.1	2	3.7	3.06	1.188
B2.3 I am shown the necessary recognition for the contribution that I make towards the organization.	8	14.8	12	22.2	6	11.1	25	46.3	3	5.6	3.06	1.235
B2.4 My suggestions are given due consideration when decisions are being made in the school.	8	14.9	16	29.6	9	16.7	18	33.3	3	5.6	2.85	1.204
B2.5 My immediate supervisor allows me to make important decisions about my own work	6	11.1	15	27.8	8	14.8	20	37.0	5	9.3	3.06	1.220
B2.6 I am given autonomy and discretion when dealing with problems about my work	4	7.4	18	33.3	10	18.5	22	40.7			2.93	1.025
B2.7 My immediate supervisor shows concern, consideration and acceptance for my needs and feelings during work	5	9.3	13	24.1	9	16.7	23	42.6	4	7.4	3.15	1.156
B2.8 My immediate supervisor acts as a role model by being consistent with the values of the school	5	9.3	22	40.7	5	9.3	16	29.6	6	11.1	2.93	1.242

Source: Primary Data

It can be seen in table 4.3 that the respondents were in agreement that their leader had to express relationship oriented leader behavior with the highest mean of 3.15 and a percentage (51.9%) which shows a lower percentage compared to the task oriented behavior. This was

on the item of “my suggestions are given due consideration when decisions are being made in the school. The range of the mean lies between 2.83- 3.65 these mean ranges show agreement with the need for relationship oriented leader behaviors.

In response to the relationship leadership behavior and teacher empowerment; one of the respondents observed that; Modest. Not too rigid that we allow other people to copy from us. We mold and coach new comers in a free give and take learning environment. They also noted that “teachers are empowered but not many exploit this advantage, they do not feel strongly empowered and probably it is because they think the leadership behavior does not favor empowerment.

Consulting your teacher before making substantive decisions pertaining to academic progress; one respondent observed that; yes we do. But sometimes situations demand that we impose new ideas that members have to only follow. On some occasions new policies make us hit a snag. On contrary some respondents observed that; No, substantive decisions made by individuals do depend on their subjects and departments resulting into little cohesion required for the teachers as one staff.

For how do you recognize your teachers for their achievement of the school goals? Many of the respondents observed that; there was appointment to offices of responsibility, financial rewards at the end of the year, writing of letters of appreciation to deserving officers and end of year parties or in celebration of good performance.

4.5 The Effect of Change Oriented Leader Behavior on Teacher Empowerment

The third objective of the research was to examine how change oriented behavior affected teacher empowerment. The purpose was to seek opinions of teachers on change oriented behavior and how it affected teacher empowerment. In order to do this the respondents were

introduced to different items to have their say on the effect between relationship oriented leader behaviors on teacher empowerment. Their responses were computed by making an aggregate of responses given by respondents to the B3.1-B3.4 items and 5 point Likert scale (1= strongly disagree, 2= disagree, 3= undecided 4=agree and 5= strongly agree).

Table 4. 4: Descriptive Data on Change Oriented Leader Behavior Effect on Teacher Empowerment in Selected Secondary Schools in Kayunga District

Variables	1= Strongly Disagree		2 = Disagree		3 =Undecided		4 = Agree		5 =Strongly Agree		Mean	Std.dev
	f	%	F	%	F	%	F	%	F	%		
B3.1Iam provided with information showing how similar work units attain better performance.	1	1.9	18	33.3	13	24.1	21	38.9	1	1.9	3.06	.940
B3.2 My immediate supervisors make regular clarification on the mission of the school.	7	13.0	21	38.9	8	14.8	16	29.6	2	3.7	2.72	1.140
B3.3 My immediate supervisors allow me to try out new ideas when dealing with a current problem.	6	11.1	15	27.8	8	14.8	22	40.7	3	5.6	3.02	1.173
B3.4 The immediate supervisors often share the networked information with their teammates.	1	1.9	13	24.1	9	16.7	25	46.3	6	11.1	3.41	1.037

Source: Primary Data

Results in table 4.4 showed that the respondents had scored highest on the item the immediate supervisors sharing of the networked information with their teammates with 31 (57.4%). This was followed by the item on allowing me to try out new ideas when dealing with a current problem with 25(46.3%). There after the item on being provided with information showing how similar work units attain better performance the score was 22(40.8%) and the least percentage was 18(33.3%) on the item of supervisors making regular clarification on the school mission.

As regards change oriented leadership behavior that should be adopted in secondary school to enhance teacher empowerment the leaders, Observed that “Teachers are given leadership roles as class teachers, heads of departments, and directors of studies. Some have full powers and these execute their powers effectively. However on many occasions these teachers act as rubber stamps, they are just implementers”. As regards leadership behavior likely to yield the best teacher empowerment, they Expressed that; “Open ended planning system; by putting resources aside for each department; and allowing it to plan and execute its programs”. Then another observed that; “When teachers are given the opportunities to make a final decision on an issue when they have been delegated a responsibility. Democratic leadership behavior, involving consultations of teachers before decisions are made and where teachers’ decisions are respected”.

Teachers’ participation in determining secondary school resource allocation and utilization in this school; Cited the following; “Writing of budgets for departments which are used to make or develop the school budget; some are members of the finance committee and they discuss the budget and here they do make a contribution.

Table 4. 5: Descriptive Data on Responses to the Dependent Variable Teacher Empowerment in Selected Secondary Schools in Kayunga District

Variables	1= Strongly Disagree		2 = Disagree		3 = Undecided		4 = Agree		5 =Strongly Agree		Mean	Std.dev
	f	%	F	%	f	%	F	%	F	%		
Section C. Dependent variable Teacher Empowerment												
C 1 All the necessary requirement of my work role is adequately provided.	6	11.1	15	27.8	5	9.3	24	44.4	4	7.4	3.09	1.217
C1.1I has always met the performance requirements set by the organization.	2	3.7	15	27,8	6	11.1	27	50.0	4	7.4	3,30	1.075
C1.2 I am given a great degree of freedom to initiate changes in my work roles.	5	9.3	19	35.2	12	22.2	14	25.9	4	7.4	2.87	1.133
C1.3 I have been able to participate in strategic planning in the school	7	13.0	25	46.3	7	13.0	11	20.0	4	7.4	2.63	1.170
C1.4 My head of department lets me do my job without interfering.	3	5.6	8	14.5	5	9.3	30	55.6	8	14.8	3.59	1.091
C1.5 The Head of department makes an effort to locate and remove barriers that reduce efficiency	3	5.6	10	18.5	8	14.8	29	53.7	4	7.4	3.39	1.054
C 1.6 The Head teacher listens to me before making decisions affecting my subject	7	13.0	13	24.1	4	7.4	20	37.0	10	18.5	3.24	1.359
C1.7 The Head teacher behaves in a way that demonstrates respect for others.	3	5.6	10	18.0	3	5.6	21	38.9	17	31.5	3.72	1.250

Source: Primary Data

Results from table 4.5 shows the responses on teacher empowerment expressed that there were higher percentages in agreement the different variables. The highest score was presented for the item on the head teacher behaving in a way that demonstrates respect for other with 38 (71.4%). This is followed by the item on my head of department lets me do my job without interfering which posted 38 (70.4%). The variable on the head of department makes an effort to locate and remove barriers that reduce efficiency posted 33 (61.1%). This was followed by the item on I have been able to participate in the strategic planning of the school to which the respondents posted a score of 31(57.4%).

4.6 Testing Hypothesis

4.6.1 Hypothesis One

Task oriented leader behavior has a significant effect on teacher empowerment in selected secondary schools in Kayunga district

The first hypothesis was task oriented leader behavior has a significant effect on teacher empowerment in selected secondary schools. The purpose was to verify whether there was a strong effect on teacher empowerment where leaders expressed task oriented leader behavior this presented in the form tables showing the Pearson’s correlations, regressions, model summary and coefficients.

Table 4. 6: Below Shows Correlation between Tasks Oriented Leader Behaviors Effects on Teacher Empowerment

Category			
Dimensions		Task oriented Leader	Teacher Empowerment
Task oriented leader Behavior	Pearsons’ correlations	1	.660**
	Sig(2 tailed)	-	.000
	N	54	54
Teacher empowerment	Pearsons’ Correlation	.660**	1
	Sig(2 tailed)	.000	-
	N	54	54

Source: Primary Data

Table 4.6 shows correlations between task oriented leader behaviors effects on teacher empowerment. The findings revealed that there was a positive effect of task oriented leader behavior on teacher empowerment represented by $r = 0.660^{**}$ according to the teachers. The value of $r = 0.660^{**}$ is greater than 0.30 which is indicative of a strong relationship. With a p value of 0.000 which is less than the predetermined significance level of 0.05, the effect is very significant. Therefore the hypothesis was accepted.

Table 4. 7: Below Shows Regression ANOVA Results of Task Oriented Leader Behavior Effect on Teacher Empowerment

ANOVA							
Category	Model		Sum of Squares	df	Mean Square	F	Sig.
Secondary Teachers	1	Regression	13.419	1	13.419	40.207	.000
		Residual	17.355	52	.334		
		Total	30.773	53			

a. Predictors: (constant), Task Oriented leader

b. Dependent Variable: Teacher Empowerment

Source: Primary Data

Table 4.7 above gives the ANOVA results for the respondents. The ANOVA table decomposes the total sum of squares into the regression (= explained) Sum of Squares (SS) for the teachers 13.419 and the residual (= unexplained) SS 17.355. The ratio of regression sum of squares of the total sum of squares which is $13.419 / 30.773 = 0.436$ which is the percentage variation accounted for by task oriented leader behavior in teacher empowerment.

The F test which is the ratio of the average deviation of the regression line from the sample mean (mean regression SS) and the squared deviations from the regression line (= mean residual SS) is presented in the table. It represents the relative magnitude of the explained to the unexplained (Basheka, 2008). From the above table, the F value of 40.207 for the respondents is significant with the p value of 0.000 since the p value is less than 0.05 the effect is significant and therefore the hypothesis was accepted.

Table 4. 8: Coefficients Output between Task Oriented Leader Behaviors Effects on Teacher Empowerment

Coefficients^a						
Category		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig
Secondary Teachers	1 (Constant)	.893	.377		2.370	.022
	Task Oriented Leader Behavior	.696	.110	.660	6.341	.000
Dependent Variable: Teacher empowerment						

Source: Primary data

To further understand the relationships and the extent to which task oriented leader behavior was likely to affect teacher empowerment, coefficients of regression were established. The regression coefficients table 4.8 shows results of the regression analysis. In the study it was intended to find an equation that could be used to find the impact of task oriented leader behavior on teacher empowerment. Given the equation of a straight line to be $y = a + bx$ where a is the constant and b is the slope of the line, $a = 0.893$ and $b = 0.696$ this means that given any value of x which is the independent variable in this case task oriented leader behavior the value of y which is the teacher empowerment can be calculated. These coefficients further emphasize the existence of a positive relationship because the $p = 0.000$ a value which is less than 0.05 the results are statistically at a 95% confidence level. Therefore the hypothesis was accepted.

4.6.2 Hypothesis Two

Relationship oriented Leader Behavior Has a Significant Effect on Teacher Empowerment in Selected Secondary Schools in Kayunga District

The second hypothesis stated that relationship oriented leader behavior had a significant effect on teacher empowerment in selected secondary schools. The purpose was to verify whether there was a strong effect on teacher empowerment where leaders expressed relationship oriented leader behavior this presented in the form tables showing the Pearson's correlations, regressions, model summary and coefficients

Table 4. 9: Correlation between Relationship oriented Leader Behavior Effects on Teacher Empowerment

Category			
Dimensions		Relationship oriented Leader	Teacher Empowerment
Relationship oriented leader Behavior	Pearsons' Correlations	1	.716**
	Sig(2 tailed)	-	.000
	N	54	54
Teacher empowerment	Pearsons' Correlation	.716	1
	Sig(2 tailed)	.000	-
	N	54	54

Source: Primary data

Table 4.9 shows correlation between relationship oriented behavior effects on teacher empowerment. The findings revealed that there was a positive effect between relationship oriented leader behavior and teacher empowerment represented by $r = 0.716^{**}$. The value of $r = 0.716^{**}$ is greater than $= 0.30$ which is indicative of a strong relationship with a p value of 0.000 which is less than the significance level of 0.05 , the effect is significant. Therefore the hypothesis was accepted.

Table 4. 10: Regression ANOVA Results of Relationship oriented Leader Behavior Effect on Teacher Empowerment

ANOVA							
Category	Model		Sum of Squares	df	Mean Square	F	Sig.
Secondary Teachers	1	Regression	15.787	1	15.787	54.775	.000 ^a
		Residual	14.987	52	.288		
		Total	30.773	53			

a. Predictors: (constant), Relationship oriented leader

b. Dependent Variable: Teacher Empowerment

Source: Primary Data

Table 4.10 gives a summary of the ANOVA results. The ANOVA table decomposes the total sum of squares into the regression (= explained) sum of squares SS teachers (15.787) and residual (= unexplained) SS (14.987). The ratio of regression sum of squares of the total sum of squares which is $15.787 / 30.773 = 0.513$ (51.3%) which is a percentage variation accounted for by relationship oriented leader behavior in teacher empowerment.

The F test which is the ratio of the average deviation of the regression line from the sample mean (mean regression SS) and the squared deviations from the regression line (= mean residual SS) is presented in the table. It represents the relative magnitude of the explained to the unexplained (Basheka, 2008). From the above table, the F value of 54.775 for the respondents is significant with the p value of 0.000 since the p value is less than 0.05 the effect is significant. Therefore the hypothesis was accepted.

Table 4.11: Coefficients Output between the Relationship oriented Leader Behavior Effect on Teacher Empowerment

Coefficients ^a							
Category	Model		Unstandardized Coefficients		Standardized Coefficients		
			B	Std. Error	Beta	T	Sig
Secondary Teachers	1	(Constant)	1.230	.280		4.395	.000
		Relations Oriented Leader Behavior	.671	.091	.716	7.401	.000

Dependent Variable: Teacher empowerment

Source: Primary Data

The regression coefficients table 4.11 shows results of the regression analysis. In this study it was intended to find an equation that could be used to find the effect of relationship oriented leader behavior on teacher empowerment. Given the equation of a straight line as $y = a + bx$ where a is the constant and b is the slope of the line, for the teachers $a = 1.230$ and $b = 0.671$ this means that given any value of x which is the independent variable in this case relationship oriented leader behavior the value of y which is teacher empowerment can be calculated. These coefficients further emphasize the existence of a positive relationship whose $p = 0.000$ a value less than 0.05 implying that the results are statistically significant at 95% confidence level. Therefore the hypothesis was accepted.

4.6.3 Hypothesis Three

Change Oriented Behavior has a Significant Effect on Teacher Empowerment in Selected Secondary Schools in Kayunga District

The third hypothesis stated that change oriented leader behavior had a significant effect on teacher empowerment in selected secondary schools. The purpose was to verify whether there was a strong effect on teacher empowerment where leaders expressed change oriented leader behavior this presented in the form of tables showing the Pearson's correlations, regressions, model summary and coefficients.

Table 4. 12: Correlation between Change Oriented Leader Behavior Effect on Teacher Empowerment

Category			
Dimensions		Change oriented Leader	Teacher Empowerment
Change oriented leader Behavior	Pearsons' correlations	1	.547**
	Sig(2 tailed)	-	.000
	N	54	54
Teacher empowerment	Pearsons' Correlation	.547**	1
	Sig(2 tailed)	.000	-
	N	54	54

Source: Primary Data

Table 4.12 shows correlations between change oriented leader behavior effects on teacher empowerment as expressed by teachers. The findings revealed that there was a positive relationship between change oriented leader behavior on teacher empowerment represented by $r = 0.547^{**}$. The value of $r = 0.547$ which is higher than $r = 0.30$ is indicative of a strong relationship with a p value of 0.00 which is less than the significance level of 0.05, the relationship is significant. Therefore the hypothesis was accepted.

Table 4. 13 : Below Shows Regression ANOVA Results of Change Oriented Leader Behavior Effect on Teacher Empowerment

		ANOVA					
Category	Model		Sum of Squares	df	Mean Square	F	Sig.
Secondary Teachers	1	Regression	9.216	1	9.216	22.232	.000 ^a
		Residual	21.557	52	.415		
		Total	30.773	53			

a. Predictors: (constant), Change Oriented leader

b. Dependent Variable: Teacher Empowerment

Source: Primary Data

Table 4.13 gives a summary of ANOVA results for the respondents. The ANOVA table decomposes the total sum of squares into the regressions (= explained) sum of squares SS for teachers (9.216) and residual (= unexplained) SS 21.557. The ratio of regression sum of squares of the total sum of squares which is $9.216 / 30.773 = 0.299(29.9\%)$ which is the percentage variation accounted for by change oriented leader behaviors on teacher empowerment.

The F test which is the ratio of the average deviations of the regression line from the sample mean (mean regression SS) and the squared deviations from the regression line (= mean residual SS) is presented in the table. It represents the relative magnitude of explained to the unexplained (Basheka, 2008). From the table above, the F value of 22.232. The F test is

significant with the $p = 0.000$ which value is less the 0.05 the effect is statistically significant. Therefore the hypothesis was accepted. This is directly proportional to what the study findings indicated that change oriented leader behavior affects teacher empowerment.

Table 4. 14: Coefficients Output between Change Oriented Leader Behavior and Teacher Empowerment

Coefficients^a						
Category		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	T	Sig
Secondary Teachers	1 (Constant)	1.550	.367		4.226	.000
	Change Oriented Leader Behavior	.550	.117	.547	4.715	.000
Dependent Variable: Teacher empowerment						

Source: Primary Data

The regression coefficients table 4.14 shows results of the regression analysis. In this study it was intended to find an equation that could be used to find the effect of change oriented leader behavior on teacher empowerment. Given the equation of a straight line as $y = a + bx$ where a is the constant and b is the slope of the line, the teachers $a = 1.550$ and $b = 0.550$ this means that given any value of x which is the independent variable in this case change oriented leader behavior the value of y which is teacher empowerment can be calculated. These coefficients further emphasize the existence of a positive effect and since $p = 0.000$ a value less than 0.05 then the results are statistically significant at a 95% confidence level. Therefore the hypothesis was accepted.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study examined the effect of leadership behavior on teacher empowerment in selected secondary schools in Kayunga district in Uganda. It is consisted of the summary, conclusions and recommendations offered on the topic of the study entitled “Leadership behavior effect on teacher empowerment in selected secondary schools in Kayunga district in Uganda. The study specifically looked at how task oriented leader behavior, relationship oriented behavior and change oriented leader behavior affected teacher empowerment in selected government aided faith based secondary schools in Kayunga district. It also highlights limitations of the study, contributions of the study and areas for further research.

5.1 Summary of Findings

The study was carried out in order to establish the effect of leadership behavior on teacher empowerment in selected government aided faith based secondary schools in Kayunga district in Uganda.

The findings revealed that there was a positive effect of task oriented leader behavior on teacher empowerment represented by $r = 0.660^{**}$ according to the teachers. The F value of 40.207 for the respondents is significant with the p value of 0.000 since the p value is less than 0.05 the effect is significant.

The findings revealed that there was a positive effect between relationship oriented leader behavior and teacher empowerment represented by $r = 0.716^{**}$. The F value of 54.775 for the

respondents is significant with the p value of 0.000 since the p value is less than 0.05 the effect is significant.

The findings revealed that there was a positive relationship between change oriented leader behavior on teacher empowerment represented by $r = 0.547^{**}$. The F value of 22.232. The F test is significant with the $p = 0.000$ which value is less the 0.05 the effect is statistically significant.

5.1.1 The Effect of Task Oriented Leader Behavior on Teacher Empowerment

The study findings showed that the adjusted R square expressed as a percentage gives the change ratio which is the change in the dependent variable as a result of a unit a change in task oriented leader behavior the independent variable. Results show that according to teachers a unit change in task oriented leader behavior causes a change of 66.0% in teacher empowerment. This is further confirmed form the correlations between task oriented leader behaviors effects on teacher empowerment. The findings revealed that there was a positive effect of task oriented leader behavior on teacher empowerment represented by $r = 0.660^{**}$ according to the teachers. The value of $r = 0.660^{**}$ is greater than 0.30 which is indicative of a strong relationship. With a p value of 0.000 which is less than the predetermined significance level of 0.05, the relationship is very significant. Therefore task oriented leader behavior has a significant effect on teacher empowerment.

5.1.2 The Effect of Relationship oriented Leader Behavior on Teacher Empowerment

The study findings showed that change in the dependent variable in this case teacher empowerment due to the independent variable relationship oriented leader behavior. According to Mertler & Vannatta (2005), the adjusted R square expressed as a percentage gives the change ratio. From the model summary table it is realized that according to the

respondents' relationship oriented leader behavior brings about a change of 71.6% in teacher empowerment with a unit shift towards relationship oriented leader behavior. As confirmed by the correlation results between relationship oriented behavior effects on teacher empowerment. The findings revealed that there was a positive effect between relationship oriented leader behavior and teacher empowerment represented by $r = 0.716^{**}$. The value of $r = 0.716^{**}$ is greater than $= 0.30$ which is indicative of a strong relationship with a p value of 0.000 which is less than the significance level of 0.05, the relationship is significant. Therefore relationship oriented leader behavior has a significant effect on teacher empowerment.

5.1.3 The Effect of Change Oriented Behavior on Teacher Empowerment

The study findings showed that change in the dependent variable in this case teacher empowerment due to the independent variable change oriented leader behavior. According to Mertler & Vannatta (2005), the adjusted R square expressed as a percentage gives the change ratio. From the above table, it is realized that according to secondary teachers, change oriented leader behavior will bring a change of 54.7% in teacher empowerment with a unit shift towards change oriented leader behavior. From these results, the existence of a positive relationship between change oriented leader behaviors on teacher empowerment is emphasized. This is clearly shown by correlations between change oriented leader behavior effects on teacher empowerment as expressed by teachers. The findings revealed that there was a positive relationship between change oriented leader behavior on teacher empowerment represented by $r = 0.547^{**}$. The value of $r = 0.547$ which is higher than $= 0.30$ is indicative of a strong relationship with a p value of 0.00 which is less than the significance level of 0.05, the relationship is significant. Therefore change oriented leader behavior has a significant effect on teacher empowerment.

5.2 Discussion

The specific objectives of the study were (To investigate the effect of task oriented behavior on teacher empowerment in selected government aided faith based schools in Kayunga district; To establish the effects of relationship oriented leader behavior on teacher empowerment in selected government aided faith based secondary schools in Kayunga district; To investigate the effect of change oriented leader behavior on teacher empowerment in selected government aided faith based secondary schools in Kayunga district) these are what were discussed in the following paragraphs below:

5.2.1 The Effect of Task Oriented Leader Behavior on Teacher Empowerment

The study findings showed that many of the respondents expressed that there was need for leaders to practice task oriented leader behavior for the empowerment of the teachers as clearly shown by the high frequencies, percentages and means on the different items presented to them. There is a positive significant effect between task oriented leader behaviors on teacher empowerment in the selected schools. In the school where the leaders took their time to clarify the school's mission and vision, there were high chances of teacher empowerment. This finding is consistent with (Leech & Fulton, 2008) who posited that "studies have revealed that successful schools have principals who exhibit common attributes : a clear sense of mission, well defined goals, self-confidence, a commitment to high standards, a participating leader and active involvement in the change process". This is further shown by the proving of the hypothesis which confirmed that the task oriented leader behaviors had a strong significance on teacher empowerment. According to (Hackman & Johnson, 2000), stated that the Path goal theory is based on the intersection of the followers' needs, abilities, values and personality. With the structure and clarity of the task, the leader

determines the proper communication approach in each situation depending on the structure of the task and the followers experience, skill, confidence and commitment. Use of a directive communication approach was suited for task oriented leader behavior. This would require the leader to effectively communicate the plans and expectations of the department on a regular basis for example at the departmental level this can be done on a fortnightly basis at lunch break to keep member up dated on the progress of the planned activities.

The regression results explain that there is 66.0% chance the teacher's empowerment is achieved when there is presence of task oriented leader behavior. This implies that any increase in the leader's role by clearly setting what needs to be accomplished by the teacher would lead to 66% improvement in teacher's empowerment. Therefore improvement in excising of the task oriented leader's behavior is significantly and positively associated with teachers' empowerment.

Monitoring the progress of the task given to the teachers is considered to be a serious contributor to empowerment of the teachers as this gives them the chance to receive the much needed guidance on which path is to lead them to achieving the desired school mission and vision. This also provides for the setting of clear timelines in which to do a given piece of work; the teacher in this case is encouraged to come up with different strategies to accomplish the given task in time for each monitoring period. This finding is in line with (Maxfield & Flumerfelt, 2009) affirmed this vital role of teachers when he cautioned, One does not "control" school improvement processes so much as one guides them and provides direction for them, since most of the knowledge required for improvement must inevitably reside in the people who deliver instruction not in the people who manage them

Task oriented leadership behavior which majorly provided for a one way communication of the tasks to be done, who is responsible for doing them was challenged by the study and to

provide for its improvement the respondents suggested increased teacher participation in the planning for activities. This is in line with earlier findings where (Short & Johnson, 1994) suggested that the era of accountability has found its way into public education from business and industry they concluded that “teacher empowerment has become a focus of educational reform, leadership models and teaching effectiveness as educational leaders faced with similar productivity concerns and constraints are also exploring empowerment strategies of their personnel”.

5.2.2 The Effect of Relationship oriented Leader Behavior on Teacher Empowerment

The study findings showed that many of the respondents expressed that there was need for leaders in the secondary schools to practice relationship oriented behavior for the empowerment of the teachers as clearly shown by the positive significant effect between the two variables. According to (Blase & Blase, 1999) stated that praise by the principles provides teachers with an increased efficacy, self-esteem and creates greater motivation. The leader must use a supportive communication style in order to have people feel they have better relations with their leader.

The regression analysis predicts 71.6% chance change in teachers’ empowerment where the leader’s behavior is relationship oriented. This means that continued practice of relationship oriented leader behavior that focuses on teachers’ satisfaction, motivation and the general wellbeing; significantly has an effect on teachers’ empowerment. This finding is in line with House and Mitchell’s assertion as cited in (House, 1996) that leader behavior is motivational it increases effort to the extent that such behavior makes satisfaction of subordinates needs contingent on effective performance and such behavior complements the environment of subordinates by coaching, guidance, support and rewards necessary for effective performance.

The findings showed that it is necessary to find out whether teachers suggestions were given due considerations when decisions are being made in the school. The findings revealed that there was some consideration given though with a lower percentage implying that more consideration was required to increase the teacher empowerment in the secondary schools. In a study done by (Coopey & Burgoyne, 2000) it was observed that when workers get involved in the decision making process to an organizations problem, it empowers them to own both the problem and its solutions for sustainable conducive working conditions. This current study was to establish that teachers were satisfied with the consultative practice with the immediate supervisors, and this might be the reason why some of the teacher showed empowerment in the selected secondary schools.

Developing behaviors: this was given due consideration in the study where the researcher made an inquiry on the interest shown by immediate supervisors in assisting teachers develop the necessary skills and confidence of work tasks to facilitate their career advancement. The current study discovered that some effort was made by providing helpful career advice, informing people about relevant training opportunities, making assignments that allow learning from experience, providing developmental coaching when it is needed.

Recognizing behaviors: involves using of praise and other forms of recognition. It shows appreciation of others for effective performance, significant achievements and important contributions to the team or organization. Leaders are proactive in looking for things that deserve recognition and they provide recognition that is sincere, specific and timely.

Poor recognition that exists in some schools may be responsible for low teacher empowerment since many time different stakeholder tag success to the leaders in the school giving little recognition to the teachers who have a direct interaction with the students.

5.2.3 The Effect of Change Oriented Behavior on Teacher Empowerment

The study findings showed that there is a positive significant effect between changes oriented leader behavior on teacher empowerment in the selected government aided faith based secondary schools in Kayunga district. In situations where the leaders advocated for change, envisioned change, encouraged innovation and facilitated collective learning then there is likely to be teacher empowerment in the long run.

The regression analysis predicts 54.7% chance change in teachers' empowerment where the leader's behavior is change oriented. This means that continued practice of change oriented behaviors that focus on advocating change, envisioning change, encouraging innovation and facilitating collective learning had a positive significant effect on teachers' empowerment.

The manner in which leaders in secondary schools were seen as advocating for change displayed that they can encourage organizational commitment of their teachers by supporting goal attainment, linking their efforts with their performance, creating teachers' personal commitment to the organizational vision, mission and goals and motivating them to get involved and challenge their potential for their empowerment. This is in line with the findings of (Graetz, 2000) explaining why change is urgently needed is a key leadership behavior in theories of change management. Leaders can provide information showing how similar work units have better performance. Leaders can explain the undesirable outcomes that are likely to occur if emerging problems are ignored or new opportunities are explored by competitors.

Envisioning change is very important towards teacher empowerment. To promote positive feelings of teacher empowerment secondary school leaders should clearly behave in the change oriented leader behavior. These leaders can articulate a vision that inspires teachers to take accountability with their tasks. An effective way for leaders to build commitment to new strategies and initiatives is to articulate a clear, appealing vision of what can be attained by

the work unit. A vision will be more inspiring and motivating if it is relevant to the values, ideals and needs of followers and is communicated with colorful emotional language.

Encouraging innovation as a dimension of change oriented leader behavior is very important to teacher empowerment because it stimulates teachers to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. This relates to (Bass & Avolio, 1994) who made an assertion that “New ideas and creative problem solutions are solicited from followers. Leaders can encourage people to look at problems from different perspectives to think outside the box when solving problems to experiment with new ideas and to find ideas in other fields that can be applied to their current problem.

5.3 Study Conclusions

Based on the study findings, several conclusions were drawn;

5.3.1 The Effect of Task Oriented Leader Behavior on Teacher Empowerment

For effective task oriented leader behavior it is vital to ensure that leaders in the secondary schools do provide a clear lay down of the required activities to accomplish the different tasks given in the school setting which should on a regular basis be communicated to the teachers.

The continued practice of these task oriented leader behavior though advocated for by the path goal theory needed improvement to enable increased teacher’s participation in the decision making process so that they can comfortably own the school programs and implement them with minimum supervision. This is supported by Shaver (2004) who reported that (Lintner, 2008) teacher empowerment is associated with a principals’ willingness to give up some control and allow for shared decision making: trust, communication and planning are mediating variables in the creation of empowered schools.

The component of monitoring individual performance and operation needs to be made more practical in the secondary school for instance the respondents cited a range of monitoring tools that included appraisal forms, arrival books, termly and periodic assessment among others but they did not seem to value their important because the data derived from these tools was rarely put to use.

In light of the above, it is concluded that task oriented leader behavior has a significant effect on teacher empowerment, when task oriented leader behavior is combined with meaningful feedback from the monitoring of individual performance and operations.

5.3.2 The Effect of Relationship oriented Leader Behavior on Teacher Empowerment

For effective use of relationship oriented leader behavior it was observed that leaders were required to be modest in their approach to different situations this would enable them to mold, mentor and coach the teachers enabling them to develop empowerment quickly for the benefit of the students who are in a continuous search for role models in the learning process.

Limited funding was a challenge to enabling the supporting behaviors that include showing acceptance, concern and confidence for the needs and feelings of others; so this lead to some teachers to feel that among the staff there were those who the leader gave special consideration. This reduced teachers empowerment especially those who felt that there needs had not been given due consideration yet they were very pertinent to the schools' improvement.

Introduction of new policies as directed by the Ministry Of Education Science, Technology and Sports (MOESTS) also had done a great deal in fail the relationship oriented leader behavior since some of the respondents observed that sometimes situations demand that we

impose new ideas that members have to follow and on some occasions new policies had made leaders to hit a snag.

Accordingly, it is concluded that relationship oriented behavior has a significant effect on teacher empowerment especially with adequate facilitation and consulting of different stakeholders before new policies are implemented.

5.3.3 The Effect of Change Oriented Behavior on Teacher Empowerment

There is a strong requirement for leaders in the secondary schools to regularly consider creating work conditions and structures that enable teachers to accomplish their work meaningfully. This requires school leaders to design a less hierarchical organization by providing support and power to access resources and information for teachers, especially in allowing teachers' immediate supervisors to have more discretion in empowering their direct followers.

Though some teacher were given leadership roles that would enable them to become innovative as they address day to day challenges they on many occasions act as rubber stamps since they are just implementers. This has kept some teacher using the olden ways of imparting knowledge even in this information communication technology era.

Teachers and school leaders are under tremendous pressure to perform at high levels. Today's' Results Oriented Management (ROM) has forced secondary school leaders to recognize that they cannot improve their schools alone. Research has shown that teacher empowerment is an element of school reform. Teacher empowerment is a complex idea and school leaders must possess certain characteristics and behavior in ways much different from the ways in which they were trained.

In view of the foregoing, it is concluded that change oriented leader behavior has a significant effect on teacher empowerment especially where the teachers are given discretion to make change in the work process.

5.4 Recommendations of the Study

The aim of this study was to investigate the effect of leadership behavior on teacher empowerment in secondary schools in Kayunga district. Therefore basing on the study conclusions several recommendations were made notably;

5.4.1 The Effect of Task Oriented Leader Behavior on Teacher Empowerment

To enhance the positive effect of task oriented leader behavior on teacher empowerment it is the duty of the leader to use a participative approach right from the planning of activities, clarifying of objectives and mission; this can be achieved by using an open ended planning system of management. The monitoring of individual performance and operation should be made more effective by providing evaluation feedback for areas of improvement in teacher empowerment.

Thus, it is recommended that MOESTS should organize workshops in strategic planning for the practicing school leader, to get a thorough understanding of the vision in a school which is needed to achieve the school goals and objectives. They also need to recognize that a vision that is well articulated has the potential to assist in the attainment of goals.

5.4.2 The Effect of Relationship oriented Leader Behavior on Teacher Empowerment

To enhance the use of relationship oriented leader behavior positive effect on teacher empowerment leaders need to have the principle of fairness when showing concern, consideration and acceptance for the teachers' needs and feelings during work. This should

aim at merit basis and not any other discriminative aspects. Furthermore there is need for leaders to act as role models by being consistent with the values of the school.

Selection of school leaders to schools should include a process to identify those who have a history of exhibiting the interpersonal skills, consistent with individual concern as identified in this research.

Therefore, it is recommended that school leaders should focus on relationship building with teachers in order to improve teacher empowerment. In addition, placement/promotions be based on merit to enhance leadership effectiveness.

5.4.3 The Effect Of Change Oriented Behavior On Teacher Empowerment

To enhance the positive effect of change oriented behavior on teacher empowerment, leaders in secondary schools are advised to embrace the provision of less hierarchical styles of leadership, access to resources and the supportive spirit for greater empowerment of the teachers.

Accordingly, it is recommended that to achieve change oriented leader behavior, periodic seminars for school leaders should be organized to assist them in the management of their schools. The MOESTS should make it compulsory for school leaders to go for one year refresher courses in school management and if possible have a master's degree in school administration.

5.5 Areas of Further Research

In summary, the study tried to meet and achieve the set objectives as shown in the write up. However, in the process the researcher has observed certain areas that require further research notably;

There is need to conduct this study including more government aided faith based secondary schools to enhance generalizability and improve teacher empowerment in a bigger proportion of these schools.

There is a need for a study to focus on the influence of other factors than leadership behavior on teacher empowerment in secondary schools in Uganda. It was realized that factors more than leadership principally had an effect on teacher empowerment and a study to verify this is very important'

There is a need for a further study to be conducted to focus on the influence of motivation on teacher empowerment. This is because it was realized along the research that motivation of teachers was very minimal and in one way or the other it had an implication on their empowerment.

Lastly, a further research should focus on the influence of government policy on teacher empowerment. It was realized throughout the study that the government has a big role to play towards the empowerment of teachers since they dictate most of the policies used in these schools and they recruit the key leaders in these schools especially head teachers and their deputies.

5.6. Limitations of the Study

The study was conducted in only two schools which were Catholic and Moslem based and therefore cannot be generalized to all government aided religious based secondary schools in the country.

Time was one of the major constraints as the researcher could not meet some people as expected since the study had a specified time. This was overcome by getting research assistants situated at the institutions to collect the questionnaires timely.

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APPENDICES

Appendix 1: Questionnaire for Secondary School Teachers

Dear Sir/Madam,

I am Naiga Rose, a student pursuing a Master's Degree in Institutional Management and Leadership of Uganda Management Institute. I am seeking your sincere opinion on leadership behavior relationship on teacher empowerment in selected government aided faith based secondary schools in Kayunga district. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire.

I request for your cooperation by helping to answer the questionnaire as per the section. Your responses will be highly respected and accorded the highest confidentiality. You do not have to disclose your name. The questionnaire will take you a few minutes to answer

Yours faithfully,

NAIGA ROSE

SECTION A: Demographic Data

Please answer the following questions as honestly as possible by filling the space provided or ticking the appropriate alternative.

A.1	Your gender	Male	Female
A.2	Age category	23- 24 , 34 -44	45 -55
A.3	Level of education	Master's degree Diploma	Bachelors' degree Post graduate diploma
A.4	How long have you been in this school	Less than 2 years 5 -7 years	2 -4 years 8 and above

SECTION B: Independent Variable

Please tick an option that you consider most appropriate among alternatives provided or on the scale ranging from 1-5, where 1= strongly disagree,2= disagree,3= undecided, 4= agree, 5= strongly agree.

Thank you for according your time to respond to the questions below. Your responses and answers will be of great value to the study. For purposes of confidentiality do not indicate your name.

1. Strongly disagree, 2. Disagree 3. Undecided 4. Agree, 5. Strongly agree

B1 Task Oriented Leader Behavior					
B1.0 My head teacher clarifies the school mission and vision regularly	1	2	3	4	5
B1.2 I participate in the planning process of the school programs	1	2	3	4	5
B1.3 My immediate supervisors closely monitor the progress of the tasks given to me.	1	2	3	4	5
B1.4 My immediate supervisors are greatly concerned with problem solving to provide comfort at the work place.	1	2	3	4	5
B1.5 My immediate supervisor clearly sets what needs to be accomplished	1	2	3	4	5
B1.6 My immediate supervisor lays down the required activities to accomplish the work	1	2	3	4	5
B1.7 My immediate supervisor sets clear time line in which to do a given piece of work	1	2	3	4	5
B1.8 My immediate supervisor effectively communicates the plans and expectations of the department	1	2	3	4	5
B1.9 My head teacher appoints leaders and defines job responsibilities and requirements clearly	1	2	3	4	5
B2 Relationship oriented behaviors					
B2.1 Am given all the support to do the tasks that are assigned to me.	1	2	3	4	5
B2.2 My immediate supervisors are interested in assisting me develop the necessary skills for my routine tasks.	1	2	3	4	5
B2.3 I am shown the necessary recognition for the contribution that I make towards the organization.	1	2	3	4	5
B2.4 My suggestions are given due consideration when decisions are being made in the school.	1	2	3	4	5

B2.5 My immediate supervisor allows me to make important decisions about my own work	1	2	3	4	5
B2.6 I am given autonomy and discretion when dealing with problems about my work	1	2	3	4	5
B2.7 My immediate supervisor shows concern, consideration and acceptance for my needs and feelings during work	1	2	3	4	5
B2.8 My immediate supervisor acts as a role model by being consistent with the values of the school	1	2	3	4	5
B3Change oriented behaviors					
B3.1 I am provided with information showing how similar work units attain better performance.	1	2	3	4	5
B3.2 My immediate supervisors make regular clarification on the mission of the school.	1	2	3	4	5
B3.3 My immediate supervisors allow me to try out new ideas when dealing with a current problem.	1	2	3	4	5
B3.4 The immediate supervisors often share the networked information with their teammates.	1	2	3	4	5

SECTION C Dependent Variable; Teacher empowerment

The statements below have response scales. Please tick the most appropriate key in the boxes provided below according to their ranking.

Section C. Dependent variable Teacher Empowerment					
C 1 All the necessary requirement of my work role is adequately provided.	1	2	3	4	5
C1.1 I have always met the performance requirements set by the organization.	1	2	3	4	5
C1.2 I am given a great degree of freedom to initiate changes in my work roles.	1	2	3	4	5
C1.3 I have been able to participate in strategic planning in the school	1	2	3	4	5
C1.4 My head of department lets me do my job without interfering.	1	2	3	4	5
C1.5 The Head of department makes an effort to locate and remove barriers that reduce efficiency	1	2	3	4	5
C 1.6 The Head teacher listens to me before making decisions affecting my subject	1	2	3	4	5
C1.7 The Head teacher behaves in a way that demonstrates respect for others.	1	2	3	4	5

THANK YOU

APPENDIX 2: INTERVEIW GUIDE FOR SCHOOL LEADERS

Interview Guide For Secondary School Head Teachers, Deputy Head Teachers And Heads Of Departments In Kayunga District On Leadership Behavior And Teacher Empowerment

Dear respondent,

I am Naiga Rose a student pursuing a master’s degree in Institutional Management and Leadership of Uganda Management Institute. I am seeking your sincere opinion on leadership behavior relationship on teacher empowerment in the selected secondary schools in Kayunga district. Kindly spare some time to answer the following questions below;

All information provided to this noble cause will be treated with maximum confidentiality and great contribution to my career development.

Yours sincerely,

NAIGA ROSE

Research student

a) Task oriented leader behavior and teacher empowerment

1. Do you clarify the school’s vision and mission to the new teacher in your school?

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2. How do you involve teachers in the strategic planning of the school?

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3. What kind of monitoring of tasks given to teacher is carried out in this school?

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4. What efforts have you made to locate and remove barriers that reduce teacher's efficiency?

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b) Relationship oriented leader behavior

5. What do you think is the relationship between your leadership behavior and teacher empowerment in the school setting

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6. Do you consult your teachers before making substantive decisions pertaining to academic progress?

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7. How do you recognize your teachers for their achievement of the school goals?

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C. Change oriented leader behavior

8. Could you explain how the leadership behavior that you have adopted in your school lead to teacher empowerment

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9. What leadership behavior is likely to yield the best teacher empowerment?

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10. When do teachers participate in determining school resource allocation and utilization in this school?

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THANK YOU

APPENDIX 3: LETTER TO THE FIELD



UGANDA MANAGEMENT INSTITUTE

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256-31-2265138 /39 /40
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Telefax: 256-41-4259581 /314
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Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

23 October 2014

TO WHOM IT MAY CONCERN

MASTERS IN INSTITUTIONAL MANAGEMENT AND LEADERSHIP

Ms. Rose Naiga is a Masters Degree student in Institutional Management and Leadership at Uganda Management Institute 2nd Intake 2012/2013, Reg. Number 12/MIML/2/003.

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to her research.

Her Research Topic is: "*Leadership Behaviour and Teacher Empowerment in Secondary Schools in Kayunga District in Uganda*"

A handwritten signature in blue ink, appearing to read 'Stella Kyohairwe'.

Stella Kyohairwe (PhD)
Ag. Head, Dept. of Political and Administrative Science