

**LEADERSHIP STYLES AND STUDENTS' UNRESTS IN SECONDARY SCHOOLS IN
SHEEMA DISTRICT, UGANDA**

BY

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DECLARATION

This dissertation is an original work of my hand that has never been presented to any university for a degree award.

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Date.....

APPROVAL

This dissertation is hereby submitted for examination with our approval as UMI, institute supervisors

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.....

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DEDICATION

This dissertation is hereby dedicated to my family members, particularly my mother Night Kyabaishiki, my wife Kellen Kyarisiima, and all my children namely: Jashub Ainomugisha, Ester Akampa Meggie, Pretty Akanshemeza, Prince Atuhurira and Jethro Akatukunda.

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LIST OF ACRONYMS

A	Agree
C.V.I	Content Validity Index
CMI	Charter Management Institute.
D	Disagree
D.E.O	District Education Officer
D.P.C	District Police Commander
H/S	High School
HRM	Human Resource Management
MMS	Masters in Management Studies
P.T.A	Parents Teachers' Association
R.I.P	Rest in Peace
S.S.S	Senior Secondary School
SA	Strongly Agree
SD	Strongly Disagree
SPSS	Statistical Package for Social Sciences
St	Saint
UMI	Uganda Management Institute.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF ACRONYMS	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the study	1
1.2.1 Historical background.....	1
1.2.2 Theoretical background	3
1.2.3 Conceptual background	4
1.2.4 Contextual background.....	4
1.3 Statement of the problem	5
1.4 Purpose of the study	6
1.5 Objectives of the study.....	6
1.6 Research questions.....	6
1.7 Research hypotheses	7
1.8 Conceptual framework.....	7
1.9 Scope of the study.....	9

1.9.1 Geographical scope.....	9
1.9.2 Content scope	9
1.9.3 Time scope.....	9
1.10 Significance of the study.....	10
1.11 Justification of the study	10
1.12 Operational definition of terms	11
CHAPTER TWO	13
LITERATURE REVIEW	13
2.1 Introduction.....	13
2.2 Theoretical review	13
2.3 Students’ unrests in Secondary Schools	16
2.4 Leadership styles used in Secondary Schools.....	17
2.5 Laissez-faire leadership styles and students’ unrests in Secondary Schools.	18
2.6 Autocratic leadership style and students’ unrests in Secondary Schools	22
2.7 Democratic leadership style and students’ unrests in Secondary Schools.....	26
2.8 Summary of literature review	29
CHAPTER THREE	31
METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research design	31
3.3 Determining sample size.....	31
3.4 Sampling techniques	32
3.5 Sampling procedure	33
3.6 Data collection methods.....	33
3.6.1 Interview method.....	33

3.6.2 Questionnaire survey method	34
3.7. Data collection instruments.....	34
3.7.1 Interview guide	34
3.7.2 Questionnaires	35
3.8 Quality control of data collection	35
3.9 Validity of research instruments	35
3.10 Reliability of research instruments	36
3.11 Procedures of data collection	37
3.12 Analysis techniques	37
3.12.1 Quantitative data analysis	38
3.12.2 Qualitative data analysis.....	38
3.13 Measurement of variables	38
3.14 Ethical considerations	39
CHAPTER FOUR.....	40
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	40
4.1 Introduction.....	40
4.2 Response rate	40
4.3 Background Information.....	41
4.3.1. Distribution of respondents by Schools.....	41
4.3.2 Distribution of respondents by Gender.....	41
4.3.3. Age distribution of teachers and non-teachers	42
4.3.4 Highest academic qualification of teachers and non-teachers.....	43
4.3.5 Number of years worked at School by teachers and non-teachers	44
4.3.6. Current class of student respondents and the classes in which they joined Schools ...	45
4.4 Descriptive Statistics.....	46

4.4.1 Students' unrests in Secondary Schools in the years 2012-2016	46
4.4.2 Laissez-fair leadership style in Secondary Schools.....	48
4.4.3 Autocratic leadership style in Secondary Schools.....	50
4.4.4 Democratic leadership style in Secondary Schools.....	51
4.5 Correlation analysis	52
4.5.1 The effect of laissez-faire leadership style towards students' unrests.....	52
4.5.2 The effect of autocratic leadership style towards students' unrests	54
4.5.3 The relationship between democratic leadership style and students' unrests	56
4.6 Multiple linear Regression analysis	57
CHAPTER FIVE	62
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY.....	62
5.1 Introduction.....	62
5.2 Summary Of The Study	62
5.3 Summary of Findings.....	63
5.3.1 Laissez-faire leadership style and students' unrests in Secondary Schools in Sheema District.....	63
5.3.2 Autocratic leadership style and students' strikes in Secondary Schools in Sheema District.....	63
5.3.3 Democratic leadership style and students' unrests in Secondary Schools in Sheema District.....	64
5.4 Discussion of Findings.....	64
5.4.1 Laissez-faire leadership style and students' unrests in Secondary Schools in Sheema District.....	64
5.4.2 Autocratic leadership style and students' unrests in Secondary Schools in Sheema District.....	66

5.4.3 Democratic leadership style and students’ unrests in Secondary Schools in Sheema District.	68
5.5 Conclusions.....	70
5.6 Recommendations.....	71
5.7 Limitations of the study	74
5.8 Contributions of the study.....	75
5.9 Areas recommended for further research.....	75
REFERENCES.....	77
APPENDICES.....	I
APPENDIX 1: INTERVIEW SCHEDULE FOR HEAD TEACHERS IN SHEEMA DISTRICT SELECTED SECONDARY SCHOOLS.....	I
APPENDIX 2: STUDENTS’ QUESTIONNAIRE.....	IV
APPENDIX 3: QUESTIONNAIRE FOR TEACHERS AND NON TEACHING STAFF	VI
APPENDIX 4: INTERVIEW SCHEDULE FOR D.E.O AND MUNICIPAL INSPECTOR OF SCHOOLS	VIII
APPENDIX 5: INTERVIEW SCHEDULE FOR THE D.P.C SHEEMA DISTRICT.....	XI
APPENDIX 6: A MAP OF SHEEMADISTRICT SHOWING THE LOCATION OF THE AREA WHERE RESEARCH WAS CONDUCTED.....	XIV
APPENDIX 7: AUTHORITY LETTER TO GO TO THE FIELD.....	XV

LIST OF TABLES

Table 3. 1: Sampled Population and Determined Sample Size	32
Table 4. 1: Response rate of the respondents.....	40
Table 4. 2: Distribution of respondents by Schools	41
Table 4. 3: Age distribution of teachers and non-teachers.....	43
Table 4. 4: Number of years worked at School by teachers and non-teachers	45
Table 4. 5: Current class of student respondents and the class in which they joined Schools	45
Table 4. 6: Laissez-Faire Leadership Style in Secondary Schools	49
Table 4. 7: Autocratic Leadership style in Secondary Schools	50
Table 4. 8: Democratic leadership style in Secondary Schools	51
Table 4. 9: The effect of laissez-fair leadership style towards students' unrests.....	52
Table 4. 10: The effect of autocratic leadership style towards students' unrests	54
Table 4. 11: The relationship between democratic leadership style and students' unrests.....	56
Table 4. 12: Multiple linear regression results on the effect of leadership styles towards students' unrests	58

LIST OF FIGURES

Figure 1. 1: A conceptual framework for leadership styles and students' unrests	8
Figure 4. 1: Percentage distribution of respondents by Gender.....	42
Figure 4. 2: Highest academic qualification of teachers and non-teachers.....	44
Figure 4. 3: Students' unrests in Secondary Schools in the years 2012-2016	47

ABSTRACT

This study investigated the influence of leadership styles on students' unrests in Secondary Schools in Sheema District. Specifically, the study sought to investigate the influence of laissez-faire leadership style on students' unrests; to establish the influence of autocratic leadership style on students' unrests; and to find out the influence of democratic leadership style on students' unrests. The study was anchored on McGregor's theory X and Y. The study was conducted in Sheema District in the four Schools namely; Nganwa H/S, Peas H/S Kigarama, St. Johns S.S.S Nyabwina & Masheruka Girls S.S.S. The study adopted a cross-sectional design on a sample of 237 respondents. Data were collected using self-administered questionnaires and interviewing and analysed quantitatively and qualitatively. Quantitative data analysis involved descriptive and inferential statistics. Descriptive statistics used were frequencies, percentages and mean. Inferential analyses used were Pearson correlation and multiple linear regression analyses. Qualitative data was analysed through content analysis. The study findings revealed that laissez-faire leadership style had a positive and significant influence on students' unrests; autocratic leadership style had a positive and significant influence on students' unrests; and democratic leadership style had a positive and significant influence on students' unrests. Thus, it was concluded that laissez-faire leadership style contributed to students' unrests, autocratic leadership style was the most prominent factor that influenced students' unrests; and democratic leadership style was the least factor that contributed to students' unrests. Therefore, it is recommended that Head teachers should be very active and visible in the Schools reducing on the level of laissez-faire leadership style, autocratic leadership style should be minimally used by only applying force when the School security is at risk; and democratic leadership style should be highly practiced by involving key stakeholders in making decisions.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

In most Secondary Schools in Uganda, students' unrests were increasing making effective leadership difficult. Striking by Secondary School students was increasingly being used as a means of seeking attention and hardly did a term pass without hearing a School striking, leading to destruction of School property (Cheloti, Obae, & Kanori, 2014). Leadership had a great contribution if Schools were to be effectively managed because it determined the direction which a School had to take as well as its performance (Omar & Kavale, 2016). In that study, the researcher sought to explore the ways in which leadership styles affected students' unrests in Secondary Schools in Sheema District. The first chapter gave the background, statement of the problem, purpose, objectives of the study, research questions, hypothesis, conceptual frame work, scope, significance of the study, justification of the study and operational definition of terms and concepts.

1.2 Background of the study

The section had four aspects namely, historical, theoretical, conceptual and contextual backgrounds.

1.2.1 Historical background

Issues of leadership date as far back as the time of Plato to Plutarch whose work first explored qualities which differentiated a person as a leader (Boampong, Obeng-Denteh, Issaka & Mensah, 2016). According to Boampong et.al (2016), other scholars whose studies looked at leadership in

the early times were Abraham Maslow who explored the importance of motivation and the hierarchy of needs. Some studies examined various leadership styles such as autocratic leadership, laissez-faire leadership, democratic leadership, transformational leadership, charismatic leadership, visionary leadership, transactional leadership, situational leadership, and educational leadership and their implications in a School setting among others (Boampong et.al, 2016).

The origin of students' unrests was traced in countries such as Austria, Iran and the United States of America (Cheloti et.al, 2014). In Austria, between 1898 and 1999, about 5,412 cases of strikes had occurred. It was asserted that in Iran, students protested against the pre-1979 secular monarchy, and later against the theocratic Islamic republic. It was further asserted that in Kenya, strikes dated as far back as the 20th century where the first case was reported in Maseno Secondary School in 1908 (Karanja & Bowen, 2012, Kirioba, 2012). In 1974, strikes occurred in Kenya due to the government decree against strikes. In those students' strikes, Head teachers were targeted as students were concerned about poor feeding and high handedness by Head teachers. It was further noted that between June and July 2008, close to 300 Schools in Kenya went on strike (Cheloti et.al, 2014). Strikes by students in Uganda were known to have started by 1955 – 1970, where 37% of post primary institutions were known to have suffered strikes due to organized indiscipline by 1970 (Kangavve, 2006). It was further noted that by the end of 1960's, many strikes had occurred in Uganda, but were later controlled during president Amin's regime who could not tolerate the act (Kangavve, 2006). Strikes later resumed between 1990's and 2003 (Kangavve, 2006). It was noted that in some instances where inexperienced Head teachers or Deputy Head teachers had been imposed on Schools, and where such leaders imposed cruel punishments on students as well as mismanaging School funds, such had always led to fatal students' unrests. Students who were confronted with punishment often resorted to violence (Cheloti et.al, 2014).

In Sheema District, it was not clear of when strikes first erupted, but between 2012 and 2016, strikes by student were more pronounced in the area, leading to the destruction of property (Mugasha, 2013).

1.2.2 Theoretical background

The study was anchored on McGregor's theory X and Y. According to Ndeto (2013), theory X was based on two assumptions, that is; the average human being had an inherent dislike of responsibility and would avoid it where possible. Because of that human characteristic on dislike of responsibility, most people had to be coerced, controlled, directed and threatened with punishments to compel them to put effort towards achievement of organizational goals and objectives (Kiggundu, 2009). It was further noted that a School administrator who ascribed to that approach ended up being autocratic, preferred use of coercion and punishment other than using negotiation to have tasks and goals of the organization achieved.

Theory Y believed that man liked responsibility naturally as play or rest and was participative in nature. The above theory looked at a School as an entity with a Head teacher who was capable of using leadership skills to attain compliance from teachers, students and non-teaching staff. It was noted that the application of theory X in the study was based on the view that it formed the rationale for autocratic leadership style in Schools which bred unrests through encouraging use of punishments, threats and coercion, while theory Y formed the basis for democratic management style which was assumed to neutralize possibilities of tension between School administrators and students.

1.2.3 Conceptual background

The study was guided by two concepts which were leadership styles and students' unrests. A leadership style is a particular behavior applied by managers to motivate their subordinates to achieve objectives of the organization (Cheloti et.al, 2014). Leadership styles implied to the styles used by Head teachers and Deputies and all people of authority in running a Secondary School in its internal setting. Such styles included: Autocratic, laissez-faire and democratic leadership styles which were applied by Head teachers in Secondary Schools (Kangavve, 2006). Students' unrests referred to negative acts by students which involved behavior that interfered with the normal progress of an educational institution (Cheloti et al., 2014). Such behavior was presumed to stem from interpersonal conflicts between Head teachers, teachers and students due to antagonistic interactions, well knowing that when two people were in conflict, when they tended to interact indirectly, the actions of one party tended to prevent or compelled some outcome against resistance of the other, where indicators of students' unrests included: Destruction of property, demonstration, beating of some School staff, refusing food among others as was evidenced in the case of Sheema District Schools in 2013 as reported by Mugasha (2013) and Okuda (2013). At Kitagata S.S, it was stated that a strike occurred due to a poorly managed trip where students were dissatisfied with areas visited in relation to what they had paid and had been promised. Such a statement agreed with Businge & Kahwa (2016), who asserted that 80% of Schools in Uganda were poorly managed.

1.2.4 Contextual background

The context of the study was Sheema District, where the recent wave of unrests by students left visible impact between the years 2012-2016. In that District, 44 Secondary Schools were closed for striking in 2013 (Mugasha, 2013).

At Nganwa High School in 2012, students burnt an administration block during a riot. At Kitagata S.S.S, a strike left property for some of the staff members destroyed in 2013, with students claiming that they did not get value of their money in a trip they had paid for, (Okuda, 2013). It was as a result of such students' unrests that the researcher felt compelled to investigate whether leadership styles used in Schools had an impact on students' unrests. The destructive nature of strikes which had been experienced in Sheema District was a matter that deserved attention.

1.3 Statement of the problem

The quality of education in Schools depends largely on how they are managed (Nzoka & Orodho, 2014). While Schools are seen as important places where students are expected to learn discipline and self-control as stated by (Nduthuh, 2015; Ponfua, 2015), that seemed to be lacking in Sheema District basing on the destructive nature of strikes which had taken place in the District between the years 2012 and 2016. In 2013, a stakeholders' meetings including parents' representatives, education officials and Head teachers among others was conducted in Sheema District at Kyalimanya Guest house in Kabwohe to enforce proper management of Schools in the District (Mugasha, 2013). Even, it was expected that Schools had rules and regulations to guide students' conduct. Much as Schools had rules and regulations, students' unrests continued to emerge in Sheema District which led to destruction of Schools' properties. At Nganwa H/S, students burnt their School administration block in 2013. At Sacred Heart Mushanga S.S, students were involved in arson at School three times in 2013, while at St. Johns S.S Nyabwina students were involved in the destruction of School doors and window glasses in 2016 due to disagreements between staff and students. At Kitagata S.S.S in Sheema District, students were involved in a strike after a disagreement with staff after a trip to western Uganda (Okuda, 2013). In 2013, the District education authorities closed all 44 Secondary Schools in Sheema following the deadly nature of

strikes the District had faced. Therefore, the study sought to investigate the ways in which leadership styles used in Sheema District by School Head teachers impacted on students' unrests. If not controlled, students' unrests were expected to lead most of the Secondary Schools in that District to decline in academic performance and enrollment due to loss of public trust, and financial loss caused by students' unrests. There were many destructive acts by students during strikes which occurred in Sheema District between the years 2012-2016 which left some great damage to Schools' properties and those of neighbors. Such acts needed to be investigated and controlled.

1.4 Purpose of the study

The main purpose of the study was to investigate how leadership styles used in Secondary Schools in Sheema District affected students' unrests.

1.5 Objectives of the study

The study sought;

- a) To investigate the effect of laissez-faire leadership style towards students' unrests in Secondary Schools in Sheema District.
- b) To identify the ways in which autocratic leadership style affected students' strikes in Secondary Schools in Sheema District.
- c) To assess the relationship between democratic leadership style and students' unrests in Secondary Schools in Sheema District.

1.6 Research questions

- a) How did laissez-faire leadership style influence students' unrests in Secondary Schools in Sheema District?

- b) In which ways did autocratic leadership style affect to students' unrests in Secondary Schools in Sheema District?
- c) What was the relationship between democratic leadership style and students' unrests in Secondary Schools in Sheema District?

1.7 Research hypotheses

- a) There was a positive relationship between laissez-faire leadership style and students' unrests in Secondary Schools.
- b) Autocratic leadership style significantly affected students' unrests in Secondary Schools.
- c) There was no relationship between democratic leadership style and students' unrests in Secondary Schools.

1.8 Conceptual framework.

The framework presented the key variables under study where leadership styles was an independent variable and students' unrests was a dependent variable. The key dimensions in the independent variable were Laissez-faire, autocratic and democratic leadership styles. The dependent variable was demonstrated by elements of destruction of property, demonstration, beating up staff and refusing food among others.

Independent variable

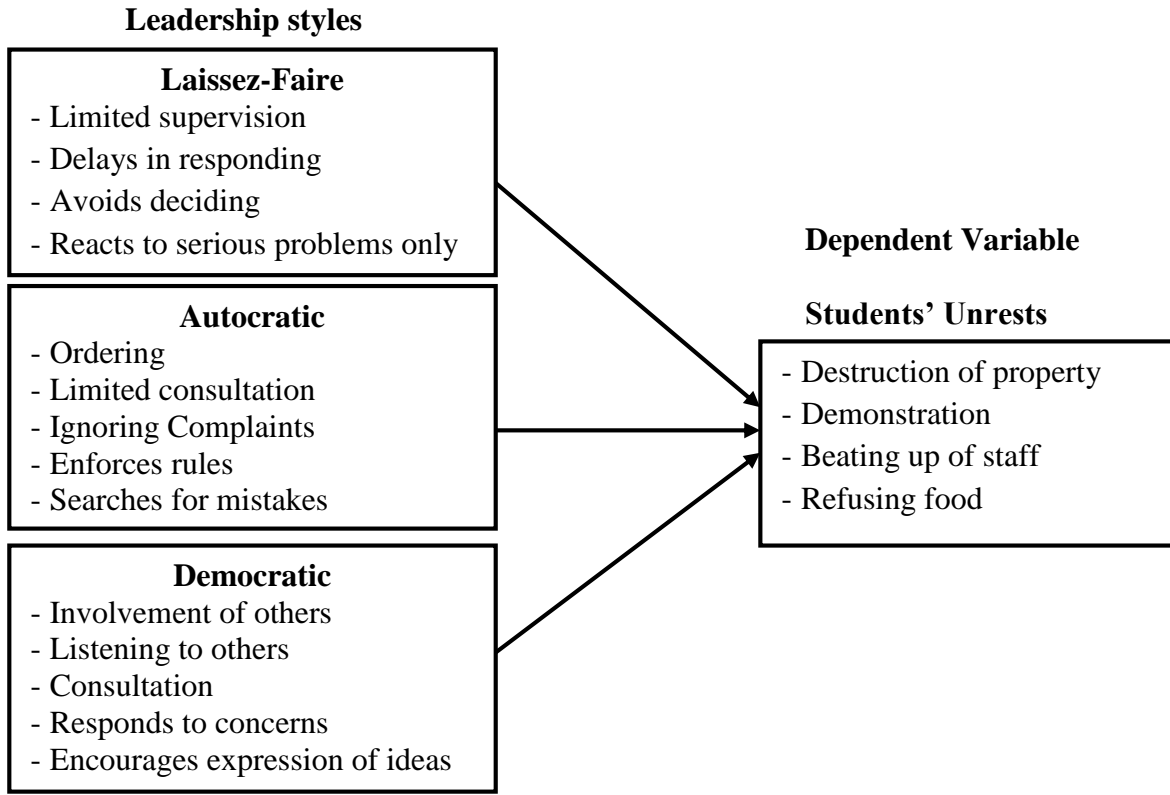


Figure 1. 1: A conceptual framework for leadership styles and students' unrests

Source: Developed on an idea adopted from Cherry (2010).

From the conceptual framework above, it was believed that when Head teachers applied laissez-faire leadership style, they had to leave all decisions to subordinates without supervising them which led to anarchy especially when students were left to determine their movements and actions while at School, and when there was no communication between students and Head teachers, students' grievances piled without notice from the Head teacher hence giving room for students to refuse food, destruction of property, demonstration and even beating staff in some instances. At times, when Head teachers applied autocratic leadership and failed to consult and involve subordinates in decision making, dictated what was done especially giving heavy punishments to students, such actions instigated resistance from students in form of strikes characterized by acts like burning School property, beating staff among others. On the contrary, it was assumed that

where School administrators were considerate to students by listening and addressing students' concerns, involved them in decision making, that enhanced their desire to conform to the School norms thus reducing chances of violence in Schools.

1.9 Scope of the study

The scope of the study was three fold; Geographical, content and time scopes were addressed.

1.9.1 Geographical scope

The study was carried out in Sheema District, 33 kilometers from Mbarara town along the Mbarara-Bushenyi road, with belief that it would give a representative picture for the rest of Uganda. The area was selected bearing in mind the rampant strikes which had been taking place in Secondary Schools in that District in the years between 2012 and 2016. During the study, 4 Secondary Schools namely Masheruka Girls S.S, St. Johns S.S Nyabwina, Kigarama Peas H/S and Nganwa H/S were sampled, since they were among the 44 Schools closed in 2013 because of strikes which had been pronounced in the Schools between the years 2012 to 2016.

1.9.2 Content scope

The content was on the ways in which leadership styles used by Head teachers in form of laissez-faire, autocratic and democratic leadership styles affected students' unrests in Secondary Schools.

1.9.3 Time scope

The time scope of the study was between 2012 -2016. The researcher considered that period to be long enough to bring out fact-based findings where conclusions and recommendations would be drawn bearing in mind that in that period, Sheema District suffered the highest number of students' unrests that resulted into the closure of 44 Secondary Schools in July, 2013 (Mugasha, 2013).

1.10 Significance of the study

The study exposed the ways in which leadership styles used in Secondary Schools affected students' strikes in Secondary Schools in Sheema District.

The study findings also added to the body of knowledge and literature about leadership styles and their effect on students' unrests in Secondary Schools in Sheema District.

The researcher personally gained on how to improve leadership in his own School since he was a Secondary School proprietor at New High School Bukiro in Mbarara District.

The findings might in future be used by government in policy review and formulation on matters related to leadership of Schools which could help to prevent strike occurrence in Schools in Uganda, as well as attracting donor funds with intervention measures like training of Head teachers and School prefects to instill leadership skills.

1.11 Justification of the study

Many people had not ventured into writing about the ways in which leadership styles had affected the occurrence of students' unrests in Uganda and those who had done so seemed to have looked at other areas without bothering to investigate into the ways in which leadership styles used by Head teachers in Schools had affected students' unrests in Sheema District. Even such a study was not known to have been undertaken in Sheema District irrespective of the deadly nature of students' unrests the District had faced which at some point in 2013 led to the closure of all Secondary Schools in the area. The study was therefore justified since it investigated the ways in which leadership styles used in Secondary Schools in Sheema District had affected students' unrests.

At Nganwa H/S in 2013 a students' strike led to the burning of an office block in which all School documents were destroyed, including previous years' academic documents which had not been

collected. At St. Johns S.S Nyabwina, in 2016, students invaded School neighbours and beat some people seriously, and at some point, they also destroyed glasses of their own School buildings. At Kigarama Peas H/S, striking students in 2013 forcefully entered the School, prompting a School guard to spear and injure one of the students who escaped death after being taken to Mulago Hospital. In 2013, At Kitagata S.S.S in Sheema South, students burnt a vehicle belonging to one of the staff members Okuda (2013), while at Sacred Heart Mushanga S.S, three arson incidents were reported in 2013 (Mugasha, 2013). It was due to such fearful acts that the District education officer convened a stake holders meeting at Kyalimanya hotel in Kabwohe which led to the closure of 44 Secondary Schools in Sheema District in July 2013, as reported by Mugasha (2013). Therefore, the ways leadership styles used in Sheema District Secondary Schools affected students' unrests deserved investigation if strikes were to be avoided.

The study was also justified because its findings might be used in future as a base to formulate new policies such as intervention for training School administrators so as to improve on leadership in Schools.

1.12 Operational definition of terms

The study was guided by two terms namely: Leadership styles and students' unrests. **Leadership styles** meant ways of behavior applied by Head teachers and teachers when handling subordinates and such behavior was treated to mean democratic, laissez-faire and autocratic leadership styles which are used in Schools.

Students' unrests referred to forms of behavior by students which interfered with the normal progress of an educational institution manifested in acts like destruction of property,

demonstration, beating up staff, and refusal of food due to disagreement between Head teachers, teachers and students.

Leadership was defined according to <https://www.thebalance.com> on July 17, 2017, as the art of motivating a group of people to act towards achieving a common goal.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presented theoretical review, and review of related literature to bring out fact-based findings on the relationship between leadership styles and students' unrests in Secondary Schools in Sheema District. The review was done under the following headings; Theoretical review, students' unrests, leadership styles, laissez-faire leadership style and students' unrests in Secondary Schools, autocratic leadership style and students' unrests in Secondary Schools, and democratic leadership style and students' unrests in Secondary Schools.

2.2 Theoretical review

Scholars such as McGregor (1960), Kiggundu (2009), Cheloti et.al (2014), Chartered Management Institute (2015) & Ndeto (2013) associated leadership styles with students' unrests in Secondary Schools. The study was anchored on McGregor's theory X and Y (1960) who in his book "The human side of enterprise" examined theories of behavior of individuals at work. He formulated two theories of X and Y. Theory X was built on two assumptions. The first assumption states that the average human being disliked responsibility and would try to avoid it if possible which called for coercion, use of threats and punishments by administrators to ensure compliance (Kiggundu, 2009; Ndeto, 2013; Cheloti et al, 2014; Chartered management institute, 2015). Kiggundu (2009) examined the influence of discipline management by Head teachers on students' academic performance in selected Schools of Busiro County, Wakiso District. Findings during that study had revealed that theory X assumed that humans were reluctant to fulfill responsibilities and that because of that character toward responsibility people had to be coerced, controlled, directed and

threatened with punishments to make them comply towards achieving organizational goals. The Head teachers who ascribed to that School of thought formed the rationale for autocratic style of leadership. Findings had also revealed that theory Y on its part assumed that human beings liked fulfilling tasks and that all they needed was just good environment (Chartered management institute, 2015). School leaders who belonged to that School of thought formed the rationale for democratic styles of leadership.

Ndeto (2013) analyzed the effectiveness of School rules and regulations in enhancing discipline in public Secondary Schools in Kangundo Division, Machakos County, Kenya. Ndeto's study revealed that theory X was authoritarian in nature, while theory Y was participative in approach. That concurred with a study by Cheloti et al (2014) who examined the principals' management styles and students' unrest in public Secondary Schools in Nairobi County, Kenya where the study had revealed that the administrators who witnessed strikes in their Schools in Kenya had used controlling and authoritative management styles hence hatred and conflict between them and students, thus strikes in Nairobi County Schools.

In the above study, it was revealed that teachers in those Schools were in support of the view that administrators' autocratic leadership styles had a lot of influence on students' unrests in Kenya, while School administrators who were democratic enabled students to air their views clearly, which in due course reduced strikes in their Schools.

The weakness with McGregor's theory X was that it was built on assumptions, and even did not seem to recognize that managers' styles of leadership in Schools was not the only cause of students' unrests in Secondary Schools, because it was found out that poor parenting and drug abuse on the side of students were among the key reasons that propelled students' unrests in

Secondary Schools in Nairobi province, Kenya, (Wanjiru, 2002; Cheloti et al, 2014; Ndeto, 2013). In its extreme application, theory Y might not work well because any society of people whether young or old needed guidelines to direct them to achieve organizational objectives. Theory Y also assumed that all people were self-motivated to work for the good of the organization which might not necessarily have been the case (Ndeto, 2013).

The researcher having been a Secondary School teacher in the previous twenty years, and a Secondary School Proprietor since the year 1999 held the view that both theory X and Y would prove disastrous if they were used to the extreme ends. While theory X would breed resentment to the leaders which in due course would lead to students' unrests, ruling theory X elements out from a School would also lead to weak leadership, because all people in a School environment needed rules and regulations to guide them, and without fear that there would be sanctions, be it teachers, group employees and students would end up acting contrary to the required norms if not guided, no matter how motivated they might have been. Even, the researcher found theory Y likely to result into laissez-faire style of leadership in a School once used to the extreme, which in turn would lead to misuse of resources, thus students' unrests. Therefore, the researcher was in support of the view that leaders of Schools needed to use a mixed methods approach of both elements of theory X and theory Y in Schools depending on the environment prevailed at School to ensure stability in Schools.

McGregor's theory X and Y remained relevant to back the study because theory X looks at a School as an entity which comprised of different people such as students, teachers and non-teaching staff who needed rules and regulations to ensure they were compliant in attempt to attain organizational goals (Kiggundu, 2009). Theory Y viewed a School as an entity with a Head teacher who was capable of using leadership skills to ensure compliance from students, teachers and non-

teaching staff (Kiggundu, 2009). Therefore, the major aspects brought up in McGregor's theory X which makes it relevant to the study included use of rules and regulations and use of disciplinary measures in form of punishments to enforce discipline in a School environment. In applying McGregor's theory X and Y to the study, the main variables were leadership styles such as laissez-faire, autocratic and democratic leadership styles where autocratic leadership emphasized use of rules and regulations and coercion with punishments to students who acted contrary to the School norms and students' unrests which was depicted by students' refusal of food, beating up staff, demonstration and destruction of property among others considering that there was a linkage between leadership styles and students' unrests in Schools. In the study, the researcher investigated whether emphasis of School rules and regulations, use of coercive measures like punishments had any linkage to the outbreak of students' unrests in Sheema District.

2.3 Students' unrests in Secondary Schools

Students' unrests referred to the kind of behavior which disrupted and interfered with the normal progress of a School Cheloti et.al (2014). Cheloti et al (2014) analyzed Principals' management styles and students' unrests in Schools in Nairobi County, Kenya. Descriptive findings had indicated that high handedness by Principals in Schools caused unrests in Schools in that area, though other factors such as like poor diet, fear of mock exams, limited learning materials, and drug abuse were among factors blamed for the outbreak of strikes in Schools in Nairobi province, Kenya. The above study further revealed that dictatorial Head teachers had given a deaf ear to students' concerns which ignited hatred from students, thus strikes in the Schools. In the study, the researcher investigated the ways in which dictatorship by Head teachers in Sheema District influenced students' strikes in Schools between 2012 and 2016. Okuda (2013) analyzed what was fueling School strikes in Uganda. His research had indicated that a poorly organized trip at Kitagata

S.S.S in Sheema District caused a students' strike. He also reported that in some instances, teachers instigated students to strike so as to attract attention of administration when their P.T.A allowances were not paid in time. Okuda also reported that failure by Head teachers to listen to students' concerns, giving empty promises to students by Schools' administration, communication break down between Schools' leaders and students, and failure by Schools' administration to facilitate students' co-curricular activities were among the reasons responsible for outbreak of students' strikes in Uganda.

Kiggundu (2009) analyzed the impact of discipline management by Head teachers on students' academic performance in some private Schools in Busiro, Wakiso District. Descriptive findings of that study had revealed that emphasis on School rules and regulations where students were not party to their formulation encouraged students' unrests in Busiro, Wakiso District. The above agreed with a study by Cheloti et.al (2014) whose study had found out that laws which were enacted and were against strikes in Kenya instead led to more strikes. The study by Kiggundu (2009) also indicated that where punishments were not properly administered, it developed anger among students, thus strikes in Busiro, Wakiso District. His study had also revealed that punishing students in a group without singling out actual perpetrators was also another cause of students' unrests in Busiro, Wakiso District.

2.4 Leadership styles used in Secondary Schools

Leadership was viewed as a process involving the act to influence followers in order to obtain expected goals in a given organization (Kiprob, 2015). Various scholars like Kavale and Omar (2016), Kiprob (2015), and Kangavve (2006) analyzed leadership styles used in Schools. Omar and Kavale (2016) examined the leadership styles in Schools in Somalia. The study had indicated that laissez-faire leadership style was used in Schools in Somalia and had made leaders in Schools

to avoid using their power and authority which in turn led to anarchy in Schools since Schools' leaders did not direct and guide students properly.

Kiprob (2015) assessed the impact of Head teachers' leadership styles on students' discipline in Schools in Kericho County, Kenya. That study had revealed that a number of leadership styles were being used in Schools such as democratic, autocratic, laissez-faire and transformational leadership styles and their implications. It was revealed that democratic leadership was necessary to use in Schools because students preferred being guided to being driven. It was also found out that use of threats and coercive measures were unnecessary among students. Findings of the study had revealed that most Head teachers had used laissez-faire by avoiding their responsibilities, there by leaving them to be handled by their subordinates which increased students' indiscipline in Kericho Schools in Kenya where indiscipline cases had risen from 27 students in 2011 to 56 students in 2013. It was also revealed that transformational leadership was needed if disciplinary actions were to be properly administered.

In this study, the researcher investigated whether Head teachers had been using autocratic leadership and laissez-faire or whether Head teachers were democratic in approach and whether that had any linkage with strikes that rocked Sheema District between 2012 and 2016.

2.5 Laissez-faire leadership styles and students' unrests in Secondary Schools.

A number of scholars such as Boampong et.al (2016), Cheloti et.al (2014), Omar & Kavale (2016), Nanjudeswaraswamy & Swamy (2014), Kangavve (2006), Mukoma (2003), Gitaka (2014), Mashauri (2013), & Kiprob (2015) associated laissez-faire leadership style to students' unrests in Schools. Boampong et.al (2016) examined the effects of leadership styles of Head teachers on academic performance at Seniagya-Effiduase Sekyere East in the Ashanti Region. During that

study, findings had revealed that laissez-faire leadership style did not give room for rules and regulations to effectively prevail which in turn gave too much freedom to students and teachers in a School environment. Though that was seen as ideal especially where actors were skilled in specific disciplines, it was found out that laissez-faire was easy to cause apathy and anarchy in a School environment. For instance, freedom to indulge in drug abuse which influenced violence in some Schools came about due to students being too free to do what they wanted at any time. Omar & Kavale (2016) analyzed leadership styles in Secondary Schools in Somalia where it was revealed that laissez-faire leadership style also known as free rein influenced School leaders to avoid using their power and authority, which in turn led to anarchy and chaotic behavior in Schools since leaders did not guide their subordinates on which direction to follow. Mukoma (2003) examined the impact of leadership and management styles of the principals of catholic Secondary Schools on School discipline in Limpopo province where it was revealed that it was important for School Head teachers to understand the needs of their subordinates in order for them to lead and manage their Schools effectively. That could not be achieved under laissez-faire leadership style. That was because the success of organizations or communities depended on efficient leadership.

A business venture that was poorly managed would head for bankruptcy; a School whose Principal could not lead and who was inefficient would make a School lose both its best educators and learners. The Chartered management institute (2015) examined the understanding of leadership styles in relation to advances in management where the concept of managerial grid was discussed. It was found that managers needed to be driven by the desire to have tasks accomplished by the people involved and that a manager had to have concern for those involved in accomplishing the tasks. Yet that could not be realized where a School Head teacher adopted a laissez-faire leadership style, and in the end, that easily led to discontent of subordinates without a leaders' knowledge

which led to strikes in such Schools. Nanjudeswaraswamy & Swamy (2014) explored Leadership styles and their impact on different components of quality of work life. The study had revealed that a leader's conduct impacted on the trust of subordinates as well as their satisfaction, yet in a School setting where Head teachers applied laissez-faire leadership style, such leaders could not be of help to students as there was no interaction and control of students which gave them chance to indulge in acts that might have led to unrests in Schools.

Kiprob (2014) assessed the influence of Head teachers' leadership styles on students' discipline in public Secondary Schools in Kericho Sub-county, Kericho County in Kenya, University of Nairobi to establish the impact of autocratic, democratic, laissez-faire and transformational leadership styles on students' discipline. Quantitative findings had revealed that laissez-faire leadership was not suitable to be used by Head teachers in Schools since it was built on complete delegation by not following what was going on with students' discipline. The above study found that for effectiveness to be achieved on students' discipline, Head teachers as supervisors and teachers had to collectively monitor students. However, Quantitative findings by Gitaka (2014) who explored the impact of Head teachers' leadership styles on teachers' job satisfaction in public primary Schools in Kajiado North District in Kenya, revealed that laissez-faire leadership style by Head teachers influenced teachers' job satisfaction since it allowed teachers to work without Head teachers' supervision. Kangavve (2006) examined the contribution of Head teachers' leadership styles to the outbreak of riots in Uganda Secondary Schools. Regression results of the study had found that there was a significant relationship between Head teachers' leadership styles and students' unrests, especially in a School like Bombo S.S.S where teachers sided with students to riot because of a corrupt Head teacher who failed to improve School facilities like toilets and dormitories among others.

The (CMI) chartered management institute (2015) examined the understanding of management and leadership styles under checklist 256. Findings revealed that managers had the duty to plan, organize, relate and deal with their subjects in attempt to achieve organizational goals. However, managers had to mind what they said, and how it was said to ensure they became good examples. Under laissez-faire leadership style, such could not be expected. Findings by CMI (2015) further revealed that managers had a role to make decisions and announce them, ensuring that their decisions were accepted, tabling ideas and calling for questions as well as limiting actions of subordinates and yet this could never be achieved under Laissez-faire leadership style. Cheloti et.al (2014) assessed principals' management styles and students' unrest in public Secondary Schools in Nairobi County, Kenya. Findings had suggested that failure by heads of Schools to instill discipline was one of the key issues why unrests were emerging in Schools. The above scenario was typical of laissez-faire Head teachers.

Nanjudeswaraswamy & Swamy (2014) examined leadership styles in relation to advances in management where findings had revealed that leadership had influenced how passive or active a manager would be. For instance, where Head teachers had failed to supervise what was going on in their Schools, mismanagement arose as reported by Businge & Kahwa (2016), whose report had indicated that 80% of Schools in Uganda were poorly managed, and that laissez-faire was at play in most Schools with Head teachers shunning their duty of supervision on teachers. The above agreed with the report by Okuda (2013), who reported that students at Kitagata S.S in Sheema District were involved in a strike because of a poorly managed students' trip by School authorities. It should be noted that at St. Johns S. S Nyabwina in Sheema District, students in 2016 first term were alleged to have had a strike as a result of not being given rice for lunch as per the usual weekend time table of feeding students in the School, hence destruction of School property. That

depicted laissez-faire leadership approach by School authorities. Akindele (2014) analyzed stakeholders' roles and responsibilities towards the stemming of the tide of strikes in tertiary institutions in Nigeria. Akindele's findings had revealed that failure by School administration to provide basic facilities and inability to manage students' welfare were some of the factors that instigated students' strikes in Schools which agreed with the study by Cheloti et.al (2014) whose descriptive statistics revealed that diet was among the causes of students' unrests in Kenya. The researcher therefore investigated whether leadership styles like laissez-faire could have been in existence and whether that could have been a factor instigating strikes in Sheema District Secondary Schools.

2.6 Autocratic leadership style and students' unrests in Secondary Schools

Different scholars such as Cheloti et.al (2014), Mukoma (2003), Cheloti (2009), Kilonzo (2013), Boampong et.al (2016), Kiprob (2015), Chartered management institute (2015), Gitome, Katola & Nyabwari (2013), Akindele (2014), Kiggundu (2009), Ponfua (2015), Wanjiru (2002), & Nduthuh (2015), related autocratic leadership style with students' unrests in Secondary School. Cheloti (2009) assessed principals' management styles and Students' Unrest in public Secondary Schools in Nairobi province. Descriptive statistics revealed that Principals' autocratic management and leadership style influenced Students' unrests in Secondary Schools in Nairobi province. The above study found that high handedness by Principals was one of the causes of students' unrests in Schools in Nairobi County. The above study was in tandem with Cheloti et.al (2014), who examined principals' management styles and students' unrests in public Secondary Schools in Nairobi County, Kenya where descriptive statistics revealed that the use of high handedness by Principals in Secondary Schools caused students' strikes. However, the above study found out other causes like poor diet in Schools, fear of mock exams, insufficient learning

materials as well as incitement by some teachers as factors that influenced students' unrests in Nairobi Province. The study further revealed that dictatorial Head teachers did not listen to students' concerns which created hatred from students thus influencing them to riot. During the study, the researcher sought to establish whether Head teachers and teachers were employing autocratic styles of leadership like use of high handedness in their administrative styles and whether such had a linkage to students' unrests in Sheema District Secondary Schools.

Kiprob (2015) examined the impact of Head teachers' leadership styles on students' discipline in public Secondary Schools in Kericho Sub-County, Kenya. Descriptive statistics revealed that the manner in which Head teachers handled students' issues at School had a strong influence on students' discipline. Where Head teachers acted reasonably, students also reacted reasonably and where Head teachers acted unreasonably, there occurred unreasonable reaction from students in form of riots. Mukoma (2003) assessed the impact of leadership and management styles of principals in catholic Schools on discipline in Limpopo, South Africa. The study revealed that good discipline did not necessarily require administrator's use of corporal punishments since they were found not to yield desired goals instead they instigated violence from students. Findings also indicated that Principals needed to understand their Subordinates' needs, having good relations with all key stakeholders, as well as ensuring team work. That was rarely achieved where a School Head teacher employed autocratic leadership style. This study therefore, sought to find out whether there was use of autocratic leadership style and whether it had any linkage with the outbreak of strikes in Sheema District Schools.

Kilonzo (2013) examined the challenges faced by Head teachers on managing students' discipline in Public Secondary Schools in Lamu County, Kenya. Descriptive statistics revealed that poor relationship between teachers and students were a major source of students' indiscipline in Schools

which in most cases was a cause of students' unrests in Schools. In that study, the researcher investigated whether the level of relations between students and their teachers and Head teachers had a link to students' unrests in Sheema District. Boampong et.al (2016) assessed the impact of leadership styles of Head teachers on academic performance at Seniagya-Effiduase Sekyere East in the Ashanti region. The above study had revealed that autocratic leadership style was dictatorial, coercive, did not allow room for consultation, employed threats and punishments which instilled fear and insecurity in students, thus calling for use of brutality and forceful reaction as defensive measure which was manifested in form of students' strikes in Schools. Kiprob (2015) assessed the influence of Head teachers' leadership styles on students' discipline in public Secondary Schools in Kericho Sub-County, Kericho County, Kenya. Descriptive statistics had revealed that majority teachers disagreed with the use autocratic leadership style if people were to work as expected and that such leadership style affected students' discipline negatively since it led students to be closely supervised, directed and coerced which led to retaliation in form of students strikes where it was applied by Head teachers. The chartered management institute (2015) who examined the understanding of management and leadership styles under checklist 256, called for leaders to apply transformational leadership so as to help managers engage their followers as well as meeting their needs which is important in any organization. Yet, an autocratic leader cannot do this.

Gitome et.al (2013) analyzed the correlation between students' discipline and performance in the Kenya certificate of Secondary education. Study findings had revealed that autocratic leadership led to high handedness, shunning of dialogue with students which in due course led to students' unrests. Akindele (2014) examined the roles and responsibilities of stakeholders on the stemming of strikes in tertiary institutions in Nigeria. Akindele's findings from the above study had revealed that autocratic leadership style was a cause of unrests in Nigeria's institutions, especially when

government dismissed 44 lecturers. Ponfua (2015) assessed students' indiscipline: Types, causes and possible solutions in Secondary Schools in Cameroon. Descriptive statistics had revealed that indiscipline in Schools was caused by student-based factors, society and Schools-based factors. The above study had also revealed that teachers' lateness, absenteeism, poor teaching skills, un conducive environment, unrealistic School rules and regulations and poor leadership styles were among the School based- factors that engineered students' indiscipline in Schools. It needs mention that unrealistic School rules and regulations were a sign of autocratic leadership style. In this study, the researcher investigated whether such elements of autocratic leadership existed in Sheema District Schools and whether they were linked to students' unrests.

Kiggundu (2009) examined the influence of discipline management by Head teachers on students' academic performance in selected private Secondary Schools of Busiro County, Wakiso District. Descriptive statistics by Kiggundu's study had found that over emphasizing School rules and regulations especially where students were not involved in their formulation encouraged students' unrests. That agreed with a study by Cheloti et.al (2014), whose findings had revealed that the laws outlawing strikes led to students' unrests in Kenya. Descriptive findings by Kiggundu (2009) had also revealed that where punishments were poorly administered, students were dissatisfied and became angry thus strikes which led to destruction of School property. Findings by Kiggundu (2009) had further revealed that giving punishments to groups of students without first detecting who was responsible for doing wrong was a cause of discomfort in students especially where cases committed were simple, thus students' strike which affected academic performance as well. Study findings by Cheloti et.al (2014) had further revealed that autocratic leadership style had resulted into dislike of administration by students which in most cases caused strikes in Schools. The above agreed with a study by Nduthuh, 20015; Wanjiru, 2002; whose studies had found that the use of

corporal punishments in Schools had led to retaliation by students, hence strikes. While one might contend that autocratic leadership was an effective style to maintain discipline at School, not all people preferred being coerced, and only in carefully selected circumstances should leaders apply that style, since not all situations required coercion, as some might have needed negotiation which called for the application of different leadership styles to different situations. The study investigated whether Head teachers were using autocratic leadership styles and whether that could have been related to the recent strikes which had been more pronounced in Sheema District.

2.7 Democratic leadership style and students' unrests in Secondary Schools

Studies by Mwaniki, Ngunjiri & Kanjogu, 2016; Cheloti et al, 2014; CMI, 2015; Boampong et.al, 2016; Omar & Kavale, 2016; Kiprob, 2015; Nanjudeswaraswamy & Swamy, 2014; Omar & Kavale, 2016; and Mukoma, 2003; indicated a relationship between democratic leadership style and cordial relations between students and School administration and students' unrests. Mwaniki et.al (2016) examined the impact of teacher-student relationship and students' indiscipline in public Secondary Schools in Naivasha Sub-County, Kenya. Mwaniki's study had revealed that there was a significant negative relationship between teacher-student relationship and students' indiscipline in Schools, implying that the higher the level of teacher-student relationship was, the less the level of indiscipline occurred in Schools. Therefore, the researcher investigated whether there was democratic leadership in Schools under study and whether it had any impact on student-teacher relations and whether such relationship had impacted on students' unrests in Sheema District Secondary Schools. Chartered management institute (2015) examined the understanding of leadership styles. Their findings had revealed that the interests of both managers and their subjects needed to be fulfilled. Such a democratic leadership style could be achieved in a transactional leadership model, and would help to resolve conflicts if it were adopted by Head

teachers. Findings by Chartered management institute (2015) had revealed that transactional leadership model allowed room for criticism and getting answers where things had gone wrong. That was a participative and consultative leadership style where leaders consulted and allowed participation of subordinates, allowed cooperation and collaboration, where leaders sought opinions of their subjects before making decisions which affected them which influenced students' and teachers' trust which many believed reduced students' strikes in Schools where it was applied. The researcher investigated whether there was use of democratic approach by teachers and Head teachers and how it related to the strikes that had rocked Sheema District in the recent past.

Boampong et.al (2016) examined the effects of leadership style of Head teachers on academic performance at Senigya –Effiduase Sekyere East in the Ashanti region. Their findings had revealed that democratic leadership encouraged collective decision making, delegation, coaching and recognized the input of other group members which led to effective leadership and management, thus reducing chances of tension in Schools between administration and subordinates. Omar & Kavale (2016) analyzed the impact of leadership style about School performance in Secondary Schools in Wadajir District, Somalia. Findings had revealed that School Principals who applied democratic leadership style realized better performance from staff and students compared to those who used other styles. Mukoma (2003) analyzed the impact of leadership and management styles of Principals of catholic Secondary Schools on School discipline in Limpopo province. Findings had revealed that leaders of organizations needed to be relationship oriented in order to ensure good relations with subordinates. Mukoma's study had further revealed that meeting social needs of subordinates, giving them nice treatment as well as having them involved in decision making on issues affecting them led to satisfaction hence easy control which reduced possibilities of tension in a School environment. However, not all decisions can be taken democratically in a

School setting. Some decisions were hard to take and involve subordinates. In a School decision making process for example, decisions to expel students and fees increment might create more tension if students were to be involved and consulted. It was believed that democratic leadership style was influenced by McGregor's theory Y (Cheloti et.al, 2014).

Kiprob (2015) examined the influence of Head teachers' leadership styles towards students' discipline in public Secondary Schools in Kericho Sub-County, Kenya. Findings had revealed that students were in agreement that Head teachers were democratic and allowed students to elect their leaders and representatives. Findings had also revealed that while democratic attitude of Head teachers was capable of motivating students, it was also capable of ruining discipline if students were not properly guided by teachers on the expectations of the leaders they elected. Findings by Kiprob had also indicated that Head teachers did not hold meetings with students, did not involve teachers, parents and students in decision making which prevented Head teachers from learning and listening to the views of students, teachers and parents, yet if it were done, it would have helped teachers in guiding students to realize discipline out of fairness other than using coercive approach. That agreed with Omar & Kavale (2016) who found out that democratic leadership style had allowed Head teachers to engage their subordinates in dialogue and consensus which resulted into teamwork and cooperation thus reducing possibilities of tension in a School environment.

Nanjudeswaraswamy and Swamy (2014) analyzed leadership styles in relation to advances in management. Findings had revealed that Leadership should focus on the needs of the group. That agreed with Chartered management institute (2015), whose study had advocated for the use of action-centered leadership which was widely used in the United Kingdom. Findings had indicated that Adair attached leadership to attention on the task needs of individuals and those of groups. All those needed to be catered for in a School environment in order to neutralize any possible tension.

The researcher investigated whether group needs were not catered for in the Schools under study and whether that had a relationship with the outbreak of strikes in Secondary Schools in Sheema District. Much as ensuring democratic approaches in a School management environment was needed to reduce tension between students and Head teachers, it should be noted that various situations called for different approaches in a School setting to ensure order as suggested by Chartered management institute (2015) and Mukoma (2003).

2.8 Summary of literature review

The study was anchored on McGregor's theory X and Y because of its significance in bringing out the relationship between leadership styles and students' unrests in Schools as reflected in studies by Chartered management institute (2015), Cheloti et al(2014), Ndeto (2013), & Kiggundu (2009).

Various studies indicated that most leadership styles used in Schools were democratic, laissez-faire, and autocratic leadership style (Kangavve, 2006; Ndeto, 2013; Cheloti et.al, 2014; & Kiprob, 2015) though transformational leadership style was also mentioned by Kiprob (2015) to be among the styles used. Studies above contended that democratic leadership style was the mostly used and liked and that its use reduced tension between administrators and students which helped to reduce strikes in Schools (Chartered Management Institute, 2015; Mukoma, 2003). Though most scholars discredited laissez-faire as a leadership style, others like Gitaka (2014) supported its use arguing that it made teachers to work without pressure from supervision of Head teachers hence job satisfaction. Many scholars contended that other than leadership styles by School Head teachers there were other factors responsible for students' strikes in Schools (Wanjiru, 2002; Cheloti et. al, 2014).

From the observations made, there was no single leadership style considered best and that agreed with studies by Mukoma (2003). It was just up on the leader to select which style to be used according to prevailing situations. However, one wonders why students' unrests were on the increase time and again if it were true that most Schools were using democratic leadership style. That was why the researcher investigated the ways in which leadership styles used in Schools in Sheema District affected students' unrests, because various studies indicated that Leadership styles used in Schools impacted on students' unrests as indicated by Wanjiru (2002), Mukoma (2003), Kiggundu (2009), Ndeto (2013), Gitome et al.(2013), Akindele (2014), Cheloti et.al(2014), Kiprobo (2015), Nduthul (2015), Omar and Kavale (2016),& Boampong et.al (2016). It was also clearly noted from available literature that students were involved in strike for different reasons in different Schools.

It was therefore recommended by the researcher that a comprehensive study be conducted on general causes of strikes in Schools in Sheema District, effects of students' strikes and possible solutions which would be applied to ensure that strikes were eliminated from Schools in the District and the entire Country.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapter looked at the methods and tools which were used in conducting the research study. It addressed the research design, data collection methods, data collection instruments, validity and reliability of instruments, procedures of data collection, data analysis techniques, measurements of variables, study population, determination of the sample size, sampling techniques and procedures.

3.2 Research design

The study used a cross-sectional research design. That was because the study was a survey involving a large number of respondents at one point in time. The cross-sectional design was used because it permitted obtaining of useful data in a relatively short period of time (Bordens & Abbott, 2011). The research design enabled the researcher to analyse data both quantitatively and qualitatively since it allowed collection of data using a questionnaire survey and an interview guide. The study adopted both quantitative and qualitative research approaches because it involved both statistical and interpretive data. The quantitative approach was used for descriptive and inferences analyses while the qualitative approach provided data for in-depth analysis (Fassinger & Morrow, 2013). Using both approaches allowed the making of inferences and providing explanation.

3.3 Determining sample size

According to Karanja & Bowen (2012), who cited Mugenda & Mugenda (1999), it was noted that 10% of the accessible population was considered representative in a study. Using 44 Secondary

Schools in Sheema as per the report by Mugasha (2013), the researcher sampled 4 Schools which constituted 10% representation. The researcher further sampled 10% of the total population in the 4 selected Schools using simple random sampling technique on students and teachers and non-teaching staff, while the D.E.O, D.P.C, and the Inspector of Schools Sheema Municipality were purposively sampled because of their positions as the researcher presumed them to hold key information in relation to the matter under investigation. That number was considered to be representative enough to obtain results which could be generalized to bring out facts related to leadership styles and students' unrests in Sheema District Secondary Schools.

Table 3. 1: Sampled Population and Determined Sample Size

Category	Sampled Population	Sample Size	Sampling Techniques
Head teachers	4	4	Purposive
Teachers	142	14	Simple random
Students	2223	222	Simple random
Non-teaching staff	85	8	Simple random
District officials	3	3	Purposive

From table 3.1 above, a sample of 4 Head teachers, 14 teachers, 222 students, 8 non-teaching staff members and 3 District officials namely; The D.E.O, D.P.C, Inspector of Schools Sheema Municipality were expected to be involved in the study as respondents, making a total of 251 selected respondents.

3.4 Sampling techniques

The researcher used both probability and non-probability sampling techniques. Probability sampling techniques such as simple random sampling were adopted to pick respondents from students, teachers and non-teaching staff, since it gave equal opportunity to all members a chance

of being selected and avoided biased results (Mukoma, 2003). The researcher purposively interviewed Head teachers of Schools selected for the study, DPC, DEO and the Inspector of Schools Sheema Municipality since they were presumed to hold information that could be of great value in respect of facts related to leadership styles and students' unrests in Secondary Schools in Sheema District. The researcher applied probability sampling techniques like simple random sampling to select students, teachers and non-teaching staff to participate in the study. This was adopted because it gave all targeted people equal chance to be considered.

3.5 Sampling procedure

After selecting 4 Schools using a 10% approach as suggested by Karanja & Bowen (2012), the respondents were further sampled according to sex, where both males and females were accessed for participation in the study. For students however, classes which formed respondents who were not around by the year 2016 were left out to ensure dealing with respondents who had dependable and reliable answers where meaningful conclusions could be drawn. For instance, the current senior one and senior five students were generalized as being of no much importance in the study, hence leaving them out since they were presumed to have not been in the Schools by the years 2012-2016 the period in which the research was limited. Head teachers who were found to be new were also to be excluded and their deputies who were found to have been in the Schools by 2016 were to be opted for. The same procedure was to be adopted for District officials.

3.6 Data collection methods

3.6.1 Interview method

The research study adopted both qualitative and quantitative methods of data collection (Olusegun, 2013). Both quantitative and qualitative methods were used to collect data from respondents with

needed information such as police and Head teachers and other key respondents in the study using key informant interview approach, considering that most respondents in this study were students, teachers and other people associated with School environment and police.

3.6.2 Questionnaire survey method

That was used with the help of questionnaires as tools to collect data necessary from key respondents (Ndeto, 2013). Such respondents included teachers and students and non-teaching staff as some of the key respondents in the study.

3.7. Data collection instruments

The study employed various tools to collect data such as interview guides and questionnaires because of their validity and reliability in collecting data from people of different categories.

3.7.1 Interview guide

An interview guide was used in the study since it helped to obtain information from key specific respondents (Kiprob, 2015; Olusegun, 2013). It was used on key respondents such as Head teachers, Police, Education officials because they were considered to hold relevant information on the relationship between leadership styles and students' unrests in Sheema District Secondary Schools. The research employed a low degree of flexibility to administer open ended questions to dig into the ways leadership styles affected the outbreak of students' unrests in Sheema District Secondary Schools. An interview guide was used because it was flexible and allowed the researcher opportunity to restructure questions where respondents felt lost, and helped the researcher to remain focused when looking for deeper information and that yielded the highest level of co-operation and low refusal rate from respondents as suggested by Ndeto (2013).

3.7.2 Questionnaires

Questionnaires were instruments which helped to seek respondents' attitudes, opinions and facts about the variables under investigation as provided for by Mukoma (2003). The study employed questionnaires to probe how involved stakeholders of Schools selected for the study were, how discipline was perceived, how stakeholders perceived Head teachers to determine the leadership styles used by Head teachers in Schools under study and ascertain whether the leadership styles used in the Schools related to students' unrests in those Schools. The research used comprehensive questionnaires containing both closed and open ended questions where respondents were asked to fill their responses appropriately in the space provided. Questions were divided in 5 parts of A, B, C, D & E with the first part containing socio-economic aspects about the respondent while the other parts looked at perceptions of respondents on leadership styles in relation to students' unrests in Secondary Schools in Sheema District. Questionnaires were used because they were able to give detailed answers for complex problems, and they were also easy to construct as well as being cheap to administer (Ndeto, 2013).

3.8 Quality control of data collection

Quality control implied the procedures and methods that were used so that data could be accurately collected, managed and precisely utilized as noted by Kothari (2004). To ensure quality, the researcher used questionnaires and interviews guides which were scrutinized by friends and supervisors before actual time of data collection.

3.9 Validity of research instruments

According to Nduthuh (2015) who cited Mugenda & Mugenda (2003), validity was the measure of how well a test measured what it was meant to measure. It was the extent to which results got could be seen to actually represent the situation under study. The researcher first piloted the

intended instruments in four Schools which were not part of Schools that had been selected for the study in Sheema District as recommended by Nduthuh (2015). Piloting helped the researcher to remove possibilities of ambiguity in the research instruments used. Validity of instruments was calculated using content validity index (C.V.I), Where C.V.I = Number of items rated as relevant over total number of items. Where C.V.I was found to be above 0.70, such instruments were adopted as being valid as stated by Kothari (2004), Mugenda & Mugenda(2003). Good enough, the piloted instruments had yielded 85% response rate which convinced the researcher to adopt the tools.

$$C.V.I = \frac{\text{No.of items rated as relevant}}{\text{Total No. of items}} = \frac{34}{40} = 0.85 \times 100 = 85\%$$

3.10 Reliability of research instruments

That was the extent to which research instruments yielded consistent results when used repeatedly as Nduthuh (2015) stated citing (Mugenda & Mugenda, 2003 and Orodho, 2004). Reliability was calculated using Cronbach alpha coefficient reliability test using statistical package for social sciences (SPSS) computer program. Where coefficient was computed and found to be 0.7 and above, the instruments were considered to be reliable (Mugenda & Mugenda, 2003). That was done after piloting the instruments in four other Schools different from those of actual research study to ensure quality work.

$$\alpha = \frac{K}{K-1} \left(\frac{1 - \sum SD_i^2}{SD_t^2} \right)$$

α = is the Alpha Co-efficient of Correlation

K= is the number of items in instrument.

SDt_i^2 = Variable of the scores on total test.

SD_i^2 = Variable of scores on individual items.

Σ = Summation

All instruments to be reliable had to have a co-efficient of Alpha of 1.0 or any figure close to one (Kiggundu, 2009).

3.11 Procedures of data collection

After constructing and validating instruments as well as testing their validity and reliability and ensuring proposal approval, the researcher sought a permission letter from the dean at Uganda Management Institute School of business and management which was presented to Head teachers of Schools selected for the study, District education officials, District police authorities and other people thought to be of help as provided in the study by Kiggundu (2009). Thereafter, questionnaires and interview guides were administered in the first two weeks of the study. After distributing, collecting questionnaires, interviews were conducted with respondents such as Head teachers, the D.E.O, Municipal inspector of Schools and D.P.C to collect data related to leadership styles and students' unrests in Sheema District. Information gathered was compiled into statistical data for analysis before drawing conclusions and recommendations which led to the typing and submission of a final dissertation. The researcher attached a letter to every questionnaire and interview guide to affirm confidentiality of respondents' views.

3.12 Analysis techniques

Data was analyzed using both quantitative and qualitative processes after entry and cleaning. The researcher used a competent statistical expert for data analysis to ensure quality results.

3.12.1 Quantitative data analysis

The research used both descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) to determine measures of central tendency from where mean, percentages, and frequency distributions were generated in order for the researcher to draw fact-based conclusions as put forward by Kirioba (2012). Inferential statistics were applied by using Pearson correlations and multiple linear regression analysis because results obtained through such approach could not be easily manipulated as stated by Mugenda & Mugenda (2003).

3.12.2 Qualitative data analysis

It was done using thematic and content analysis in relation to the objectives of the study using interviews whose findings were carefully recorded on sheets and given meaning before drawing conclusions from them. While content analysis involved editing data after giving it meaning using short sentences, thematic analysis was applied by putting data into themes and coding it where quotations of respondents' views in quotation marks were considered vital as provided for by Golasfshani (2003).

3.13 Measurement of variables

Through use of Ordinal, Nominal and Likert scales, the research measured the relationship between leadership styles and students' unrests in Secondary Schools in Sheema District in Uganda. Bio data of respondents was measured with nominal scale where variables were not ordered and ordinal scales where variables were ordered. Using a Mugenda & Mugenda (2003) approach, the Likert scale was used to measure the extent to which respondents agreed or disagreed whether leadership styles influenced students' unrests in Secondary Schools in Sheema District. It was done basing on questionnaires using measures of; 1- Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A), 4-Strongly Agree (SA), where 1 & 2 indicated a disagreement, while 3 & 4 indicated

an agreement that leadership styles influenced students' unrests in Secondary Schools in Sheema District.

3.14 Ethical considerations

During the study, ethics was given due respect since the study involved many people whose views required careful attention when handling as stated by Macmillan & Schumacher (2010). Considering the importance of ethics, the researcher first sought permission from Uganda Management Institute where an introductory letter was given and then taken to all heads of Schools sampled for the study, the D.E.O Sheema District, the D.P.C Sheema District, and Municipal Education Officer Sheema Municipality before conducting the study. The researcher sought consent from respondents before engaging them as participants in the study to respect the principle of voluntary participation as recommended by Mashauri (2013) and explanation was made to them that the study was purely for academic purposes and the principle of informed consent was emphasized to the respondents to ensure their freedom to participate effectively and any information gathered was kept confidentially to avoid access by unauthorized people. Names of respondents were not revealed and only titles of respondents were considered for use while compiling findings of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

The chapter presented study findings as well as interpretation of results and findings of the study on leadership styles and students' unrests in Secondary Schools in Sheema District. The chapter also presented the response rate, background information of respondents, descriptive statistics, Correlations and regression analysis results. The response rate in the whole study was explained in Table 4.1.

4.2 Response rate

Table 4.1 presented the response rate of the respondents on the study done on leadership styles and students' unrests in Secondary Schools in Sheema District.

Table 4. 1: Response rate of the respondents

Category of respondents	Sample size	Respondents covered	Response rate (%)
Teachers	14	13	92.9
Non-Teachers	8	5	62.5
Students	222	219	98.2
Total	244	237	97.1

Source: Field Data, 2017

Table 4.1 indicated that the study had a high response rate (97.1%) which gave an opportunity the researcher to have a good representation of students, teachers and non-teachers. Although, it was easy to get information from the Schools, it was practically impossible for all the respondents to be accessed since some were away from the Schools on official and non-official duties and some respondents were not easy access especially those who worked at night.

However, according to Amin (2005), 70% of the respondents would be enough to represent the sample size set for the study in order to generate valid findings implying that the study about leadership styles and students' unrests in Sheema District had a very good response rate of 97.1%.

4.3 Background Information

4.3.1. Distribution of respondents by Schools

The distribution of respondents to the study by School was shown in Table 4.2.

Table 4. 2: Distribution of respondents by Schools

Category of respondents	Schools				Total
	School 1	School 2	School 3	School 4	
Teachers	3	2	4	4	13
Non-Teachers	1	1	2	1	5
Students	32	51	86	50	219
Total	36	54	92	55	237

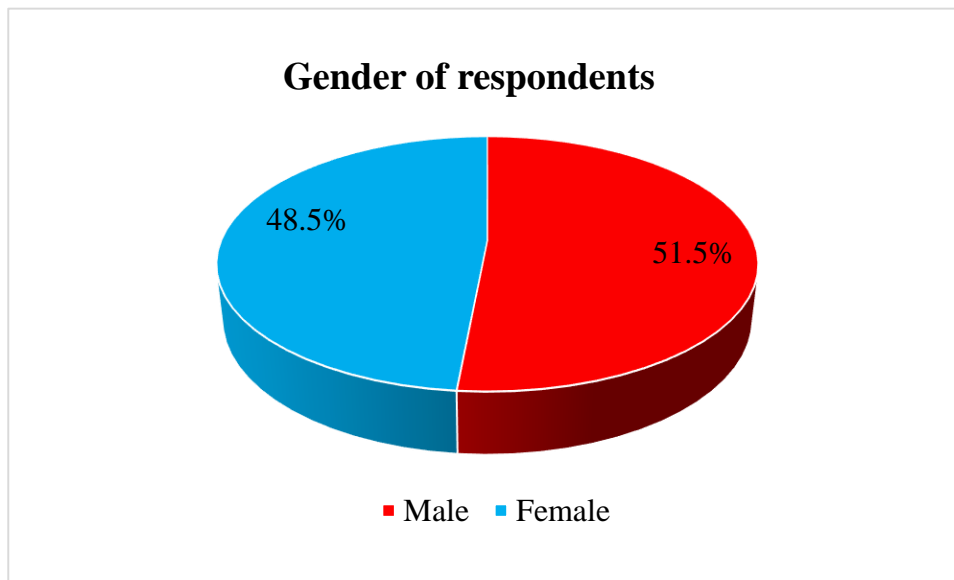
Source: Field Data, 2017

Table 4.2 revealed that most of the respondents were from School 3 (92 out of 237 respondents) followed by School 4 (55 out of 237 respondents), School 2 (54 out of 237 respondents) and School 1(36 out of 237 respondents) respectively. Results revealed that most of the respondents were students (219 out of 237 respondents) followed by teachers (13 out of 237 respondents) and non-teachers (5 out of 237 respondents) respectively. The above results implied that respondents were people on whom leadership was exercised, hence they were expected to have knowledge of they were being led and whether that impacted on students' unrests in the Schools under study.

4.3.2 Distribution of respondents by Gender

The percentage distribution of respondents by gender was presented in figure 4.1.

Figure 4. 1: Percentage distribution of respondents by Gender



Source: Field Data, 2017

It was revealed in figure 4.1 that majority of the respondents were males (51.5%) although the proportion of female respondents (48.5%) to the study was quite high as well. It was a good sign that both males and females were fully involved in the study about leadership styles and students' unrests in Sheema District Secondary Schools.

4.3.3. Age distribution of teachers and non-teachers

Table 4.3 below presented the percentage distribution of age for both teachers and non-teachers in the selected four Schools.

Table 4. 3: Age distribution of teachers and non-teachers

Age distribution of teachers and non-teachers	Frequency	Percentage (%)
25-29 Years	2	11.1
30-39 Years	8	44.4
40-49 Years	4	22.2
50-59 Years	3	16.7
60+ Years	1	5.6
Total	18	100

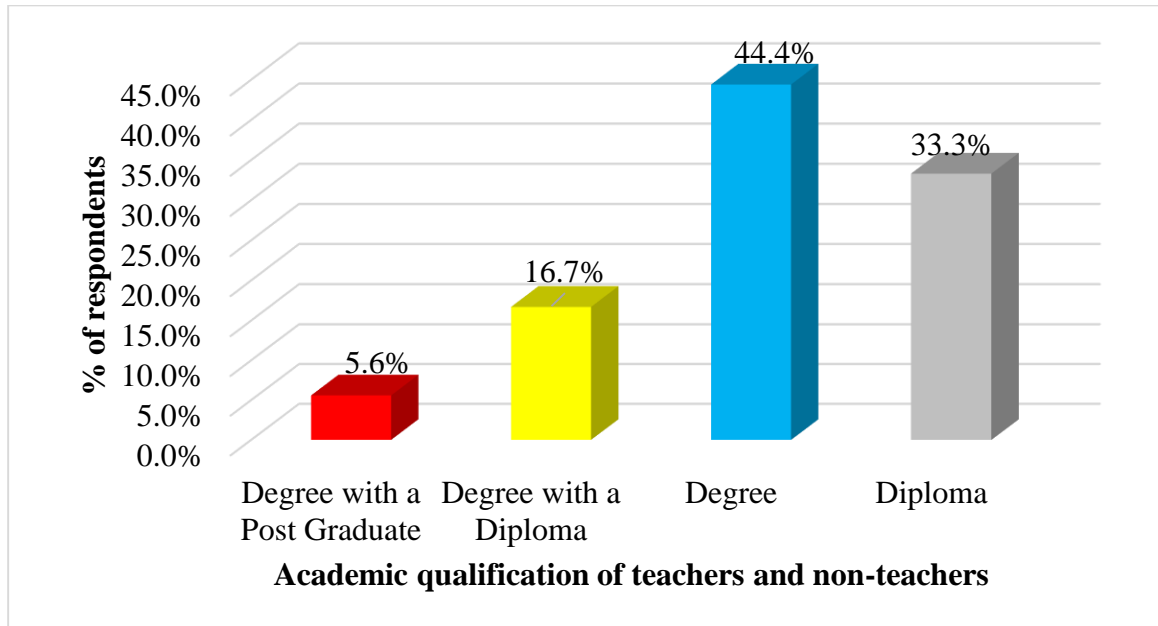
Source: Field Data, 2017

Majority of the teachers and non-teachers were aged 30-39 years (44.4%) followed by those aged 40-49 years (22.2%) who participated in the study about leadership styles and students' unrests in Sheema District. There were generally very few respondents aged below 30 years (11.1%) and those aged 60+ years (5.6%) as presented in Table 4.3 that took part in the study about leadership styles and students' unrests in Sheema District Secondary Schools. It was therefore clear that all respondents were mature adults with a high sense of Judging and reporting fact-based data.

4.3.4 Highest academic qualification of teachers and non-teachers

During the study on leadership styles and students' unrests in Sheema District Secondary Schools, both teachers and non-teachers were asked about their highest levels of education attained and the findings were shown in Figure 4.2.

Figure 4. 2: Highest academic qualification of teachers and non-teachers



Source: Field Data, 2017

Figure 4.2 indicated that majority of teachers and non-teachers (44.4%) had attained a degree at Bachelors level of education. Those were followed by respondents with a diploma (33.3%) and persons with a degree and a diploma (16.7%) respectively. There were fewer respondents who had a degree with a post graduate (5.6%) during the study about leadership styles and students’ unrests in Secondary Schools in Sheema District. That might have been a reason why most Schools were having leaders who lacked skills which were commonly attained at post graduate levels, thus the rampant strikes in Sheema Schools.

4.3.5 Number of years worked at School by teachers and non-teachers

Teachers and non-teachers were also asked about the number of years they had spent working in their Schools and the findings were shown in Table 4.4.

Table 4. 4: Number of years worked at School by teachers and non-teachers

Years worked by teachers and non-teachers	Frequency	Percentage (%)
1-4 Years	3	16.7
5-9 Years	6	33.3
10-14 Years	6	33.3
15+ Years	3	16.7
Total	18	100

Source: Field Data, 2017

Table 4.4 showed that most of the teachers and non-teachers had worked for their Schools between 5 and 14 years (66.6%). The rest of the respondents had worked equal durations which was 1-4 years (16.7%) and 15+ years (16.7%). The implication of the above was that majority respondents above were in position to understand the leadership styles used in their Schools since they had worked in the Schools under for more than five years hence they expected to report fact-based data where meaningful conclusions could be drawn.

4.3.6. Current class of student respondents and the classes in which they joined Schools

The distribution of students according to the current class of study and class in which they joined their Schools was presented in Table 4.5.

Table 4. 5: Current class of student respondents and the class in which they joined Schools

Current class for student respondent	Class in which students joined School						Total
	Senior One	Senior Two	Senior Three	Senior Four	Senior Five	Senior Six	
Senior Two	39	5	0	0	0	0	44
Senior Three	49	3	8	0	0	0	60
Senior Four	53	11	3	8	0	0	75
Senior Six	14	1	0	2	21	2	40
Total	155	20	11	10	21	2	219

Source: Field Data, 2017

The results in Table 4.5 showed that majority of the students who responded to the questions were in senior four (75 out of 219 respondents) followed by those in senior three (60 out of 219 respondents), senior two (44 out of 219 respondents) and senior six (40 out of 219 respondents) respectively.

As expected, most of those students had joined their Schools in senior one (155 out of 219 respondents) and senior five (21 out of 219 respondents) respectively. That was because; the education curriculum for Uganda had two major intakes at senior one for ordinary level of education and senior five for Advanced level of education. The above implied that majority students were aware of the leadership styles used in their Schools since they had started from there and could easily report about the leadership styles that were in place and whether such had any relationship to strikes in the said Schools.

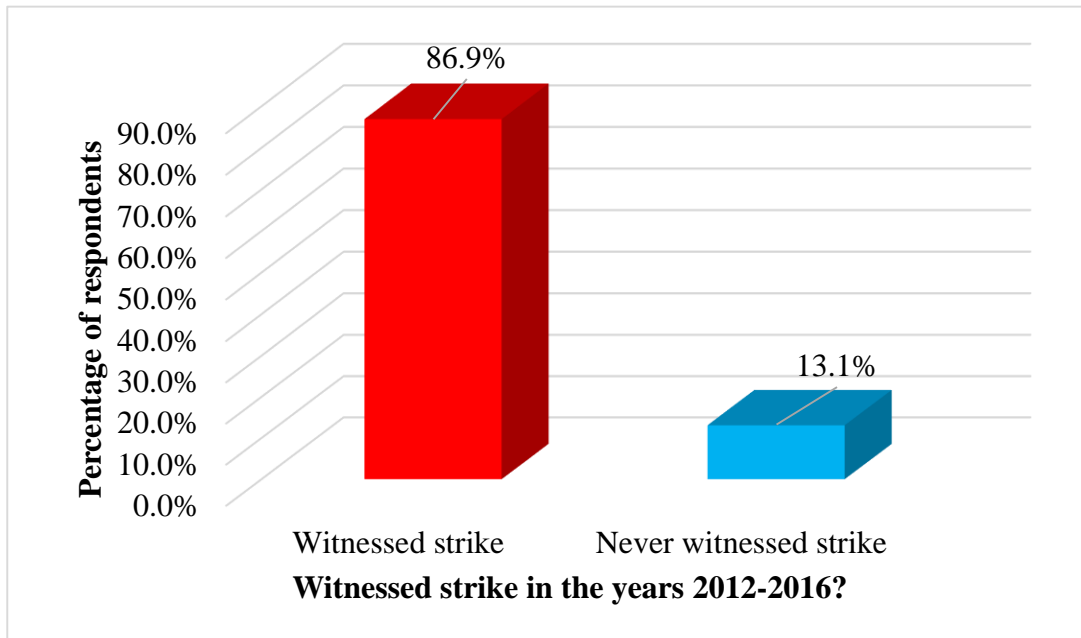
4.4 Descriptive Statistics

The section presented descriptive statistics concerning leadership styles and student unrests in Secondary Schools in Sheema District. The findings on students' unrests were presented using frequency distribution tables, while findings on leadership styles were presented using a likert scale. The dimensions of the likert scale included; *SD= Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree.*

4.4.1 Students' unrests in Secondary Schools in the years 2012-2016

Teachers, non-teachers and students were asked if they had ever witnessed a strike in their Schools between 2012 and 2016. Their responses were presented in Figure 4.3.

Figure 4. 3: Students’ unrests in Secondary Schools in the years 2012-2016



Source: Field Data, 2017

Figure 4.3 revealed that most of the teachers, non-teachers and students (86.9%) had witnessed a strike in their Schools in the years 2012-2016. A small proportion of the respondents indicated that they had never witnessed a strike in their Schools (13.1%). The above results therefore implied that the topic under investigation was relevant to the respondents who were hence expected to provide relevant and fact-based details on the topic.

The nature of students’ unrests were diverse for instance, a key informant interview with the Head teacher at School 2 indicated the state of unrests at their School in Sheema District as thus;

“Yes, at this School, we also experienced students’ unrests. The recent case was like this; learners refused their fellows to come to class for morning lessons. They locked them outside class which resulted into exchange of blows

and fights. This later locked the School as the rest of the students ganged against the senior four candidates who began the chaos”.

Head teacher School 2 stated on 1st August 2017.

According to the key informant interviews with a School Deputy Head teacher at School 1, his School had experienced students’ unrest and that that strike was very destructive as below stated;

“The state was destructive in two aspects; part of the School was destroyed. In that strike, glasses, bulbs and even neighbours property were destroyed”.

Deputy Head teacher, School 1 responded on 1st August 2017.

One of the top District education officials Sheema District reported that most of the School unrests and strikes had occurred in the financial year 2013/2014 as detailed below stated;

“We have had several unrests and strikes in Sheema District in the financial year 2013/2014 where students smashed glasses of doors, windows, demonstrated and marched to the District in protest of studies. Some students were arrested with petrol in Jerricans”. **One of the top District Education Officials, Sheema District reported on 4th August 2017.**

4.4.2 Laissez-fair leadership style in Secondary Schools

The descriptive statistics on the laissez-fair leadership style in Secondary Schools was presented in Table 4.6 below.

Table 4. 6: Laissez-Faire Leadership Style in Secondary Schools

Variables	N	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
1.My Head teacher does not supervise what is taking place in School	237	15.2	7.6	46.8	30.4	2.92	0.99
2.My head teacher delays responding to concerns	237	27.4	28.3	22.8	21.5	2.38	1.11
3.My head teacher avoid deciding	237	28.7	26.6	23.6	21.1	2.37	1.11
4.Headteacher reacts to problems if they are serious	237	21.1	12.7	26.6	39.7	2.85	1.16
Mean of Means						2.10	1.09

Source: Field Data, 2017

Table 4.6 presented responses on different aspects of laissez-fair leadership style in Secondary Schools in Sheema District. Study findings revealed that majority respondents agreed that their Head teachers did not supervise what was taking place in Schools (46.8%).

Majority of the respondents disagreed (28.3%) that their Head teachers delayed responding to concerns which influenced students to strike followed by those who strongly disagreed to the statement (27.4%).

Also, majority respondents strongly disagreed (28.7%) that their head teachers avoided deciding followed by those who disagreed to the statement. On the Head teachers reacting to problems if serious, majority respondents strongly agreed (39.7%) to the statement.

On the overall, given that mean of means was above 2 points out of a 4-point scale (**means of means=2.10**), it implied that there was laissez-faire style of leadership exercised in Secondary Schools in Sheema District.

4.4.3 Autocratic leadership style in Secondary Schools

Table 4.7 presented the descriptive statistics on the autocratic leadership style in Secondary Schools in Sheema District.

Table 4. 7: Autocratic Leadership style in Secondary Schools

Variables	N	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
1.My head teacher uses orders	237	13.9	20.7	33.3	32.1	2.84	1.03
2.My head teacher does not consult when taking decisions	237	31.2	24.5	15.2	29.1	2.42	1.21
3.Our head teacher ignores complaints which is why we strike	237	27.0	15.2	24.5	33.3	2.64	1.20
4.Our head teacher likes enforcing rules which annoys me	237	16.5	20.7	22.4	40.5	2.87	1.12
5.Our head teacher searches for mistakes	237	19.8	14.8	30.4	35.0	2.81	1.12
Mean of Means						2.72	1.14

Source: Field Data, 2017

Based on different aspects of autocratic leadership styles in Secondary Schools in Sheema District, results showed that most respondents agreed (33.3%) that their Head teachers used orders. Most respondents strongly disagreed (31.2%) that their head teachers did not consult when they were taking decisions.

On Head teachers ignoring complaints, results showed that majority respondents strongly agreed (33.3%) to the statement. Also, most respondents strongly agreed (40.5%) that their Head teachers liked enforcing rules which annoyed them. In the same way, most respondents strongly agreed (35.0%) that their head teachers searched for mistakes.

As shown in Table 4.7, the mean of means was above 2 points out of a 4-point scale (**means of means=2.72**) which implied that there was autocratic style of leadership exercised in Secondary Schools in Sheema District.

4.4.4 Democratic leadership style in Secondary Schools

The descriptive statistics on the democratic leadership style in Secondary Schools were presented in Table 4.8.

Table 4. 8: Democratic leadership style in Secondary Schools

Variables	N	SD (%)	D (%)	A (%)	SA (%)	Mean	Std. Dev
1.Our Head teacher involves us in decision making	237	41.8	22.4	16.5	19.4	2.14	1.16
2.Our School administrators listen to our views	237	35.9	21.1	23.6	19.4	2.27	1.14
3.Our administrators consult us when developing rules	237	62.9	17.7	9.3	10.1	1.67	1.01
4.Our School leaders respond to our problems urgently	237	44.3	27.8	16	11.8	1.95	1.04
5.Our School leaders encourage us to express our ideas	237	38.8	17.3	21.5	22.4	2.27	1.20
Mean of means						2.06	1.31

Source: Field Data, 2017

Table 4.8 presented responses on different aspects of democratic leadership style in Secondary Schools in Sheema District. Findings showed that majority of the respondents strongly disagreed (41.8%) that their Head teachers involved them in decision making. Likewise, majority respondents strongly disagreed (35.9%) that their School administrators listened to their views.

Most respondents strongly disagreed (62.9%) that School administrators consulted them when developing rules. Also majority respondents strongly disagreed (44.3%) that their School leaders

responded to their problems urgently. In the same way, most respondents strongly disagreed (38.8%) that their School leaders encouraged them to express their ideas.

On the overall, given that mean of means was just above 2 points out of a 4-point scale (**means of means=2.06**), it implied that there was a minimal level of democratic leadership exercised in Secondary Schools in Sheema District.

4.5 Correlation analysis

Pearson correlation coefficient(r) test was used to establish the effect of leadership styles towards students' unrests in Secondary Schools in Sheema District.

4.5.1 The effect of laissez-faire leadership style towards students' unrests

The results on the effect of laissez-faire leadership styles towards students' unrests in Secondary Schools in Sheema District were presented in Table 4.9 below.

Table 4. 9: The effect of laissez-fair leadership style towards students' unrests

Correlations		1	2	3	4	5
My Head teacher does not supervise what is taking place in School (1)	Pearson Correlation	1.000				
My head teacher delays responding to concerns (2)	Pearson Correlation	-0.124	1.000			
My head teacher avoid deciding (3)	Pearson Correlation	-0.166*	.256**	1.000		
My head teacher reacts to problems if they are serious (4)	Pearson Correlation	-0.043	0.214**	0.221**	1.000	
Have you ever witnessed any strike 2012 to 2016 (5)	Pearson Correlation	0.131*	0.092	-0.085	-0.036	1.000

* Correlation was significant at the 0.05 level (2-tailed). ** Correlation was significant at the 0.01 level (2-tailed).

Source: Field Data, 2017

Findings in Table 4.9 revealed that there was a moderate positive correlation between Head teachers failure to supervise what was taking place in the School and students' unrests ($r=0.131^*$, $p<0.05$). The positive correlation implied that an increase in the failure to supervise what was taking place in the Schools brought about a moderate positive contribution towards students' unrests in Secondary Schools in Sheema District.

Since correlation did not imply causal-effect, a coefficient of determination (r^2) which was a square of the correlation was computed and expressed as a percentage to determine the change in the contribution of Head teachers' failure to supervise what was taking place in their Schools towards students' unrests. Findings revealed that Head teachers' failure to supervise what was taking place in their Schools accounted for 1.7% change towards students' unrests ($r^2=0.017$). That implied that only 1.7% of students' unrests in Secondary Schools in Sheema District could be attributed to Head teachers' failure to supervise what was taking place in the Schools while 98.3% was attributed to other factors. Since results indicated a cause-effect relationship between laissez-faire leadership style and students' unrests in Sheema District Schools, hypothesis one of the study was accepted.

Indeed, the key informant interview with a School Deputy Head teachers elaborated on how Head teachers' failure to supervise what took place in the School brought about students' unrest as below stated;

In 2013, the administrators of the School could not attend to students issues.

There was no water in the School, meals were not properly supervised, there

was dodging of lessons. In all this situation, the Head teacher had no time for the School". Deputy Head teacher for School 1 reported on 1st August 2017.

4.5.2 The effect of autocratic leadership style towards students' unrests

Table 4.10 presented the effect of autocratic leadership style towards students' unrests in Secondary Schools in Sheema District.

Table 4. 10: The effect of autocratic leadership style towards students' unrests

Correlations		1	2	3	4	5	6
My head teacher uses orders(1)	Pearson Correlation	1.000					
My head teacher does not consult when taking decisions(2)	Pearson Correlation	0.172**	1.000				
Our head teacher ignores complaints (3)	Pearson Correlation	0.069	0.289**	1.000			
Our head teacher likes enforcing rules which annoys me (4)	Pearson Correlation	0.297**	.376**	0.245**	1.000		
Our head teacher searches for mistakes(5)	Pearson Correlation	0.181**	-0.008	-0.036	0.141*	1.000	
Have you ever witnessed any strike 2012 to 2016(6)	Pearson Correlation	0.196**	0.145*	-0.02	0.079	-0.078	1.000

** Correlation was significant at the 0.01 level (2-tailed). * Correlation was significant at the 0.05 level (2-tailed).

Source: Field Data, 2017

Findings in Table 4.10 revealed that there was a moderate positive correlation between the Head teachers' using of orders in the Schools and students' unrests ($r=0.196^{**}$, $p<0.01$). The positive correlation implied that an increment in the use of orders by Head teachers brought about a moderate positive contribution towards students' unrests in Secondary Schools in Sheema District.

In the same way, there was a moderate positive correlation between the Head teachers' failure to consult when taking decisions and students' unrests ($r=0.145^*$, $p<0.05$).

On the coefficient of determination(r^2), findings revealed that usage of orders by Head teachers within the Schools accounted for 3.8% change towards students' unrests ($r^2=0.038$). It implied that only 3.8% of students' unrests in Secondary Schools in Sheema District could be attributed to Head teachers' usage of orders within the Schools while 96.2% were attributed to other factors. Additionally, the coefficient of determination indicated that 2.1% of students' unrests in Secondary Schools were explained by the Head teachers' failure to consult when taking decisions ($r^2=0.021$). Therefore, considering that results indicated a positive relationship between autocratic leadership style and students' unrests in Sheema District, hypothesis two of the study was accepted.

Key informant interviews confirmed that autocratic leadership styles had been employed in Secondary Schools in Sheema District as explained below;

"I have to admit, autocratic leadership style is used in this School. Whenever students show deviant behavior like holding mobile phones, dodging lessons, engaging in teasing, there is always no compromise over such behavior. Any disciplinary action must involve some reasonable force in this School hence we practice autocratic leadership style". Deputy Head teacher at School 1 noted on 1st August 2017.

Similar sentiments were portrayed by other key informants in support of autocratic leadership styles' impact on students' strikes as indicated below:

“If an idea is brought to the attention of students and they try to oppose yet it seems to be good for the School, we have to apply force. We cannot allow our School business to stop and yet we must compete with other moving Schools”.

Head teacher at School 2 responded on 1st August 2017.

4.5.3 The relationship between democratic leadership style and students’ unrests

The relationship between democratic leadership style and students’ unrests in Secondary Schools in Sheema District was presented in Table 4.11.

Table 4. 11: The relationship between democratic leadership style and students’ unrests

Correlations		1	2	3	4	5	6
Our head teacher involves us in decision making (1)	Pearson Correlation	1.000					
Our School administrators listen to our views (2)	Pearson Correlation	0.232**	1.000				
Our administrators consult us when developing rules (3)	Pearson Correlation	0.375**	0.363**	1.000			
Our School leaders respond to our problems urgently (4)	Pearson Correlation	0.273**	0.339**	0.256**	1.000		
Our School leaders encourage us to express our ideas (5)	Pearson Correlation	0.303**	0.337**	0.304**	0.495**	1.000	
Have you ever witnessed any strike 2012 to 2016 (6)	Pearson Correlation	-0.013	0.107	0.190**	0.066	0.089	1.000

** Correlation was significant at the 0.01 level (2-tailed).

Source: Field Data, 2017

Table 4.11 showed that there was a moderate positive correlation between administrators’ consulting when developing rules and students’ unrests (**r=0.190****, **p<0.01**). The positive correlation implied that Schools’ administrators’ consultations when developing rules could had brought a minimal level of students’ unrests. Perhaps such students’ strikes could have arisen due

to failure to reach consensus in developing rules between School administrators and the teachers, non-teachers and students.

On the coefficient of determination(r^2), findings revealed that School administrators' consultations when developing rules accounted for 3.6% change towards students' unrests ($r^2=0.036$). It implied that only 3.6% of students' unrests in Secondary Schools in Sheema District could be attributed to School administrators' failure to make consultations when developing rules while 96.4% were attributed to other factors. Therefore, considering that results indicated a linkage between democratic leadership style and students' unrests bin Sheema District, it became clear that hypothesis three of the study was rejected.

Although the findings revealed that democratic leadership style also generated some level of students' unrests in Secondary Schools in Sheema District, one key informant disagreed to the above idea and instead indicated that democratic leadership could minimize strikes as indicated thus;

“Democratic leadership style actually discourages strikes. This is because it is participative, students' ideas are given out and learners get involved in problem identification in which they even suggest for solutions”. **Deputy Head teacher at School 1 pointed out on 1st August 2017.**

4.6 Multiple linear Regression analysis

Results in Table 4.12 below presented multiple linear regression results on the effect of leadership styles towards students' unrests.

Table 4. 12: Multiple linear regression results on the effect of leadership styles towards students' unrests

Model	Unstandardized Coefficients		Standardized Coefficients		p-value
	B	Std. Error	Beta	T	
(Constant)	0.758	0.095		7.983	0.000
Laissez-fair leadership style	0.045	0.022	0.132	2.08	0.039*
Autocratic leadership style	0.055	0.021	0.168	2.619	0.009*
Democratic leadership style	0.035	0.018	0.125	1.944	0.053*

Dependent Variable: **Witnessed a strike in the years 2012 to 2016**

R=1.261

R Square=0.068

Adjusted R Square=0.056

Std. Error=0.328

F=5.701

Sig.=0.000

Source: **Field data, 2017**

The results in Table 4.12 showed a linear relationship between leadership styles and students unrests in Secondary Schools in Sheema District. Given that R square=0.068, it was concluded that leadership styles explained 6.8% variation in the students' unrests in Secondary Schools in Sheema District.

On the coefficients, it was noted that the size of the coefficient for each independent variable gave the size of the effect that a variable had on the dependent variable, and the sign on the coefficient

(positive or negative) gave a direction of the effect. To that effect therefore, laissez-faire leadership style had a weak positive contribution towards students unrests in Secondary Schools in Sheema District ($\beta=0.045$). That implied that a 4.5% increase in laissez-fair leadership style brought about a 4.5% increment in students' unrests in Secondary Schools.

Similarly, autocratic leadership style had a weak positive effect towards students' unrests in Secondary Schools in Sheema District ($\beta=0.055$). It implied that a 5.5% increment in autocratic leadership style brought about a 5.5% increase in students unrests in Secondary Schools.

In the same way, democratic leadership style had a weak positive contribution towards students unrests in Secondary Schools in Sheema District ($\beta=0.035$). That was an indicator that a 3.5% increment in democratic leadership generated a 3.5% increase in students' unrests in Secondary Schools.

However, it was noted that autocratic leadership style ($\beta=0.055$, $p=0.009*<0.05$) was the most dominant contributor to students' unrests in Secondary Schools in Sheema District followed by laissez-faire leadership style ($\beta=0.045$, $p=0.039*<0.05$). Indeed, as shown in Table 4.12, democratic leadership style ($\beta=0.035$, $p=0.053*<0.05$) contributed least on the students unrests in Secondary Schools in Sheema District.

A key informant interview in one of the Schools explained how laissez-faire leadership style affected students' strike in their School thus;

“Here at St. Johns S.S.S Nyabwina, laissez-fair leadership style by the Head teacher generated a strike. The students caused unrest when they made request and the School delayed to provide. They asked for meat and rice for example every Sunday and the School ignored the request until it became a serious

matter and caused a strike. The School also often delays to provide other needs of the students such as furniture, repair of bulbs and chalk boards. Laying a blind eye to such matters is tantamount to a strike". **Deputy Head teacher, at School 3 noted on 2nd August 2017.**

Security officers who had been engaged in the quelling strikes in Sheema District confirmed that autocratic leadership styles by Head teachers had immensely contributed to strikes in Secondary Schools as indicated thus;

"The problem with most of our Head teachers is preference to govern using autocratic styles. There is generally lack of flexibility hence striking a balance between students' needs and available options vis-a-vis individual character of authoritative control often leads to striking". **A top District police official Sheema District, stated on 4th August 2017.**

One of the top District education officials, Sheema District blamed autocratic leadership styles by Head teachers on students' unrests and strikes as thus stated;

"Because some Head teachers make directives instead of consultations and involving other stakeholder. This situation creates suspicion and mistrust among students and other stakeholders which breeds unrests that result into strikes". **One of the top District Education Officials, Sheema District, reported on 4th August 2017.**

The key informant interview showed that democracy contributed to students' unrests and strikes in Secondary Schools in Sheema District as explained thus;

“If not controlled, too much democratic leadership can lead to committing wrong acts hence need to moderate the level of democracy through rules and sanctions. Democratic leadership style has put School management at a test say in St. Johns Secondary School Nyabwina. The School administrators wanted to involve everybody in governance which made the School unmanageable explaining the outbreak of strikes”. **One of the Inspectors of Schools, Sheema Municipality reported on 1st August 2017.**

On the other hand, the key informant interview with a School Head teacher showed that democratic leadership style did not contribute to students’ unrests and strikes as stated below;

“Oh, democratic leadership style is the way to go. In it, there is team work because everyone is engaged. The community gets peace of mind and no one will think of chaos”. **Head teacher at School 2 reported on 1st August 2017.**

CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND
RECOMMENDATIONS OF THE STUDY

5.1 Introduction

The chapter presented a brief summary of study, summary of findings of the study, discussion of findings, conclusions drawn from the findings, recommendations for the study, limitations of the study, study contribution, and areas for future research.

5.2 Summary of the Study

The study main purpose was to investigate how leadership styles used in Secondary Schools in Sheema District were affecting students' unrests. The study was guided by three objectives: It sought to investigate the effect of laissez-faire leadership style towards students' unrests in Secondary Schools in Sheema District, the researcher wanted to identify ways in which autocratic leadership style was affecting students' unrests in Secondary Schools in Sheema District. The study also sought to assess the relationship between democratic leadership style and students' unrests in Secondary Schools in Sheema District.

The researcher formulated research questions which helped in data collection from respondents. To ensure a properly guided study, three research hypotheses were developed from research questions. The study adopted a cross-sectional design to explore the linkage between leadership styles and students' unrests in Secondary Schools in Sheema District. Both simple random sampling and purposive sampling techniques were used to select students, teachers, non-teaching staff, Head teachers and District officials as research respondents during data collection. The study employed questionnaires and interview guides to collect data. Data was then generated and

analyzed using statistical package for social sciences for effectiveness. Both quantitative and qualitative approaches were used to analyze data.

5.3 Summary of Findings

5.3.1 Laissez-faire leadership style and students' unrests in Secondary Schools in Sheema District

Using questionnaires, data was analyzed using descriptive statistics which revealed that majority respondents of the study as indicated in table 4.6 where (46.8%) of respondents were in agreement that their Head teachers did not supervise what was taking place in their Schools, while majority (28.3%) disagreed with the view that their Head teachers delayed responding to concerns, majority respondents (28.7%) strongly disagreed that their Head teachers avoided deciding. Majority respondents (39.7%) strongly agreed that their Head teachers reacted to problems only if they were serious.

5.3.2 Autocratic leadership style and students' strikes in Secondary Schools in Sheema District

Through analysis of questionnaires, descriptive statistics in table 4.7 revealed that majority respondents (33%) strongly agreed that their Head teachers used orders, while majority respondents (31.2) disagreed that their Head teachers did not consult them when taking decisions. The study found that majority respondents (33.3%) agreed that their Head teachers ignored complaints which led to strikes. Majority respondents (40.5%) strongly agreed that their Head teachers liked enforcing rules which annoyed them. Such findings corresponded with McGregor's theory X which advocated for the use of force to obtain compliance from subordinates, which when applied in Schools attracted resistance from students in form of demonstrations, refusal of

food, beating School administrators and general students' unrests in Schools. It was also strongly agreed to by most respondents (35%) that their Head teachers searched for mistakes.

5.3.3 Democratic leadership style and students' unrests in Secondary Schools in Sheema District

Basing on the analysis of questionnaires using a Likert scale whose results were in table 4.8, descriptive statistics indicated that majority respondents (41.8%) strongly disagreed that their Head teachers involved them in decision making, while majority respondents (35.9%) strongly disagreed that their Schools' administrators listened to their views. Majority respondents (62.9%) strongly disagreed that their School administrators consulted them when developing rules. It was also strongly disagreed with by majority respondents (44.3%) that their Schools' leaders responded to their problems urgently. A high number of respondents (38.8%) strongly disagreed that their Schools' leaders encouraged them to express ideas.

5.4 Discussion of Findings

5.4.1 Laissez-faire leadership style and students' unrests in Secondary Schools in Sheema District

While the study established in table 4.6 that there existed laissez-faire leadership style in Sheema District Secondary Schools, that was based on the view that 46.8% as majority respondents agreed and 30.4% strongly agreed that their Head teachers did not supervise what was taking place in their Schools. It was believed by the researcher that such failure to supervise what took place in Schools was a serious matter which might have allowed wrong things continuing in Schools without attention of Head teachers, such as poor meals, dodging of lessons by teachers which among other things could have annoyed students, thus students' strikes in Sheema District Secondary Schools. Meanwhile, 39.7% as majority respondents had strongly agreed and 26.6%

agreed that their Head teachers reacted to the problems only when they were serious. The findings of the study agreed with other scholars who noted that laissez-faire did not give chance for rules and regulations to be properly enforced as observed by Boampong et.al (2016) who examined the effects of leadership styles on academic performance at Seniagya-Sekyere East in the Ashanti region. The above statement was found to be relevant with McGregor's theory Y which believed that human beings liked work naturally, and they did not need to be supervised which when applied by School Head teachers resulted into omissions and commissions without their knowledge, thus strikes in Schools.

The study findings also agreed with Omar & Kavale (2016), who analyzed leadership styles in Secondary Schools in Somalia where it was established that laissez-faire leadership style had made leaders to avoid using their power and authority which bled anarchy in Schools. Therefore, Head teachers needed to understand what was happening in their Schools especially what was affecting their subordinates and their needs. That agreed with a study by Mukoma (2003) who examined the impact of leadership and management styles of the Principals of catholic Secondary Schools on School discipline in Limpopo province. The above study had found out that it was important for Head teachers to understand the needs of subordinates so as to lead and manage their Schools effectively. Scholars such as Kiprob (2014) while assessing the influence of Head teachers' leadership styles on students' discipline in public Secondary Schools in Kericho sub-County, Kenya, University of Nairobi established that laissez-faire leadership style was not suitable to be used by Head teachers in Schools because it was built on complete delegation and did not allow a School Head teacher to follow what was going on with students' discipline. The above agreed with a study by Cheloti et.al (2014) whose study revealed that failure by Head

teachers of Schools to instill discipline was a key matter why students' unrests were happening in Schools.

According to Nanjudeswaraswamy & Swamy (2014), while examining leadership in relation to advances in management, it was established that leadership influenced how passive or active a manager would be. For example where Head teachers failed to supervise what went on in their Schools, mismanagement arose and that agreed with a report by Businge & Kahwa (2016) whose findings revealed that 80% of Schools in Uganda were poorly managed and that laissez-faire was at play with most Head teachers not supervising what was going on in Schools. For instance at St. Johns S.S.S, it was found and reported that students were indulged in a strike in 2016 due to the Schools' failure to provide meat and rice in time as was evidenced during the interview conducted by the researcher with a key informant at St. Johns S.S.S.

It was however noted that there were some scholars like Gitaka (2014) who thought that laissez-faire leadership was meaningful and desirable in Schools if teachers were to work effectively without pressure on them. As person who for the last 20 years had worked and interacted with Secondary School students, I would however not recommend the use of laissez-faire leadership style since it gave too much freedom to students and teachers which if not controlled would easily lead to anarchy as observed by Omar & Kavale (2016).

5.4.2 Autocratic leadership style and students' unrests in Secondary Schools in Sheema District

During the study, descriptive statistics in table 4.7 revealed that there was autocratic leadership style in Sheema District Secondary Schools. Most respondents (33.3%) agreed and 32.1% strongly agreed that their Head teachers were using orders which agreed with McGregor's theory X which

encouraged use of force and other coercive measures to make humans especially subordinates compliant in fulfillment of organizational tasks, though most respondents (31.2%) strongly disagreed that their Head teachers did not consult them when taking decisions. The study established that majority respondents (33.3%) strongly agreed and 24.5% agreed that their Head teachers ignored complaints, while majority respondents (40.5%) strongly agreed and 22.4% agreed that their Head teachers liked enforcing rules and regulations which was annoying to the respondents which agreed with McGregor's theory X which advocated for the use of force on such subordinates bearing in mind that man disliked fulfillment of responsibility and that they had to be coerced to do so through punishments which when applied on students attracted retaliation and resistance from them, thus students' strikes in Schools. Majority respondents (35%) strongly agreed and 30.4% agreed that their Head teachers searched for mistakes.

Findings of the study agreed with scholars like Cheloti (2009), Cheloti et.al (2014) whose study had revealed that laws outlawing strikes had caused unrests in Kenya. The above statement also agreed with Kiggundu (2009) whose descriptive findings on the influence of discipline management by Head teachers on students' academic performance in selected Secondary Schools of Busiro County, Wakiso District, had established that over emphasizing School rules and regulations where students were not party to their formulation led to the outbreak of students' unrests .Correlation statistics during the study revealed that there was a moderate positive correlation between Head teachers using of orders in the Schools and students' unrests in Sheema District Secondary Schools. Such findings above agreed with Gitome et.al (2013) whose analysis on the correlation between students' discipline and performance in the Kenya certificate of Secondary education established that autocratic leadership had led to high handedness, shunned dialogue with students which in due course influenced students to strike.

The study's findings also seemed to have been in agreement with Akindele (2014) who examined the roles and responsibilities of stake holders on the stemming of strikes in tertiary institutions of Nigeria where it was established that autocratic leadership caused students' unrests in Nigerian institutions when government dismissed 44 lecturers.

Though various scholars seemed to condemn autocratic leadership style in Schools, as a teacher and School proprietor who had dealt with students in the last previous 20 years, students needed control and guidance with rules if their behavior was to be meaningful and yield good results.

5.4.3 Democratic leadership style and students' unrests in Secondary Schools in Sheema District.

Descriptive findings during the study established that there was a minimal level of democratic leadership exercised in Sheema District Secondary Schools. Findings revealed that majority respondents (41.8%) strongly disagreed that their Head teachers involved them in decision making, as majority respondents (35.9%) strongly disagreed that their Head teachers listened to their views. The findings were therefore in agreement McGregor's theory Y which stated that man liked responsibility naturally and only needed be positively rewarded to be stimulated to fulfill tasks, for instance by consulting and involving them in decision making process. Even, most respondents (62.9%) strongly disagreed that their School administrators consulted them when developing rules and regulations. There was also strong disagreement among majority respondents (44.3%) that their Schools' leaders responded urgently to their problems. Majority respondents (38.8%) also strongly disagreed that their Schools' leaders encouraged them to have their ideas expressed.

It was noted that studies by scholars like Mwaniki et.al (2016) while examining the impact of teacher-student relationship and students' discipline in public Secondary Schools in Naivasha Sub-

County, Kenya, established that there was a significant negative relationship between student-teacher relation and students' discipline, which implied that where there were higher levels of student-teacher relationship, there occurred less indiscipline in the Schools. Since the study did establish that there were minimal levels of democratic leadership exercised in Sheema District Secondary Schools, on the relationship between democratic leadership style and students' unrests in Sheema District largely agreed with previous scholars like Mwaniki et.al (2016) hence explaining the high levels of students unrests in Sheema District between the years 201-2016. The above findings were also in agreement with Chartered Management Institute (2015) whose examination on the understanding of leadership styles revealed that interests of both managers and their subjects needed to be fulfilled. The study by Chartered Management Institute above had also revealed that transactional leadership style which was participative allowed criticism, consultation and participation of subordinates and enhanced trust from teachers and students, thus reducing students' strikes in Schools.

Therefore, the researchers' study findings agreed with Boampong et.al (2016) whose examination on the effects of leadership style of Head teachers on academic performance at Seniagya-Effiduase Sekyere East in the Ashanti region revealed that democratic leadership encouraged collective decision making, delegation, coaching and recognized the input of group members hence effective leadership and management, thus reducing tension between School administrators and students in Schools.

It needs mention however, that realizing full democratic leadership in a School environment was rather difficult to achieve. There were decisions where administration was expected to take firm ground without necessarily first consulting with students. Even, there were instances when it necessitated applying elements of autocratic leadership to maintain discipline and control of

students who always needed to be reminded that acts of indiscipline were unacceptable and attracted punishment at all times.

5.5 Conclusions

On the effect of laissez-faire leadership style towards students' unrests in Secondary Schools in Sheema District, basing on Pearson correlation analysis results in table 4.9, the researcher concluded that there was a moderate positive correlation between Head teachers' failure to supervise what took place in Schools and students' unrests, implying that an increment in failure to supervise what took place at School brought about a moderate contribution towards students' unrests in Secondary Schools in Sheema District where 1.7% of strikes was attributed to failure to supervise what took place as was traced in the response of the Deputy Head teacher at School 1 who confirmed that in 2013, the administrators of the School could not attend to students' issues in the School like water shortage, meals which were not properly supervised, lessons were being dodged, and that the Head teacher had no time for the School, though 98.3% of the rest of strikes were attributed to other factors.

On the ways in which autocratic leadership affected students' strikes in Secondary Schools in Sheema District, basing on Pearson correlation analysis findings in table 4.10, the researcher concluded that there was a moderate positive correlation between the Head teachers' using of orders in Schools and students' unrests in Sheema District Secondary Schools between the years 2012 and 2016. The researcher concluded that Head teachers' using of orders in Sheema District Secondary Schools accounted for 3.8% of strikes in Sheema District between years 2012 and 2016, though 96.2% of the rest of strikes were attributed to other factors but coefficient of determination indicated that 2.1% of strikes were as a result of Head teachers' failure to consult when taking decisions.

The above conclusions were drawn basing on the responses from key respondents like the Deputy Head teacher at School 1 who on 1st August 2017 admitted that autocratic leadership style had been used in that School, adding that whenever students showed deviant behavior like holding mobile phones in that School, dodging lessons, engaging in teasing, the School administration did not compromise with such behavior. He also noted that any disciplinary action had to involve use of some reasonable force which implied that autocratic leadership style was practiced. The above statement was complemented by the response of the Headmistress at School 2, who on the same date noted that if an idea was brought to the attention of their students and they opposed it, yet it seemed good for the School, they had to apply force, adding that they could not allow their School business to stop since they had to compete with moving Schools.

On the assessment of relationship between democratic leadership style and students' unrests in Secondary Schools in Sheema District, basing on Pearson correlation analysis findings on table 4.10, the researcher concluded that there was a moderate positive correlation between administrators consulting when developing rules and regulations and students' unrests, implying that Schools' administrators' consultation when developing rules was capable of bringing a about a minimal level of students' unrests. It was concluded that 3.6% of students' unrests were attributed to Head teachers' failure to consult when developing Schools' rules and regulations, while 96.4% of the rest of strikes were attributed to other factors. It was concluded by the researcher basing on multiple linear regression results on table 4.12 that leadership styles explained 6.8% of the students' unrests in Secondary Schools in Sheema District between 2012-2016.

5.6 Recommendations

On the effect of laissez-faire leadership style towards students' unrests in Sheema District Secondary Schools, it was established during the study that laissez-faire aspects were largely

responsible for the strikes both at Nganwa H/S and St. Johns S.S.S Nyabwina. While the key informant interview with the Deputy Head teacher at School 1 indicated that the Head teacher had in 2013 almost neglected fully attending to the affairs of the School which led to students' concerns not being attended hence destruction on part of the School buildings and neighbors' properties, at St. Johns S.S.S Nyabwina, the School administration did not provide the required meals in time as was requested by students which prompted students to strike in 2016. It was recommended by the researcher that Head teachers should always supervise what was taking place in Schools at all times to understand what was affecting their subordinates, considering that findings indicated that majority respondents (46.8%) agreed that their Head teachers did not supervise what was taking place in their Schools.

On the identification of ways in which autocratic leadership affected students' unrests in Secondary Schools in Sheema District, while majority respondents (33.3%) agreed that their Head teachers used orders, as (40.5%) majority respondents strongly agreed that their Head teachers liked enforcing rules which was annoying to the respondents and that was evidenced by the statement of the Headmistress at School 2 who noted that their School at times applied force whenever purportedly good ideas were opposed by students. , while one of the top District Education Officials Sheema District blamed autocratic leadership for Sheema District Secondary Schools' strikes. When interviewed on 4th August, 2017, he noted that some Head teachers made directives instead of consulting and involving other key stakeholders, and added that such situation created suspicion and mistrust among students and other stakeholders which led unrests that resulted into strikes. It was recommended by the researcher that administrators should only apply force in a few instances where it if was not used, security of the School would be at risk. That was because use of force attracted reaction in form of retaliation from students. The researcher

recommended School administrators to apply situational analysis before applying any form of force on students.

On the assessment of the relationship between democratic leadership style and students' unrests in Secondary Schools in Sheema District, descriptive statistics established that there was a minimal level of democratic leadership exercised in Secondary Schools in Sheema District where majority respondents (41.8%) strongly disagreed that their administrators involved them in decision making, and majority respondents (35.9%) strongly disagreed that their administrators listened to their views. Majority respondents (62.9%) strongly disagreed that their administrators consulted them when developing rules, while majority respondents (44.3%) strongly disagreed that their Schools' leaders responded to their problems urgently, as majority respondents (38.8%) strongly disagreed that their Schools' leaders encouraged them to express their views. Basing on the above findings, the researcher recommends that Head teachers should involve key stake holders in decision making especially students' leaders, teachers and parents for such subordinates to own such decisions and ensure peaceful atmosphere in Schools as explained by the Deputy Head teacher at School 1 who when interviewed on 1st August 2017 noted that "*Democratic leadership style actually discourage strikes. This is because it is participative, students' ideas are given out and learners get involved in problem identification in which they even suggest for solutions*". The above statement agreed with what the Headmistress of School 2 who stated on 1st August 2017 when interviewed and responded as below; "*Oh, democratic leadership style is the way to go. In it, there is team work because everyone is engaged. The community gets peace of mind and no one will think of chaos*".

The researcher also recommended that Head teachers should listen and respond to every concern presented by students in time to avoid students' concerns piling without attention, because where

they piled, it led to explosion in form of strike like what had happened at St. Johns S.S.S Nyabwina where findings indicated that a delay to provide rice and meat led to students' strike in 2016. The researcher equally recommended Head teachers to always let their students express their concerns either in suggestion boxes or face to face meetings with students on assemblies and class meetings as he himself had been doing at New High School Bukiro in order for students to air out their concerns which were then easily addressed by administration once known.

5.7 Limitations of the study

The study was not without limitations. Among the limitations was the poor attitude of some respondents. At one of the Schools, a teacher requested for money if he was to participate in the study which the researcher rejected and opted for another respondent. In one of the Schools, the top administrator did not show interest of responding to questions during the study, instead the top leader of the School referred the researcher to the teachers which he agreed to. Luckily, the researcher was able to get a responsible teacher who consented to lead him in the School, which turned to be helpful. At one School, the Head teacher asked why the introductory letter from UMI was not stamped which proved a thorn. She was however convinced by the researcher's presentation of an Identification card to ascertain that he was a student from Uganda Management Institute.

At School **1**, some students deliberately withheld questionnaires, thus reducing on the number of respondents. The researcher had no solution other than proceeding with responses of those who had accepted to participate willfully since respondents had the right to participate or opt out. At the District, most officials were not easy to trace as they would be in the field. The researcher looked for their telephone contacts which helped him make proper appointment with them which was helpful. The research process proved expensive. It involved many costs of down loading

articles, printing and transport costs which the researcher never anticipated before. The researcher became patient with all the costs and gave his time and commitment and to ensure that the project was successful. Some non-teaching staff could not be easy to trace especially night watchmen whose duty conflicted with the time available to the researcher. The researcher proceeded with responses of those respondents who were found in Schools at the time of his visit.

5.8 Contributions of the study

The study exposed the ways in which various leadership styles in Secondary Schools affected students' unrests in Secondary Schools in Sheema District between years 2012-2016. The researcher was convinced that study findings added to the body of knowledge on the effect of leadership styles on students' unrests in Secondary Schools. The researcher being a Secondary School proprietor equally gained from the study. The researcher established the need to balance autocratic leadership and democratic leadership in management of School students if strikes were to be avoided.

The researcher made several recommendations such as consultation of key stakeholders before putting certain policies in place in Schools, application of force on students only in carefully selected circumstances among others which if adopted were capable of helping in policy formulation which would help prevent strikes in Schools.

5.9 Areas recommended for further research

Considering that the study established that 6.8% of the students' unrests in Secondary Schools in Sheema District between years 2012-2016 were attributed to leadership styles, it was recommended by the researcher that a comprehensive study be conducted into other causes of

students' unrests in Sheema District with the view of suggesting possible solutions so as to stamp out strikes and the destruction caused by unrests in Schools in the District.

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APPENDICES

APPENDIX 1: INTERVIEW SCHEDULE FOR HEAD TEACHERS IN SHEEMA DISTRICT SELECTED SECONDARY SCHOOLS

Dear Head teacher,

My name is Ayebare Moses, a student offering Masters’ in Management studies specializing in Human resource Management at Uganda Management Institute (UMI). I am undertaking an academic research that will lead to the award of the above Degree. My topic of study is “Leadership styles and students’ unrests in Secondary Schools in Sheema District”.

I therefore kindly request you to spare part of your precious time to respond to the few questions am presenting to you to help me complete my academic research. This study is purely academic, and therefore all the information given will be treated with the highest level of confidentiality.

POSITION OF RESPONDENT.....

INSTITUTION.....

DATE OF INTERVIEW.....

SECTION A: BACKGROUND INFORMATION (*Tick in the bracket where applicable*)

1. Head Teachers’ Gender (a) male () (b) female ()
2. What is your highest academic qualification?
 - a) PhD ()
 - b) Masters’ Degree with a post Graduate Diploma ()
 - c) Masters’ Degree ()
 - d) Bachelors’ Degree with a post Graduate Diploma ()
 - e) Bachelors’ Degree only ()
 - (f) Diploma only ()
3. What is your administration experience in years in this School?.....years

SECTION B: QUESTIONS ON STUDENTS’ UNREST

- 5 (a) Has your School ever witnessed students’ unrests and strikes? (*Tick in the bracket where applicable*)

i) Yes () ii) No ()

(b) If yes, what has been the state of unrests in this School?

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SECTION C: QUESTIONS ON LAISSEZ-FAIRE LEADERSHIP STYLE

How does laissez-faire leadership style influence students' unrests in Secondary Schools?

6 (a) Does your office employ laissez-faire in this School? e.g. Reducing your presence in many activities. *(Tick in the bracket where applicable)*

i) Yes () ii) No ()

(b) If yes, state how and briefly explain whether this could be related to strike occurrence in this School in the recent years between 2012- 2016?

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SECTION D: QUESTIONS ON AUTOCRATIC LEADERSHIP STYLE

(a) Does your office at times apply autocratic leadership in this School? *(Tick in the bracket where applicable)*

i) Yes () ii) No ()

(b) If yes, state how and briefly explain whether this could have had any influence on strikes in this School between 2012 and 2016

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SECTION E: QUESTIONS ON DEMOCRATIC LEADERSHIP STYLE

(a) Does your office promote democratic leadership styles? *(Tick in the bracket where applicable)*

i) Yes () ii) No ()

(b) If yes, state how and brief me whether this could encourage or discourage strike occurrence according to what you have been observing.

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Thank you very much for your co-operation.

APPENDIX 2: STUDENTS' QUESTIONNAIRE

Dear student,

My name is Ayebare Moses, a student offering Masters' in Management studies specializing in Human resource Management at Uganda Management Institute (UMI). I am undertaking an academic research that will lead to the award of Master's Degree in Management studies. My topic of study is "Leadership styles and students' unrests in Secondary Schools in Sheema District".

I therefore kindly request you to spare part of your precious time to respond to the few questions am presenting to you to help me complete my academic research. This study is purely academic, and therefore all the information given will be treated with the highest level of confidentiality.

SECTION A: BACKGROUND INFORMATION

Please respond to the questions below honestly.

1. Tick in the bracket indicating your gender (a) Male () (b) female ()
2. In which class are you? Senior.....
3. You joined this School in
senior.....

B. QUESTIONS ON STUDENTS' UNRESTS

4. Have you ever witnesses any strike happen in this School since 2012-2016.*(Tick in the bracket where applicable)* i). Yes () ii). No ()

C. QUESTIONS ON LAISSEZ-FAIR LEADERSHIP STYLES

From section C to E, answer the questions using the following ratings provided below where applicable.

- i . Strongly Disagree () ii. Disagree () iii. Agree () iv. Strongly Agree ()

How does laissez-fair leadership style influence student’s unrest in Sheema District?

No	Rating of my School Head teacher	i	Ii	iii	iv
A	Supervises what is taking place in School				
B	Delays responding to our concerns				
C	Avoids deciding				
D	Reacts to problems only if they are serious				

D. QUESTIONS ON AUTOCRATIC LEADERSHIP STYLE

In which ways does autocratic leadership style affect students’ unrest in Secondary Schools in Sheema District?

No	Rating of my School Head teacher	i	ii	Iii	iv
A	My head teacher uses orders				
B	My head teacher does not consult when taking decisions				
C	Our head teacher ignores complaints which is why we strike				
D	Our head teacher likes enforcing rules which annoys me				
E	Our Head teacher searches for mistakes				

E. QUESTIONS ON DEMOCRATIC LEADERSHIP STYLE

What is the relationship between democratic leadership style and students’ unrests in Secondary Schools in Sheema District?

No	Rating of my School Head teacher	i	ii	iii	iv
A	Our head teacher involves us in decision making				
B	Our School administrators listen to our views				
C	Our administrators consult us when developing rules				
D	Our School leaders respond to our problems urgently				
E	Our School leaders encourage us to express our ideas				

Thank you very much for your co-operation

APPENDIX 3: QUESTIONNAIRE FOR TEACHERS AND NON TEACHING STAFF

Dear teacher,

My name is Ayebare Moses, a student offering Masters' in Management studies specializing in Human resource Management at Uganda Management Institute (UMI). I am undertaking an academic research that will lead to the award of Masters' Degree in Management studies. My topic of study is "Leadership styles and students' unrests in Secondary Schools in Sheema District"

I therefore kindly request you to spare part of your precious time to respond to the few questions am presenting to you to help me complete my academic research. This study is purely academic, and therefore all the information given will be treated with the highest level of confidentiality.

PART A: PERSONAL INFORMATION. *Please tick where applicable*

1. What is your gender i). Male () ii). Female ()
2. What is your age?years
3. What is your highest academic qualification?
 - a) PhD () b) Masters' degree with a post graduate () c) Degree with a post Graduate ()d) Degree with a Diploma () e) Degree () f) Diploma ()
4. For how long have you worked in this School?.....years

PART B. QUESTIONS ON STUDENTS' UNRESTS

1. Have you ever witnessed any strike happen in this School since 2012-2016? (*Tick in the bracket where applicable*) i). Yes () ii). No ()

PART C. QUESTIONS ON LAISSEZ-FAIR LEADERSHIP STYLES

From part C to E, answer the questions using the following ratings provided below where applicable.

- i. Strongly Disagree () ii. Disagree () iii. Agree () iv. Strongly Agree ()

How does laissez-fair leadership style influence student’s unrest in this School?

No	Rating of my School Head teacher	i	ii	iii	iv
A	Supervises what is taking place in School				
B	Delays responding to our concerns which influences students to strike				
C	Avoids deciding				
D	Reacts to problems only if they are serious				

PART D. QUESTIONS ON AUTOCRATIC LEADERSHIP STYLE

In which ways does autocratic leadership style affect students’ unrest in this School?

No	Rating of my School Head teacher	i	ii	iii	iv
A	My head teacher uses orders				
B	My head teacher does not consult when taking decisions				
C	Our head teacher ignores complaints which is why we strike				
D	Our head teacher likes enforcing rules which annoys me				
E	Our head teacher searches for mistakes				

PART E. QUESTIONS ON DEMOCRATIC LEADERSHIP STYLE

What is the relationship between democratic leadership style and students’ unrests in this School?

No	Rating of my School Head teacher	i	ii	iii	iv
A	Our head teacher involves us in decision making				
B	Our School administrators listen to our views				
C	Our administrators consult us when developing rules				
D	Our School leaders respond to our problems urgently				
E	Our School leaders encourage us to express our ideas				

Thank you very much for your co-operation.

APPENDIX 4: INTERVIEW SCHEDULE FOR D.E.O AND MUNICIPAL INSPECTOR OF SCHOOLS

Dear Sir,

My name is Ayebare Moses, a student from Uganda Management Institute (UMI) offering a Masters’ Degree in Management studies specializing in Human Resource Management. I am conducting an academic research that will lead to the award of the above degree.

My topic of study is “Leadership styles and students’ unrests in Secondary Schools in Sheema District”.

Therefore, i kindly request you to spare part of your precious time to respond to the few questions am presenting to you to help me complete my academic research. The exercise will take 30-40 minutes. My study is purely academic, and therefore the information given will be treated with the highest level of confidentiality.

POSITION OF RESPONDENT.....

INSTITUTION.....

DATE OF INTERVIEW.....

DISTRICT EDUCATION OFFICER AND MUNICIPAL INSPECTOR OF SCHOOL INTERVIEW SCHEDULE

SECTION A: BACKGROUND /INFORMATION

1. Your gender (*Please tick where applicable*). (a) Male () (b) female ()
2. What is your highest academic qualification?
 - a) PhD () (b) Masters’ Degree with a Post Graduate Diploma ()
 - (c) Masters’ Degree () (d) Degree with a Post Graduate Diploma ()
 - (e) Bachelors’ Degree () (f) Diploma only ()
3. What is your experience in this job or office in years?years

SECTION B: QUESTIONS ON STUDENTS' UNREST

7 (a) Have your Secondary Schools witnessed students' unrests and strikes between 2012 - 2016? *(Tick in the bracket where applicable)*

i) Yes () ii) No ()

(b) If yes, what has been the state of unrests in these Schools you could remember from 2012 to 2016?

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SECTION C: QUESTIONS ON LAISSEZ-FAIRE LEADERSHIP STYLE

How does laissez-faire leadership style influence students' unrests in Secondary Schools in Sheema District?

8 (a) Do you believe that Head teachers employ laissez-faire in running their Schools in this District? e.g. Reducing their presence in many activities. *(Tick in the bracket where applicable)*

i) Yes () ii) No ()

(c) If yes, state how this could relate to students' strikes in the District in the last five years up to 2016?

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SECTION D: QUESTIONS ON AUTOCRATIC LEADERSHIP STYLE

In which ways does autocratic leadership style affect students’ unrests in Secondary Schools in Sheema District?

(d) Do you believe that at times Head teachers in Secondary Schools in this District apply autocratic leadership style in running their Schools? (*Tick in the bracket where applicable*)

- i) Yes ()
- ii) No ()

(e) If yes, state how this could have influenced strikes in Schools in this District between 2012 -2016?

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SECTION E: QUESTIONS ON DEMOCRATIC LEADERSHIP STYLE

What is the relationship between democratic leadership style and students’ unrests in Secondary Schools in Sheema District?

(f) Do you believe that some Head teachers promote democratic leadership style in running their Schools in this District? (*Tick in the bracket where applicable*)

- i) Yes ()
- ii) No ()

(g) If yes, state how it could increase or reduce strikes in Schools?

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Thank you for your co-operation and responses.

APPENDIX 5: INTERVIEW SCHEDULE FOR THE D.P.C SHEEMA DISTRICT

Dear Sir,

My name is Ayebare Moses, a student from Uganda Management Institute (UMI), offering a Masters’ Degree in Management studies specializing in Human resource Management. I am conducting an academic study that will lead to the award of Master’s Degree in Management studies. My topic of study is “Leadership styles and students’ unrests in Secondary Schools in Sheema District”.

Therefore, I kindly request you to respond to the few questions am presenting to you, to help me complete my academic study. The exercise will take about 30 minutes since my study is purely for academic purposes, the information given will be treated with the highest level of confidentiality.

RANK OF RESPONDENT.....

POSITION OF RESPONDENT.....

DATE OF INTERVIEW.....

INTERVIEW SCHEDULE FOR DISTRICT POLICE COMMANDER SHEEMA DISTRICT

SECTION A: BACKGROUND INFORMATION

1. Your gender (a) Male () (b) female ()
2. What is your highest academic qualification?
 - b) PhD () (b) Masters’ Degree with a Post Graduate Diploma ()
 - (c) Masters’ Degree () (d) Degree with a Post Graduate Diploma ()
 - (e) Bachelors’ Degree () (f) Diploma only ()
3. For how long have you been in this job?.....years
4. How long have you worked in this District in this position.....years.

SECTION B: QUESTIONS ON STUDENTS' UNRESTS

What has been the state of students' unrests in this District in the last five years from 2012 to 2016?

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SECTION C: QUESTIONS ON LAISSEZ-FAIRE LEADERSHIP STYLE

How does laissez-faire leadership style influence students' unrests in Schools in Sheema District?

Do you agree with the view that laissez-faire leadership style influences strikes among students in this District?

- (a) Yes () (b) No ()

If yes, explain briefly how laissez-faire leadership style could have influenced students to strike in this District between the years 2012 -2016?

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SECTION D: QUESTIONS ON AUTOCRATIC LEADERSHIP STYLE

In what ways does autocratic leadership style affect students' unrests in Secondary Schools in Sheema District?

Do you believe that at times Head teachers in Secondary Schools in this District apply autocratic leadership style in running their Schools? (a) Yes () (b) No ()

If yes, briefly state how this could have influenced strikes in Schools in this District between 2012 -2016?

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SECTION E: QUESTIONS ON DEMOCRATIC LEADERSHIP STYLE

What is the relationship between democratic leadership style and students' unrests in Secondary Schools in Sheema District?

Do you believe that some Head teachers promote democratic leadership style in running their Schools in this District? (i) Yes () (ii) No ()

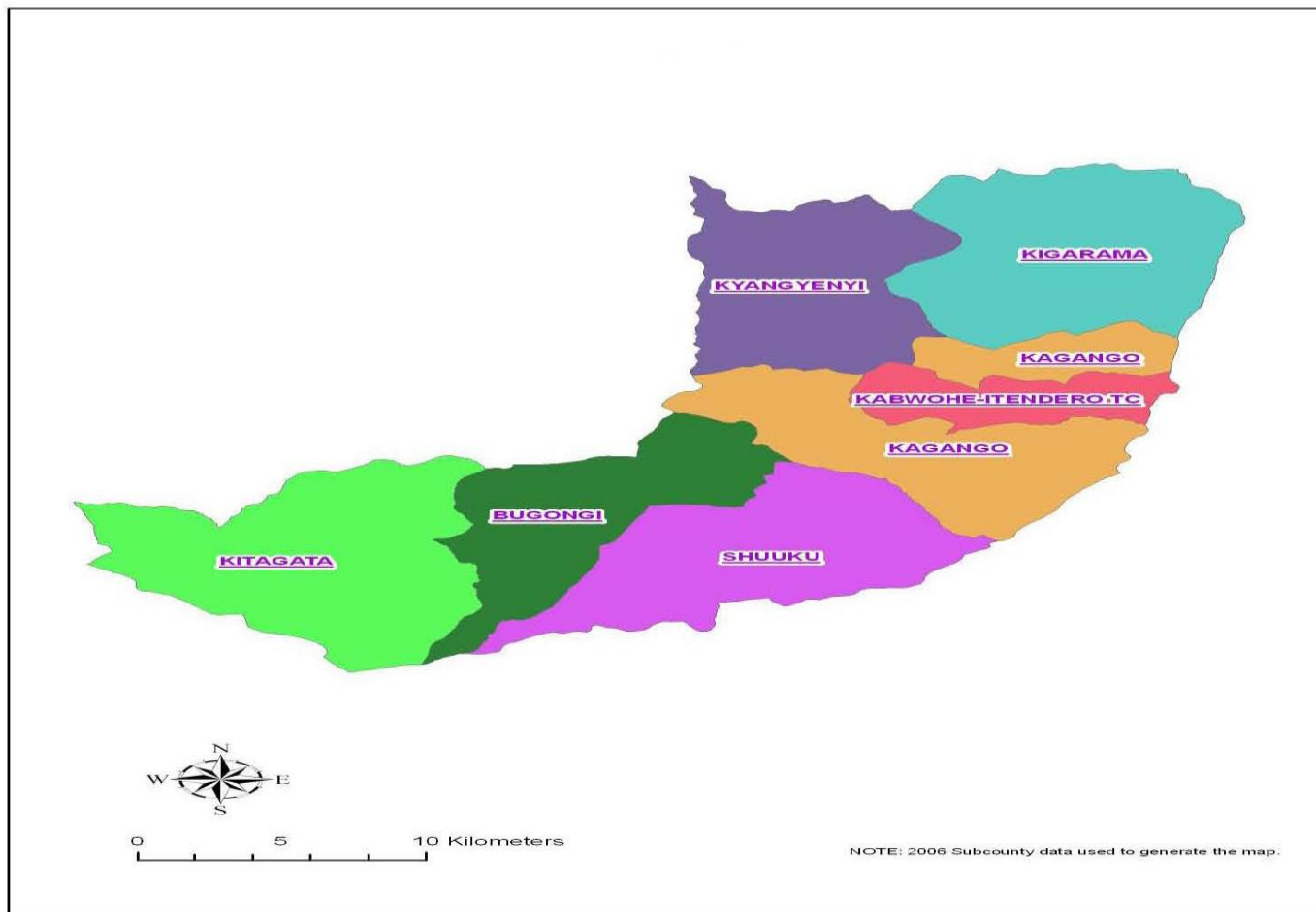
If yes, state briefly how it could increase or reduce strikes in Schools.

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Thank you for your co-operation.

Adapted from Kiprob (2015) and multi factor leadership questionnaires

APPENDIX 6: A MAP OF SHEEMA DISTRICT SHOWING THE LOCATION OF THE AREA WHERE RESEARCH WAS CONDUCTED.



Source:

Uganda Bureau of Statistics

P.O. Box 7186 Kampala

Website: www.ubos.org

APPENDIX 7: AUTHORITY LETTER TO GO TO THE FIELD.



UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620
256-31-2265138 /39 /40
256-75-2259722
Telefax: 256-41-4259581 /314
E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref: G/35

Our Ref:

24/07/ 2017

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Mr. Moses Ayebare Reg. Number 16/MMSHRM/39/016 is a student at Uganda Management Institute pursuing a Masters in Management Studies specializing in Human Resource Management.

In partial fulfillment for award of the Masters, he is conducting a research study titled "*Leadership Style and Students' Unrests in Secondary Schools in Sheema District, Uganda*".

This communication therefore serves to formally request you to allow him access any information in your custody/organization, which is relevant to his research.

Thank you for your co-operation on this matter.

Yours Sincerely,

Dr. W. Turyasingura

DEAN SCHOOL OF BUSINESS AND MANAGEMENT

VIVA REPORT FOR AYEBARE MOSES - 16/MMSHRM/39/016

Viva Date: 16/1/2018

Time Started: - 12:15 P. M

Attendance:

External Examiner - Dr. Picho Epiphany

Moderator - Dr. Malunda Paul

Co-ordinator - Ms. Clare Namarome

Research Topic: *“Leadership styles and students’ unrests in secondary schools in Sheema District, Uganda”.*

A viva for the above mentioned student was held on 16/1/2018 at UMI. The following is a report of the proceedings:

The student presented her thesis in 15 minutes after which, she was asked questions by the members of the examination panel. A number of errors in the student’s thesis were observed and addressed to her. She acknowledged the errors and pledged to rectify them.

The examiners recommended the following areas for corrections:

Preliminary:

- Edit your work.

Chapter One:

- The contextual background does not effectively evidence leadership style as being a suspect for the unrest in the schools.
- Conclude the statement of the problem by giving the specific concerns of the study.

Chapter Two:

- Avoid bringing findings of the study in the literature review as if the literatures were reviewed after the study had already been done.
- Re-phrase the titles as indicated in the text.

Chapter Three:

- Use documentary review as a method of data collection to enrich your work, because there must be disciplinary record in the schools.

- Justify the choice of the techniques you have used (page 40).

Chapter Four:

- Carry out analysis. After testing the hypothesis, you have to analyse the result of the test. It is either accepted or rejected.

Chapter Five:

- Re-phrase titles appropriately. Do not write titles as if they were objectives.

Decision:

The student passed with minor modifications and she was asked to make corrections and submit them with a compliance report to the supervisors, and if they approve, the student will submit two copies of the final report with a soft copy after one month from 16/1/2018.

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Fred Alinda

Research Fellow – IRC