



UGANDA MANAGEMENT INSTITUTE

HEAD TEACHERS LEADERSHIP STYLES AND LEARNERS
PERFORMANCE IN PRIMARY SCHOOLS IN GULU DISTRICT,
UGANDA

BY

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Declaration

I, Adimola Christopher, hereby declare that this report is my own original work and has never been presented for any academic award.

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Approval

This research report is submitted to Uganda Management Institute (UMI) in the fulfilment of a master's degree in Institutional Management and Leadership.

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Dedication

This research work has been dedicated to my wife Amoo Margaret Adimola and my two younger daughters Miss Acio Rebecca Collins and Miss Anyinge Rachael. I pray to God that you are given wisdom and you reach your potentials and read further than this point.

Acknowledgement

I would wish to say thank you very much to my two research supervisors Dr.Maria K.Barifaijo and Dr.Gerald Kagambirwe Karyeija of whom this document would not have reached this level, I know God will pay all of you.

I am indeed very grateful too to my wife Mrs. Amoo Margaret Adimola for the continued support she rendered to me during all the time of difficulties and happiness during the time of producing this research document and the two year study I was in.

In addition my sincere thanks go to the Principal of Gulu PTC Mr. Were B.A for all the endless support and the advice he gave me to join this important studies, though not forgetting the staff of the college.

In a special way, I would like to specially appreciate the staff of Uganda Management Institute (UMI), Kampala and all those persons who made me be to this standard. Last, but not least I give my thanks to all my children and the relatives who might have suffered during this hard time of study. I would like too to remember my late parents, Leone Pakica and Ruketta Apio, in this study for having sent me to school, although none of them tested the fruit of my education, may the good God keep you well whenever you are. Thank you very much, may God bless you all.

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ABSTRACT:

This study was carried to find out the contribution of head teachers' leadership styles in the learners' performance and possibly suggest positive ways of improving the performance. The study examined the contributions of autocratic, democratic, and laissez-faire leadership styles head teachers are using in the schools in Gulu District. The study used a cross sectional design to study and secure the depth of the data. Two approaches were used, quantitative and qualitative concurrently. Numbers of theories were cited and early researchers' documentations visited. Observation, interview guides documentary reviews and questionnaire were some of the methods used. The collected data was coded, interpreted and analysed using the SPSS computer programme. The opinions and the findings indicated that the head teachers' leadership styles were major contributors of performance in schools among learners. The result of the study advised that head teachers need to practice all the three styles of leadership namely autocratic, democratic, and laissez-fair and the finding advice that they should avoid dwelling on one style of leadership alone. It was also found that an institution would run best with support from other players which have been found in the democratic leadership style mostly. The recommendations made were to have more findings on the poor performance of learners .Autocratic leadership style be limitedly practise in the schools since the outcome may be dangerous to the learners. Head teachers should share with the subordinate's ideas in order to improve learners' performance. The communities should fully participate in school activities in order to improve performance and head teachers should work together and closely with the stakeholders in the community to improve performance.

CHAPTER ONE

Introduction

1.0 Introduction

The research project was examining critically the leadership styles of head teachers and the performance of learners in the primary schools. For a long time, head teachers had been making contribution to perfect performance of learners, but evidence could be seen that little of their contributions were connected to the learners' issues. In this study, head teachers' leadership styles were taken as independent variables and the learners' performances were taken as dependent variables. This chapter contains the historical background, theoretical background, conceptual perspectives, contextual perspectives, statement of the problem, purpose of the study, objectives of the study, research questions, hypothesis of the study, conceptual framework, scope of the study, significance of the study, and justification of the study.

1.1 Background of the study

1.1.1 Historical Background of the study

The leadership styles of head teachers to any educational institution were seen as significant to the performances at all levels by all the stakeholders. Head teachers performance has been put in two main ways – namely educative and administrative respectively, but either way must have influence on the learners' performances, and the learners must perform to the expectations to meet the target. As put in mind, the study was to bring out if there was any contribution of leadership styles of head teachers to the performance of learners. In a school set up, the head teacher cannot contribute alone and effectively but must have team players. Sandstorm et al (1990) suggested that team effectiveness in a work place may be measured

by productive output and personal satisfaction as two key benchmarks of achievements. This suggestion made the idea

to come that for any performance to be reached, the head teacher must have his contributions through other key players to make the team reach the wanted target.

Comparing own outcomes and input ratios to the outcomes and output ratios of others; the so called 'others' may be someone else in one's work group and another employee in the organisation, as said by Greenberg (2005) on the equity theory. Head teachers' leadership styles contribution would be seen as useless without the support of others.

Having put this in mind, primary school learners' performances seem not to have any connections of head teachers contribution out of their styles of leadership because year in and out learners are performing at a very low rate as compared by national standard Table 1: "Statistics showing pupils performance from (2006-2010)".

According to Tonny (2004), in goal setting theory, he argued that a goal enhances performance in large part because the goal makes it very clear exactly about what type and level of performance would be expected of the group.

From time immemorial, education has been evolving to meet the quality and quantity on the learners who go through it. Many developed countries had tried to bridge the wide gap in education standards and performances.

In these respects above, a number of meetings took place in the world to address the issue. As early in 1990 in the world conference on Education for All in Jomtien, Thailand tried to bring the world to a better light in education. In order to realise the aim, a broad coalition of national governments, civil societies and developmental agencies such as UNESCO and the World Bank committees committed to achieve six specific education goals. This idea made many countries which had attended to agree to make education accessible to all children

irrespective of sex in order to reduce illiteracy in the 21st century in this world. In 1990s many countries pushed heavily in the primary education reforms especially in the Education For all (EFA). At this time, the Jomtien (EFA) targets were not achieved, but were stressed at Dakar, Senegal where the World Education Forum took place in April and September in the year 2000 at the Millennium summit. The millennium declaration identified eight specific goals known as Millennium Development Goals (MDGs). The two declarations did not address performance in totality, but were targeted for accessibility and completion of education for all school-age children.

In Africa, countries like Lesotho, Malawi, Ghana, Kenya and Uganda took the lead and eliminated the burden of tuition (fees) from the parents and provided for free primary education for all school-age children in government added schools and put this Universal Primary Education (UPE) Avenstrup, Xiaoyan and Soven (2004) stressed.

The Dakar World Forum for Education for All (2006) adapted six goals to be achieved by the year 2015 and the second goal was to ensure that all the children in whatever condition must access, completely free and compulsory primary school education and should be of good quality.

In 1989, Uganda in her part had already started the reforming process and restructuring of the education sector, for this matter a commission was instituted and was called Kajubi Commission to address the issues at hand and in 1992 the government developed the Education White Paper. The guidelines were to be implemented to better the education sector. The paper too spelt out the scheme of service. In 1994, Uganda developed and adopted Teachers' Development and Management System (TDMS). This system was to better the quality of education in the primary schools. In this structure, leadership of head teachers were ear marked as an important factor. Structures were put in place for easy accessibility and management of the system at school levels, per sub counties in most cases.

For example, Coordinating Centre Tutors were put in Centre Schools. In 1997, the Uganda government introduced Universal Primary Education in order to allow the country to meet the MDGs and EFA issues. These interventions by the government of Uganda made everybody to be at the same level, rich or poor, alike and to better the quality of primary education in totality.

In the year 1995, the constitution of Uganda was made with much emphasis on the promotion of free and basic education for all. In this respect a number of private institutions came up alongside with the government institutions with a difference in payments in the private sector and some little contributions especially in the town schools which are government owned.

In Uganda, a number of interventions had been put in place to better education performance in primary schools and even at higher levels. For example in northern Uganda, REPLICA and NITEP were put in place to bridge the gaps in performances, while UNITY was for the northern and the eastern people. All these initiatives were to improve the school management and leadership of head teachers and later improve performance of learners in primary schools in Gulu and Uganda as a country at large.

1.3 Theoretical Background

In 1939, Kurt Lewin led a group of psychologists to experiment on the various leadership styles. These styles included the authoritarian leadership (autocratic), participative leadership (democratic) and delegate (laissez-faire) leadership. Since then, a number of research projects took place on the leadership styles.

The study on head teachers' leadership styles and learners' performance was guided with a number of theories. These theories included the Path- goal setting theory, theory X and theory Y, the Grate man theory (traits), Behavioural and Contingency/Situational theories. These theories focused on leadership and interrelationship of the identified styles and performances of learners in primary schools. Those theories brought out clearly the head teachers'

autocratic, democratic and laissez-faire leadership styles because the head teachers act according to the situation on the ground.

1.4 Conceptual Perspective

The study used a number of terms in order to bring out the concept of the study. The terms used included learners, in the study it meant someone who attended an educational institution especially the primary education, in the Collins English Dictionary, a learner has been defined as someone who learns a particular subject or how it were done, others would define the word as a person ready for instructions. Leadership was used as a manner and approach of providing directions, implementing plans and monitoring people. Kurt Lewin (1939) put leadership to be a process of social influences in which one person can enlist the aid and support of others in the accomplishment of a common task. Autocratic leadership used has been characterised by individuals controlled over all decisions and little input from group members. In the study it is believed that these leaders typically made choices based on their own ideas, judgments and narrowly accepted advice from followers. Democratic, on the other hand, was used as a type of leadership style in which members of the group took a more participative role in the decision process. Many people take the style as the most effective that lead to higher productivity and better contributions from the group members and increase moral benefits.

1.5 Contextual Perspective

Gulu district learners' performance in the primary schools was really wanting. Learners were entering schools and coming out as they entered in with very little changes in them. For example a child in primary four or even primary six hardly understood reading nor can write nor do simple numeracy or even comprehend any constructive text. As the government introduced UPE in 1997, in response to poor performance and reducing illiteracy in the

country, this happened in the peak of the Lord's Resistance Army inversion and many people were in the comps, this gave opportunity for children to join primary education in big numbers, but with scanty teachers and head teachers support to improve their performance. In the study as shown in table 1 below, evidenced was that performance at Primary Leaving Examinations were down.

Table 1: Statistics showing pupils performance from 2006-2010

YEAR	2006			2007			2008			2009			2010		
Grade	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
DIV 1	94	01	95	18	02	20	03	00	03	23	00	23	34	02	36
DIV 2	1,682	342	2,024	841	200	1,041	404	65	469	720	168	888	912	314	1,226
DIV 3	728	398	1,126	519	219	810	694	313	1,007	600	381	981	503	413	916
DIV 4	814	287	1,101	390	195	585	525	244	769	443	216	659	486	273	759
DIV U	586	479	1,065	516	465	981	729	590	1,319	401	389	790	312	366	678
DIV X	306	162	468	180	100	280	87	112	199	66	63	129	54	69	123
TOTAL	4,210	1,669	5,879	2,464	1,253	3,717	2,442	1,324	3,766	2,253	1,217	3,470	2,301	1,437	3,738

Source: UNEB 2006-2010 unpublished (Gulu District)

The table shows the enrolment of learners in P7 from the year 2006-2010 and their performance indicators in the respective grades. The table also brought out the level of performance for boys and girls.

In the success of UPE, Bitamazire,(2001) commented on the impact and said it was the only success story that included the recruitments of teachers, classroom construction, instructional materials supply, remittance of UPE grants, provision of sanitary facilities and community

mobilisation among others. She further said that the stakeholders and communities should support education in order to improve performance and school governance because the government has committed the schools in the hands of the communities and in the hands of the local governments, Education Act (2008)

1.6 Statement of the Problem

Ministry of Education and Sports introduced a number of initiatives to improve performance in primary schools since the primary reform program in 1986, among many of these initiatives, Teachers' Development and Management System (TDMS) was introduced in 1994 to train head teachers on leadership and management skills. In this initiative, head teachers were expected to meet twice a month called peer group meeting to cover the Leadership and management modules identified (five modules were identified for this purpose) These were the finance and accountability module, personnel management module, curriculum management module, school governance module. Although these were done, learners still do not have the performance to the expectation in Gulu District primary schools. Evidenced in the results at UNEB examinations and the assessments on learners achievement of 2010 for the classes of P3 and P6 carried out by UNEB ranked Gulu District among the lowest districts in performance. A number of assessments that followed have been carried out in the same area with different non-governmental organisations like Save The Children in Uganda, UPHOLD, UNITY and others in Gulu district schools, but still gave the same results of poor performance at all levels in the district. Head teachers' Leadership styles have been seen and reported as the driving factor for the poor performance, though not much study has been carried out to ascertain these effects. If this situation persists, primary schools in Gulu District in this manner, then the district would not meet the Millennium Development Goals (MDGs) of 2015. This study investigated the contribution of head teachers' leadership styles and the learners' performance in Gulu District.

1.7 Purpose of the study

The purpose of the study was to investigate the contribution of head teachers' leadership styles on learners' performance in Gulu District, Uganda

1.7.1 Objectives of the Study

This study was guided by the following objectives:

To examine the contribution of autocratic leadership style of head teachers on learners performance in Gulu District.

To investigate the contribution of democratic leadership style of head teachers on the learners performance in Gulu District.

To study the contribution of laissez-faire leadership style of head teachers on learners performance in Gulu District.

1.7.2 Research Questions

The study was guided with the following research questions:

- (1) What was the contribution of autocratic leadership styles of head teachers on the learners' performance in primary schools in Gulu District?
- (2) What was the contribution of democratic leadership styles of head teachers on the performance of learners in the primary schools of Gulu District?
- (3) What was the contribution of head teacher's laissez -faire leadership style and the learners' performance in the primary schools in Gulu District?

1.8 Hypothesis:

Head teachers were employed to give directions to the school as leaders and also to enable that learning was taking place as expected. This study was guided by the Hypotheses that:-

(i) There was significant contribution of autocratic leadership styles of head teachers on the learners' performance in primary schools in Gulu District.

(ii) There was a significant contribution of head teachers' democratic leadership styles on the learners' performance in the primary schools in Gulu District

(iii) Laissez faire leadership styles of head teachers has a contribution in the performance of learners in the primary schools of Gulu District

1.9 CONCEPTUAL FRAMEWORK

Introduction

This conceptual framework was adapted from the Path-Goal theory because the theory clearly had the component that leaders could change their behaviours according to their choices, subordinates characteristics could be identified, task characteristics could be seen and clear path to be taken could be easily identified. The conceptual framework shows that when head teachers employed a particular leadership style in their roles or work as the leaders of primary school, then there would be a particular trend and the school performance would move.

The framework spelt out all the styles of leadership the autocratic, democratic and laissez-faire, with their identities and also the evidences that brought out performance of learners. The framework was adopted because it explained clearly how to meet the expected target. The framework therefore helped to trace the contribution of each leadership style to the performance indicators of the learners.

THE FRAMEWORK



Adapted from Path-Goal Model: Tony Morden (2004) Principles of Management and modified by the researcher.

1.10 Scope of the Study

This study focused on how head teachers leadership styles contributed to learners' performance and how these styles improved on performance in Gulu district.

The study was conducted in Gulu District. It covered two counties of Omoro and Aswa. The district was chosen because the researcher could access easily and more so because of the wanting performance of the district in academic. Gulu district for the last ten years had been ranked among the lowest districts at all levels in performances.

The content scope had the limitation on the major variables (independent and dependent variables). Leadership styles of head teachers were the independent variable and the learners' performance were dependent variables. The investigation found out contributions of head teachers through their leadership styles and role and to how such roles contribute to learners' performance. Investigation covered a period of the last ten years under which Gulu district had not recovered from her academic poor performance. Information for this study was taken from the documents (statistics) for the years' stated and other related literatures with the district.

1.11 Justification of the study

A number of researches were carried out on performance in primary schools, about head teachers and their teachers. Very little interest of researches had reached to find out how head teachers leadership styles contribute critically with the performance of learners especially in Gulu District, more so, specifically the roles played by head teachers in the performance of academic that would make the parents and other stakeholders happy.

1.12 Significance of the Study

This study found out how the leadership styles of head teachers contribute towards the learners' performance. The information gathered would help the district authorities, head teachers, communities and the learners to be focused on result-oriented performance in their school. The results too would help the communities to have interest in sending their children to school to meet the performance expected of them. It would also help the ministry of education and sports to plan towards the positivity for the district and would bring back the glory of education officer and school leadership especially the SMC (school management committee and other stakeholders) to light. The study gave directions to head teachers to maximise performance levels of the learn

CHAPTER TWO

Literature Review

2.0 Introduction

In this chapter, emphasis was put to bring out the theoretical reviewed by known scholars leadership style and how they interplay with the learners' performance, the conceptual review of the study identifying each objective as stated before in the previous chapter one the learners' performance. This chapter covered three main sections as put in the line of the objectives: head teachers autocratic leadership styles and learners performance, head teachers democratic leadership styles and learners performance, head teachers laissez-faire leadership styles and learners performance

2.1 Theoretical Literature Review

Literature revealed that there are two main categories of motivational theories that help an individual to perform. These are the mechanistic and the cognitive theories. This study was under taken by the goal setting theory, contingency theory, the theory X and theory Y and the Path goal theory.

Goal Setting Theory

The goal is the aim of an action or task that a person consciously desires to archive or obtain (Locke and Latham, 2002; Locke and Latham 2006) goal setting theory involves the conscious process of establishing levels of performance in order to obtain desirable outcome. If individuals or teams find that their current performance is not archiving desired goals, they typically become motivated to increase efforts or change their strategy (Locke and Latham

2006) The goal setting theory based on the previous that much human action is purposeful, in that it is directed by conscious goal (O'Neil and Drillings,1994, p.14)

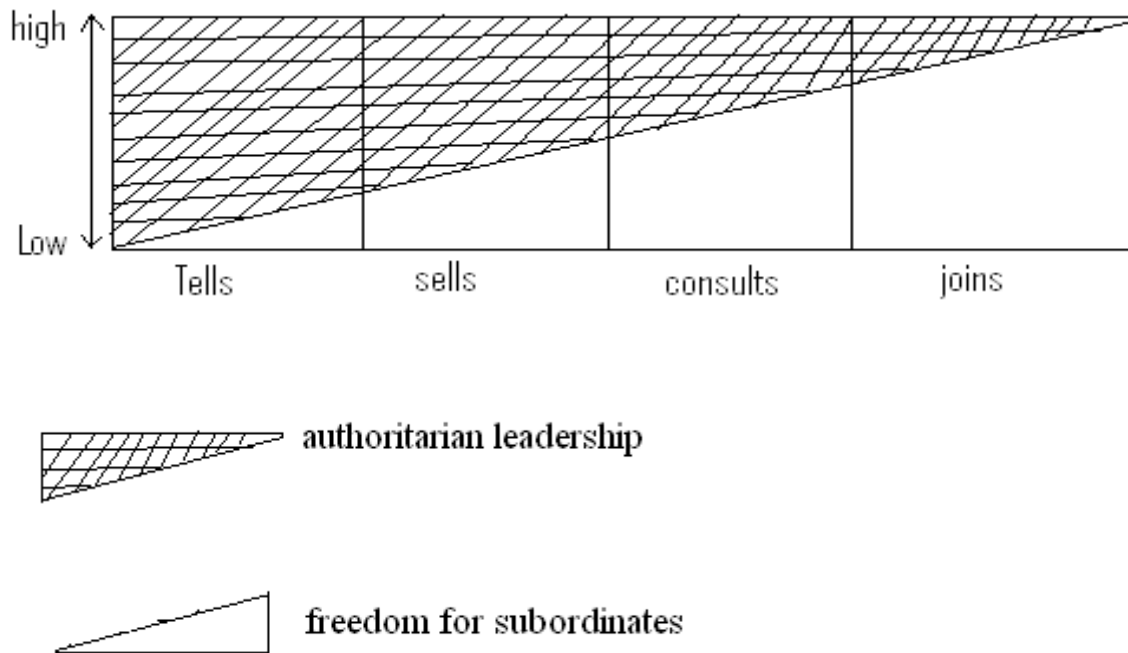
For effectiveness of the goal the leader should state the goal to be specific and challenging along with appropriate feedback that contributes to higher and better task performance, goals should indicate and give direction to an employee about what needs to be done and how much efforts are required to be put in, source of job satisfaction, clear, particular and difficult goal are greater motivating factors than easy, general and vague goals and the goal should be specific and clear to greater output and better performance.

The theory commitment depends on the factors that goals are made open, known and broadcast; goals should be set-self by individual rather than designated and that individuals set goals should be consistent with the organisational goal and vision. This is a technique used to raise incentive for employees to complete work quickly and effectively. It leads to better performance by increasing motivation and efforts, but also through increasing and improving the feedback quality. The goal setting theory assumes that behaviour reflects on employees' conscious goals and intentions which can be seen heavily in the democratic leadership style.

In work places, successful managers use the goal setting to clarify expectations, improve performance and develop employees into stronger workers which in turn makes the company stronger (Fried and Slourik, 2004). Some of the ways managers use this theory are to: Include employees in goal setting, set individual goals that flow directly from those of the work unit , set specific goal, ask supervisors to set their own, have meetings with employees regularly regarding performance and progress on developmental objectives, provide ongoing feedbacks and coaching, have employees take the lead in both settings and the reviewed process, ensure that goals are focused on areas that are important to current and last but not least aligns reward systems with desirable results future goals .

Tannenbaun and Schmidt (1958) proposed a continuum along which leadership behaviour choices may vary. At one extreme there will be “Boss-centred” characterised by high levels of prescription and control. At the other extreme there will be “Subordinate-centred” leadership characterised by consultative and facilitator behaviour

Figure 2 Continuum showing the leadership behaviour. (Goal Setting Theory)



This continuum identified four distinct styles of leadership behaviour: Leaders tell, the leader makes decisions on a unilateral or absolutist basis and expects h/her subordinates to implement these decisions without questions. Subordinates are merely perceived in this case as “Tools of implementation”

Leaders Sell, The leader makes the decisions but tries to persuade subordinates that these decisions are the right ones, and that it is the best interest to accept them and implement them.

Leader Consults, leader makes the decision after consultation and discussion with the group. It is the leader’s responsibility to listen to the subordinate opinion and comment. But it is also

the leader's responsibility to decide on the value and relevance of that advice to the decision at hand.

Last, but not least leaders join, the leader or the group, or both, define the issue or problem for solutions. The leader may then have to specify the parameters within which a decision could realistically be made about it. For these issues above it was found to be very fitting to use this theory in this study.

However, this theory has limitations that when very difficult and complex goals are set, they would stimulate riskier behaviour and that if the employee lack skills and competences to perform actions essential for goal, then the goal can fail and lead to undermining of performance. Another thing is that the theory is having no evidence to prove that it improves job satisfaction and performance (Locke and Latham 2006).

Greenberg (2005) in the goals setting theory stated that even if an employee performs at a higher level her/his notification may suffer if that performance is not appropriately rewarded. In playing this, the head teacher's leadership styles should have this in totality to aid the performance in schools.

Liz Fulop, Stephen Luistead (1999) on the notion of traits had an assumption that good leadership resides in the abilities of certain individuals 'the great man' for example Chirohill Gandhi etc, however Shelly Kirk Patrick and Edwin Locke (1991) confirmed that certain traits do appear to have consistent impact on leader's effectiveness, these include drive, leadership motivation, honesty and integrity, self-confidence, cognitive abilities and knowledge of the business as could be evidence in the head teachers' leadership styles to maximise performance.

Douglas McGregor's (1960) Theory X and Theory Y that was worked on from Abraham Maslow, argued that human behaviour flowed from the effects of certain innate needs; physiological for example food, safety security, social (such as a sense of belonging esteem

(being valued) and self actualisation (fulfilling one's potential) but according to McGregor it was the higher-level needs that were the most relevant to "Modern" employees. If the theory is taken with keenness, then performance can be realised.

As put in by Robert Blake and Jane Mouton (1978) used approach that focuses on styles (using an extended versions grid approach), the same approach was refined by Blake and Anne McCauley (1991), which involves maximum concern for both production and people seeing these factors as interdependent but not as independent, while Blake and Mouton (1960) developed the management grid which identified four factors, but Blake and McCauley (1991) identified five basic contributions of concern for people using a scale 1-9.

Not pushing off the system for approach which was developed by Rensis Likert (1961, 1967, 1979) which was based on four kinds of management systems; namely;- Exploitative authority; Benevolent authoritative; Consultative; and Participative.

While on the lists of leadership styles one would not forget the contingency theory developed by Fred Fieldler (1967, 1974), this theory examines the relationship centred or task centred approaches in this argument on individual leadership style and is assessed on the basis of the least-preferred co-workers (LOC) scale or co-efficient.

In another development, Robert House (1971) developed the path-goal theory and the Saure proposal was emphasised by Evans (1970) that leaders can affect the job satisfaction, motivation and performance of group members by their actions.

On the other hand, George Graen and Itaga (1975), Graen and Schiemann (1978); Liden and Graen (1980), in their leader-member exchange theory questioned the conventional view that leaders display which bring out same style and behaviours towards all their subordinates – the dyed.

2.2 Related Literature

2.2.1 Leadership styles and learners performance

Parents have been keen to blame the school administration in case they are not satisfied with the performance of their pupils. They blame the administration for the poor performance. The head teachers in turn blame the learners for not being hard-working for better performance. The learners on their part blame their teachers for not teaching effectively or the head teacher not supervising the teachers effectively. The question here now is who is responsible for the learners' performance? According to Hellen (1998) argument has been made that all the styles must be linked with performance

Styles of leadership vary from person to person, from organisation to organisation depending upon the values and personalities of the leaders and on the needs of the organisation. Hellen (1998) argues that styles adapted are appropriate in that it will ensure managerial effectiveness in the pursuit of organisational aims and objectives. She went further to put the styles into three main categories (dimensions): Autocratic; Democratic; and Laissez-faire.

This was also supported by Fulop and Linstead (1999) who save the background of styles by the work of Douglas McGregor (1960) Theory X and Theory Y.

2.2.2 Autocratic styles and Learners' performance:

Cole (1996) viewed autocratic styles of leadership as traditional because what where he says goes since his word is internally the law. Hellen (1998) added that there will be little, if any, room for collaboration or discussion can be put to the leader, since subordinates will be expected to carry them through without any question. Lourie (1985) echoed that autocratic (authoritarian) style has the focus of power with the manager and all interaction within the group moves toward the managers.

Warrick (2007) adds that high emphasis is put on performance and low emphasis on people performing the work, teachers and learners, Mary (2008) confirms by stating that under autocratic (authoritarian) leadership, team's output does not benefit. While Durbin (1998) echoed that the style is task oriented hence its loss human.

As Mc Gregor (1960) emphasized in his theory X and theory Y, this leader uses the X theory that put everybody as lazy bones. If a teacher has been given this mind set then he/she will have difficulties in conducting his work leading to poor performance at a later date.

This style given the arguments above would make the learners to be on their toes in order to do what the head teacher wants. Performance, therefore, will be entangled by the factors of fear.

Autocratic Leadership Style; put much of its emphasis on people under them, and the team outputs does not benefit from the creativity and their experiences of working as a team (Merry, 2008). This type of leadership is also viewed as task-oriented (Durbin, 1998) which makes the performance and result to be only on the completion of any given task. This therefore makes teaching as a routine.

As cited in Oyetungi (2006), Autocratic Leadership Style relies on authority, control power, manipulation and hard work. The leader alone exercises decisions for the organisation and an authority for procedures to achieving the decision arrived at. The leader takes everything in his/her hands, for example control of rewards or punishment, which makes the subordinate to have difficulties in meeting his performance target.

Durbin (1998) said that the manager retains most authority for him/herself and makes decisions with the idea that the staff will follow and implement. The leader gives directions of what to do and how to do it, takes him/her as the model of the staff. This therefore would have the employee performance to be limited only to the leader's decisions because any further involvement would lead to problems.

Warricle (2007) argues that this style assumes that the people are lazy, irresponsible and untrustworthy and that planning, organising, controlling and decisions should be accomplished by the leader alone or with minimal employee involvement. This idea therefore will jeopardize the performance in the school setting because the employees' attitude will be negative towards his/her performance

Marry (2008) intensively argued that this style assumes that the leader has a better organisation's improvement than others. In this case the employee will have little to say in an organisations' performance. After the research work expectation is that head teachers take into autocratic leadership styles then the teachers will have fear in their jobs, hence making it very difficult to perform with their professional heart.

2.2.3 Democratic styles of leadership and Learners' Performance:

Democratic leadership style which can also be referred to as participatory leadership brings about co-operative and participative approach in any given organization (Jones, 2002). In this respect, the work force would be given opportunity to discuss the issues and problems involved and share in the decision making process (Hellen, 1987) if a head teacher pushed for this style. Co-determination rather than abdication which leads to joint involvement and would likely foster greater commitment to the task whilst improving the standard (Chaudan, 2000).

Democratic style can be time consuming to operate and different to unscramble once set in motion Fulop, Linstead (1999) and Chaudan (2000) said that quality of decisions can be diluted in an attempt to please everyone, this was also emphasized by Jones (2002), but all the same once institutionalised will make the organisation to meet the expected performance.

Durbin (1998) pointed out that the focus in leadership is sharing. In the democratic style of leadership, leaders share decisions with the subordinates, though he/she retains the final

authority to make decisions. This style always keeps his/her employees informed of what is going on in the organisation. Many theories and writers like Mehta (2001) are concerned that involvement in decision making also increases the perception of control, a channel partner in performing the distribution of task and issues. Once decisions are shared everybody will do his/her activities as given because he/she will have understood the task.

Wanide (2007) said that high emphasis is put on performance and people. The style assumes that most people are honest, trustworthy and will work hard to accomplish the tasks and issues. These styles also discuss and agree with the members over issues before decision is taken (consensus). If the decision being made is having variations, the leader would take the members to vote (democratic) he/she may also coach subordinates and negotiate their demands. If these are done, the subordinate would meet the performance of the organisation.

A democratic leadership style produces high employee productivity and full delegation of employees by the leader. Wanide (2007) emphasised that this style results in high employee productivity, satisfaction, co-operation and commitment since it reduces the need for control and formal rules and procedures. Periz et al (1999) said that the style gives result of low absenteeism, turn over and development of competent people who are willing to give their best, think for themselves, communicate openly and seek responsibility. The leader in this respect will be seen as an aspect of empowerment, team work and collaborator at all levels.

This leadership styles, as observed by a number of scholars, makes the school move effectively when those who will be affected by the organisation's decision are fully involved in the decision making process and will always abide by the agreed issues as a team. In this manner, the employee can meet the goals of the organisation and improve on their performance.

2.2.4 Laissez-faire Leadership style and Learners' Performance:

Laurie (1998) argued that this style comes as an observation of the head of the organisation, that members of the group are working well on their own and Hellen (1987) supported by putting it as complete freedom affordable to the workers to take decisions without collaboration with the leader. Laurie also called this style a genuine style of leadership because managers observe that members of the group are working well on their own. This implies that the manager consciously makes decisions to pass the focus of power to members, to allow them freedom of actions “to do as they think best” and not to interfere, but is readily available to help if needed.

Goleman et al (2002) rewarded the leadership style because it keeps staff moral high and therefore a positive climate prevails in the organisation.

This style means to let others act without interference and refers to the extent that leadership is either avoided or attempted (Durbin, 2008). Authority and control is given to the subordinates (employees) leaving nobody of authority in the organisation. There is no setting of goals in the school or organisation for a common taught. This style is effective to be used by skilled and experienced employees. Lesser-faire style encourages employees to have pride in their work and the drive to do it successfully on their own (Prez et al, 1999). Warricle (2007) observed that under laissez-faire leadership styles, employees become apathetic, disinterested and resentful of the organisation and their leader and result in very low productivity and satisfaction. This style may be rare in schools.

Laissez-faire as a French team meaning “leave to do” is another way that leaders avoid the employee to know their weaknesses or the knowledge gap in the leadership. This style provides leadership to the group indirectly rather than directly. Tasks are given out to members and freedom is allowed to figure out how to perform it best. This therefore means that measuring the performance level is very difficult.

According to Murry (2008), this style has low emphasis on performance and people. It assumes that people are unpredictable and uncontrollable and that a leader's job is to do enough to get by. Keep a low profile, stay out of trouble and leave people alone as much as possible. This comes about because the leader provides little or no direction to the followers, all authority and power is given to the employees and they must detain goals, decisions, and solve problems on their own (Greenberg, 2005). Putting the situation of performance that demands close supervision from the head teacher, it would be a bit of challenge to meet the expected target.

2.3 Summary

In summary, this chapter brings out the different scholars on the leadership styles and how they argue their ways in the leadership philosophy. This section also highlights the styles and what entails in them. Interestingly, the chapter explains the ideal of what is expected for each of the identified styles of leadership which include autocratic with the elements of task centred/authority and control, minimal employee involvement/strict supervision and the leader employee own decisions.

Democratic leadership style brings out issues like shared decision making, empowerment and consensus agreement, voting on issues, high employee productivity and delegate ideas, while Laissez-faire has issues like the leave to do approach, avoidance, management by exception and off task and try and we see among others.

These leadership styles helped the study to find out their contributions to the performance of learners in primary schools in Gulu District. A number of contributors were viewed during the data collection time.

CHAPTER THREE

3.0 Introduction

This chapter encloses the research design, population of the study, sampling techniques, instruments used, procedures taken in the study and methods of data analysis used.

3.1 Research Design

Performances as seen in many organisations have interrelatedness. It was of great help to have the in depth, contextual analysis of various issues related to head-teachers' various leadership styles that contributes to performance. For this reason, a cross sectional design was picked, the main issue of this design was to study and secure depth of data about the leadership styles and the learner's performance in Gulu District. The researcher used two approaches, quantitative and qualitative concurrently. The qualitative approach was picked because of the diversity of multiple realities in the leadership styles which were very complex in the leadership situations, while quantitative was picked in order to describe current conditions and to investigate contributions, cause and effect on the head teachers' leadership styles and performance of learners in Gulu District primary schools

3.2 Study Population

The study included 20 head teachers, 20 deputy head teachers, 20 teachers, 54 learners in P3-P6, 20 school management committees, 20 parents, and the total population of 154 was reached. Population sample size was determined from this study population.

3.3 Sample Size and selection

The researcher used a sample size population of 150 participants selected from the 20 primary schools in the district of Gulu as the area of study. This representation was about

97.4 per cent of the total study population identified. The sample size schools used in the study

and the respondents were adapted from Morgan & Krejcie (1970). Barifaijo, Basheka and Oonyu (2010) advised that not all the study population could be taken for the study. The selection was done as below shown in the table

Table 2 : Showing the sample size of the study

Category	Population	Sample Size	%	Sampling Techniques
Head teachers	20	20	100	Simple random
Deputy head teachers	20	20	100	Simple random
Teachers	20	20	100	Simple random
Learners(P3-P6)	54	50	80	Simple random
School Management Committee	20	20	100	Simple random
Parents	20	20	100	Simple random
Total:	154	150		

Source: Primary Data 2012

Barifaijo et al (2010) emphasised that sampling techniques must rhyme with the research design and must be justified. This study used both probability and non-probability sampling techniques. The non-probability techniques were used on simple random for the selection of key informants like learners, school management committees and parents. The probability sampling technique was applied to head teachers and deputy head teachers and the teachers.

The key persons (informants) were interviewed to find views on the contribution of head teachers' leadership styles and the learner's performance.

To avoid bias in the selection of schools the researcher used simple random sampling whereby one divides the population into two or more relevant and significant strata based on one or a number of attributes. Samples are drawn from each of the strata but using more than one characteristic (Sanders, 1997). To establish the styles of leadership being used by the head teachers in schools, the researcher carried out a preliminary survey before the actual collection of the data and put the schools in different strata. The other names of schools in each stratum were written in ballot papers, folded and then put in a box, later one ballot was picked at a time from the box and the name of the school on the paper was noted down. This was repeated until the 20 schools were obtained. The aim of using this method was to achieve the desired representation from the various sub groups in the accessible population, (Mugenda & Mugenda, 1999). The population sample would represent the views of the entire population in Gulu district schools.

3.5 Data Collection Methods

The instruments of data collection included administering questionnaire, interview guide, observation, check lists and documentary analysis. The reflections on these would show out in the head teachers' interest on records.

3.5.1 Questionnaire:

These were a formulated written set of questions to which respondents recorded their responses within closely defined alternatives. Questionnaires were preferred to head teachers; the teachers and the deputy head teachers because they were literate enough to administer them in writing properly. This enabled the respondents to feel free to express their views without fear. Each question was developed to address a specific objective of the study and the

questionnaires were focused on the influence and contribution of the head teachers' leadership styles and performance of learners.

3.5.2 Interview:

This was developed to capture the ideas of the parents, school management committee and the learners because these categories may have busy schedules or may have same limitation in literacy. The focused group discussions were organised in schools to reduce the distance of travel by the parties involved.

3.5.3 Observation:

This helped the researcher to observe the behaviours of the head teachers in their natural settings in the school. It gave fair assessment of the contribution of the styles of leadership and the learner's performance.

3.5.4 Documentary Review:

Since performance of pupils were kept in records as progress marks at schools and on computer sheets as terminal results of PLE in the district, it was important to use those documents.

3.6 Data collection procedures:

The researcher obtained permission from Uganda Management Institute after defending the proposal. A letter of acceptance was written; and an introduction letter was written to the district authorities of Gulu District for permission to carry out this research in the district. The researcher got lists of schools and their head teachers, teachers, school management committees, and parents from the education office. The College administration was contacted by the researcher and was allowed to carry out the research project. The schools were visited to get their geographical locations. The researcher met the head teachers. Data collection instruments were made with the approval of the supervisor of this research project at Uganda

Management Institute. It was printed and piloted in five schools to ascertain its reliability and validity.

Validity of Research Instruments:

To ensure validity of this research the researcher pre-tested the questionnaire used expert ratters and the research supervisors at Uganda Management Institute given. The ratters findings were used to calculate the content validity using the formula:

$CVI = K/N$ (Where K= Total number of items in the questionnaires declared valid by the per-tested respondents, ratters and the UMI Supervisors)

N=Total number of items in the questionnaires

The calculated Content Validity Index was measured against the Content Validity recommended for the study.

Reliability of Research Instrument

The reliability of an instrument refers to the degree of its consistency measure of what it intends to measure (Amin,2005). The instrument was piloted with respondents by dividing the test into two. Old items represented by 'X' split-half reliability co-efficient was applied. It was so because this was cheaper in terms of cost and time and the administration would be once (Amin 2005) .The pilot test scores were corrected using Pearson's moment correlation co-efficient.

When the correlation co-efficient ranges from -1 to 1. A value of 1 implies that a linear equation describe the relationship between X and Y perfect. A value which represents -1 implies there is no correlation between the variables. The minimum reliability index recommended in survey studies is 0.7+ (Amin,2005)

3.8 Data analysis

The collected data was laid down before the analysis of the data. This was to make sure that the researcher got all the relevant data expected for making the analysis. Amin (2005), in his book, pointed out that data analysis was a process which involved a number of closely related operations performed with the purpose of summarising the collected data and organising them to the acceptable standard. The information presented would be both in quantitative and qualitative in nature.

3.8.1 Qualitative Data analysis

This involved the use of words for a better description of the pattern, trends and contributions of head teachers' leadership styles that exist in the gathered information.

The interest here was to analyse the information in a systematic way. It came to be a very useful analysis tool in response to the learners, school management committees and the parents remarks. Mugenda and Mugenda (1999) advised that content analysis will be done to focus leadership styles and learners' performance. The work would be edited many times to avoid missing of information. Codes were created in the code book for responses made. This analysis was used to describe how the head teacher's leadership styles contribute to learner's performance

3.8.2 Quantitative Data analysis

This was received from data coding in order to get numbers. Mugenda and Mugenda (1999) defined the conversion of data into numerical codes as coding and coding was very important because it included as much information as possible. The numbers generated were analysed. Percentage and frequency tables were used to show the results. The Chi-square and the T-test were used to establish the contribution between categorized variables such as sex and education and continuous variables such as age and attitudes respectively. The regression analysis was used to find out the extent to which some independent variables explain the

dependent variable, for example linear regression was used to find out how the dependent (learners' performance) depends on the leadership styles (Autocratic, democratic and Laissez-faire) and correlations were used to test the strength of the contribution. The data was summarized to answer the research questions and entered by using the statistical package for social scientists (SPSS) Programme. Classification of data was done and reduced from detailed form to a summarised and easy to follow form.

3.9 Measurement of variables

The variables in this research study were measured by using the 5-points Linkert Scale, with the following description of opinions: 5 – Strongly Agree; 4 – Agree; 3 – Undecided; 2 – Disagree and 1 – Strongly Disagree. The study used the nominal scale since it required the use of numbers. The ordinal and interval (ratio) scales were used to find the central tendencies of the data collected in the field.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the results of my findings, analysis and the interpretation of the data. It brought out the Head teachers' leadership styles as the focal point of this study and how they contributed to the learners' performance in the primary schools in Gulu district.

This chapter has been put under four main sections, the response rate of the respondents according to their categories, the background characteristics of the respondents (include the ages, education level, years in the school, marriage status and gender) , the third section brings out findings on the dependent variables by using descriptive statistics and the last section are findings on the head teachers leadership styles contribution on the learners performance (autocratic, democratic and laissez-faire)

4.1.0 Response Rate

This first section of the chapter represents the summary of the 150 respondents in the study.

The details are as shown in the table 3 below:

Table 3: Showing Response Rate

SNO	Categories	Targeted Respondents	Actual Responses	Response Rate Percentage
1	Head teachers	20	20	100
2	Deputy head teachers	20	20	100
3	Teachers	20	20	100
4	School Management committees	20	18	90
5	Parents	20	12	60
6	Learners	50	48	96
	Total	150	138	92

Source: Primary Data

The table 3 above clearly indicates that out of the 20 head teachers identified 20 responded to the given questionnaire representing 100 percent and their responses were used in the analysis of the data, out of the 20 deputy head teachers sampled, all of them responded representing 100 percent, out of the 20 teachers sampled 20 responded to the questionnaire representing 100 percent too, the study also sampled 20 school management committees for the interview and discussion 18 turned up representing a percentage of 90 percent, 20 parents were also identified in the study but only 12 were involved and responded to the call representing 60 percent and out of the 50 learners 48 were interviewed and discussed with representing 96 percent of their response rate .

According Hussay and Hussay (1997:164) clarified questionnaire non-response bias as being of two types:

(i)-questionnaire response whereby the questionnaires are not returned at all

(ii)- Item non-response, where some of the questions in the questionnaires have not been answered.

Gillham (2000:48) agrees and states that if the response rate is less than 30 percent the value and validity of the method and results are in question. Therefore, it is reasonable to conclude that a satisfactory response rate should be at least 30 percent. In this study, the target was met with a response rate of 92 percent far above the minimum response rate. The researcher therefore feels competently confident that with the response rate of 92 percent, the findings do provide excellent estimate and perfect results.

4.2 Demographic Information of the respondents and learners performance

In this section respondents background information was focused on .It brings out the characteristic of the respondents in terms of their ages brackets, education level, years in the school, marital status and gender. The purpose of this was to establish if the background factors contribute to the learner's performance in primary schools. The information was put in the table below. On the head teachers their deputies and the teachers were represented specifically excluding the school management committees, parents and the learners.

Table 4: Showing the background information of head teachers, deputies and the teachers.

S/N	Questionnaires	Items	Responses	Valid Percentages	Accumulated Percentages
1	Gender	Male Female Total	39 21 60	65 35 100	65 100 100
2	Education Level	Degrees Diplomas Certificates Total	05 30 25 60	8.4 50 41.6 100	8.4 58.4 100 100
3	Years In School	2-4yrs 4-7yrs 7-10yrs Over 10yrs Total	12 26 16 06 60	20 43.4 26.6 10 100	20 60.4 90.0 100 100
4	Marriage	Widows Divorced Single Married Separated Total	05 03 12 30 10 60	8.4 5 20 50 16.6 100	8.4 13.4 33.4 88.4 100 100
5	Age Bracket	(20-30) (30-40) (over 40) Total	25 15 20 60	41.7 25 33.3 100	41.7 66.7 100 100

Source; Primary Data

This table gave in the background information of the respondents of the questionnaires. The total numbers were 60. It also gave in the percentages of the various items identified. In this study, the numbers of females were fewer than males counter parts 35 percent against the 65 of the male. The reason was that many schools in the villages had fewer female teachers when you compared with the town schools and these female teachers have their spouses in the town or they do not stay together in the same school rendering their teaching to be rare on many occasion. 43.4 percent of the respondents have stayed in the school between 4-7 years and 26.6 have been in the same place for at least 10 years, this indication revealed that they may have the idea of making them to repeat the same thing year in and year out. The total of

16.6 percent of the teachers have separated and 20 percent are single, to me being in this situation can interfere with ones duties and planning hence can affect the performance of the learners since they may not concentrate fully in their duties. Representation of 8.4 percent are widowed and 5 percent had divorced indicating that they have to do everything by themselves, this would make them to have less concentration in their assigned duties in the classrooms which may lead to learners poor performance, 50 percent of the respondents are married though some do not stay in the same work place with their spouses making it a bit difficult to concentrate to the assignments given by the school. The information also indicated that 41.7 percent of the respondents are still youth of ages between 20-30 years depicting that they still have ambitions to progress and may be get a better work place, therefore limiting the performance at the school, 33.3 percent are of ages over 40 years, but these are mainly the school heads who wants to give directions to h/er taste. 25 percent are of middle ages 30-40 years and this force cannot perform everything. The respondents represent that 8.4 percent are caring degrees from various universities, 50 percent have diplomas in education and 41.6 are certificate holders. This highly qualified staff in the primary schools could be an indication of good performance, but still these teachers are having papers and not commitment in their work to change the performance level of the learners from the present state to the next better state.

4.3 Descriptive Statistic for the Study variables

4.3.1 Summary Descriptive Statistic

The descriptive statistic such as the minimum, maximum, means, standard deviations and percentages were obtained for the interval-scaled independent and dependent variables. The variables were put on a 5-point scale of Strongly Agree 5 , Agree 4 , Undecided 3 , Disagree 2 and Strongly Disagree 1 and SPSS computer program was used to find the statistic.

Table 5 Summary Descriptive Statistic for the Study variables

Sno	Variables	Mean	Standard Deviation
1	Autocratic Style	2.35	0.46114
2	Democratic Style	3.8	0.75476
3	Laissez-faire	2.7444...	0.54301
4	Learners performance	3.6924...	0.69688

Source: Primary Data

Table 5 above indicates the summary of the descriptive statistics for independent variables and dependent variables. The summary came out after calculating the total sum of the items in each of the variables and dividing with the frequencies under the identified variables. Democratic Leadership Style had the highest mean score of 3.8 and the standard deviation of 0.75476. Mean score of above 4.00 is on the scale used corresponded to ‘Undecided’ and ‘Disagree’. The implication to this was that the majority of the respondents had this style as major contribution to learner’s performance. The standard deviation of 0.75476 is very close to 1 when you compare with the autocratic of 0.46114 with the mean score of 2.35, the laissez-faire leadership of 0.54301 as standard deviation with the mean score of 2.7444... And the learner’s performance scoring 3.6924... As the mean with the standard deviation of 0.69688. The finding revealed that all these leadership styles significantly contribute to the learner’s performance.

The finding above also is with agreement with the conducted discussions and the interview guide carried out with the school Management Committees, Parents and the learners. All these categories of respondents agreed that the democratic leadership give more contribution

to performance than the two. One respondent in the interview said *‘To me, if I was the District Inspector of Schools I would transfer those head teachers who worked alone, because they are the once that are making our children not to performed to the expectations.’* In another development, another respondent also answered, *‘ Head teachers who go away leaving the teachers alone should be demoted to classroom because they will be cheating the government since they will not be in the job all the time.’* Another respondent commented that *‘Some head teachers only came to school to confuse the staff, because they come only to give orders to the teachers’*. Another respondent was questioning *‘Why do some head teachers come to school at their will and nothing is done to the situation’*. With the above statistics and responses, the research findings clearly confirms that head teachers leadership styles significantly contribute to the performance of learners in the primary schools in Gulu District

4.3.1 Autocratic leadership styles

The summary of descriptive statistics for the autocratic leadership style is presented in table six below. The summary was from 60 questionnaires which were distributed to 60 respondents these respondents were the head teachers (20), deputy head teachers (20) and the teachers (20). The target was met with a response rate to questionnaires to be 100 per cent. The main reason of reaching this percentage was that the researcher distributed the questionnaires himself and collected them himself too. Encouragements were given to those who were lazy to fill the questionnaire

Table 6: Autocratic leadership style result

Statement to understand autocratic leadership	SA No.(%)	A No.(%)	U No.(%)	DA No.(%)	SD No.(%)	Mean
I put my emphasis on task and low emphasis on people	0,(0%)	20,(33.3%)	6,(10%)	34,(56.7%)	0,(0%)	1.7000
I rely on control, authority power, manipulation and hard work to get the job done	0,(0%)	20,(33.3%)	1,(1.7%)	28,(46.7%)	11,(18.3%)	2.0000
I do not involve people in decisions to be taken in the school	0,(0%)	5,8.3%	7,11.7%	45,75%	3,(5%)	2.0000
I strictly supervise teachers and pupils to have work done	0,(0%)	0,(0%)	2,(3.3%)	50,83.3%	8,13.3%	2.1500
I do not normally explain actions	0,(0%)	20,(33.3%)	2,3.3%	34,56.7%	4,6.7%	3.1500
I criticize my subordinates in public	0,(0%)	0,(0%)	0,(0%)	40,(66.7%)	20,(33.3%)	3.6000
I act without consultation of the staff	20,(33.3%)	20,(33.3%)	2,(3.3%)	18,(30%)	0,(0%)	3.6000
I closely monitor the schedules to ensure a task to be completed	4,(6.7%)	16,(26.7%)	5,(8.3%)	35,(58.3%)	0,(0%)	3.8000
I ensure that every task is accounted	0,(0%)	8,(13.3%)	5,(8.3%)	47,(78.3%)	0,(0%)	3.9500
To me, nothing is more important than accomplishing a goal or task.	0,(0%)	26,(43.3%)	5,(8.3%)	34,56.7%	0,(0%)	4.1500

Source: Primary Data

The table 6 above shows out the number of responses in the various statements given to the stakeholders, the responses were based on the 5 scales numbers depicting the SA-Strongly Agree, A –Agree, U- Undecided, DA-Disagree, SD-Strongly Disagree.

The above questions were asked to head teachers, deputies and the teachers, the responses to the statement “I put my emphasis on task and low emphasis on people” had the majority disagreeing with the statement (34, 56.7%) rated that they don’t agree with it. This corresponds to “Disagree” rating. However (20, 33.3%) of the respondents agree to the statement and (6,10%) were not decided on the statement. In a school setting many head teachers put in more issues on the task rather than the people they work with. These responses concurred with statements “I rely on control, authority, power manipulation”, and “I don’t involve people in decisions to be taken in the school.” (20,33.3%) agree to them while (28,46.7 and 11,18.3%) disagree to the statement having the rating of “Agree” and “Disagree” respectively .This is confirmed by the statistical mean scores on all the indicators with the highest of 4.1500 and the lowest of 1.7000 .The statements in autocratic leadership were heavily disagreed by many respondents. “Strictly supervise teachers and pupils to have work done” and “I closely monitor the schedules to ensure a task to be completed in time” had (50,83.3%)and 47,(78.5%) disagreeing to the statements.

However ,(20, 33.3%) rated that they don’t explain their actions to the staff, while (40, 67%) agreed that they act without consultations with the staff and another (20 ,33.3%) confirms close monitoring of staff. 58,97% don’t supervise their staff with strictness and only 3% are very strict to the staff.

These findings correspond with the discussions and the interview conducted with the school management committee, parents and the learners. One respondent when asked about head teacher’s supervision on the staff replied “Head teachers are doing their job with a lot of laxity, because the teachers are left on their own and they do everything at their wish.”

Hypothesis One Test Result

The first hypothesis in the study positively rating to autocratic leadership styles contribution to learners performance was strongly upheld by the findings. This finding though not in total

agreement with the findings of some past studies such as Macibi (2007), it was at par with the theoretical assertions such as that of Hellen(2005) and Merry (2008) to the effect that performance depended on the leadership. Performance opportunities increase the levels of individual performance. It is in line too with the contention that performance brings about an increase feelings of self-worth, high satisfaction and high self-esteem of both the teachers and the learners in the school (Musaazi,2005) , However the fact that the study finding was at par with the theory example (Hellen,2005; Merry,2007) but at variance met by Macibi (2007) it's of importance that it's food for thought for future researches.

Correlation analysis was applied to find out the contribution of the autocratic leadership to learners performance. This finding can be viewed as shown on the table below

Table 7: Correlation Analysis on autocratic leadership

		Autocratic leadership	Learners Performance
Autocratic Leadership Style	Pearson correlation	1	0.338**
	Sig.(2-tailed)		0.003
	Number	150	150
Learners Performance	Pearson correlation	0.338**	1
	Sig.(2-Tailed)	0.003	
	Number	150	150
** Correlation is significant at 0.01 level (2-Tailed)			

Source: Primary Data

The result in the table 7 above shows that autocratic leadership style significantly contributes to learners performance and the relationship is seen at 0.338 significance. The correlation between them is $r=0.338$; $p=0.003$. The $r=0.338$ value means there is significant correlation between autocratic leadership and learners performance. 'R' value of less than one means

very strong contribution exists. The researcher concludes that there is significant sufficient evidence at the 5% level of significance that autocratic leadership significantly contributes to learners' performance. 'P' value of 0.003 is less than 0.01 which indicates a significant correlation between autocratic leadership and the learners' performance at school. The finding implies that the improvement in the efficiencies of the leadership would lead to a corresponding improvement in the learners' performance. This therefore implies that leadership contributes to learners' performance.

Table 8: Democratic Leadership Style Result

Statements	SA N/(%)	A N(%)	U N(%)	DA N/(%)	SDA N(%)	Mean
Shares decisions with others	0,(0%)	20,(33.3%)	6,(10%)	34,(56.7%)	0,(0%)	1.6500
Empower employees for high quality and quantity of work	0,(0%)	20,(33.3%)	1,(1.7%)	28,(46.7%)	11,(18.3%)	1.7000
Usually seek discussion and agreement with subordinates over an issues before decisions are taken	0,(0%)	5,(8.3%)	7,(11.7%)	45,(75%)	3,(5%)	1.9500
Promote high teacher productivity, satisfaction, cooperation and commitment at all times	0,(0%)	0,(0%)	2,(3.3%)	50,(83.3%)	8,(13.3%)	2.0000
Friendly and approachable	0,(0%)	20,(33.3%)	2,(3.3%)	34,(56.7%)	4,(6.3%)	2.0000
Treat members of staff as equals	0,(0%)	0,(0%)	0,(0%)	40,(66.7%)	20,(33.3%)	2.0500
Normally commend staff whenever they have done well	20,(33.3%)	20,(33.3%)	2,(3.3%)	18,(30%)	0,(0%)	2.1000
Encourages staff development	4,(6.7%)	16,(26.7%)	5,(8.3%)	35,(70%)	0,(0%)	2.2500
Enjoy coaching people on new tasks and procedures	0,(0%)	8,(13.3%)	5,(8.3%)	47,(78.3%)	0,(0%)	2.6000
Encourages h/er teachers and learners to be creative	0,(0%)	26,(43.3%)	5,(8.3%)	34,(56.7%)	0,(0%)	3.2500

Source: Primary Data

Table 8 above, 26,(43.3%) of the respondents rated their head teachers decisions with subordinates as good, but the proportion of 34,(56.7%) understands their head teachers in a

manner that they arrived at their decisions by themselves. This corresponded with the rating of 'agree' and 'disagree' respectively. The response implies that other school head teachers cooperate with other staff, but a greater percentage do not cooperate with their teachers and the subordinates when making decisions. 21,(35%) agreed that the head teachers give them empowerment for high quality and quantity of work while a greater percentage of 39,(65%) seem not to be agreeing with the statement, implying that head teachers do not fully empower their teachers to produce the expected. Democratic leadership style seeks for discussion and agreement with subordinates, but the statement when posed to the respondent "usually seek discussion and agreement with subordinates over an issues before decision are taken" , the response had been that 48,(80%) disagreed with the statement and only 12,(20%) agreed with the statement. This implication is that head teachers are acting in manners that make the subordinates to distance themselves from them

Not only limiting to that, respondents were asked if head teachers promoted high teacher productivity, satisfactions, cooperation and commitment at all times. The majority of respondents responded negatively 58,(96.7%) disagreed and only 2,(3.3%) agreed on this statement. Respondents were asked whether the head teachers were friendly and approachable, the responses were that 22,(36.6%) accepted that the head teachers were so, but the greater percentage 38,(63.4%) disagreed with the statement, although had a mean score of 2.0000. Head teachers seem not to be treating the staff equally. This is evidenced in the responses in the statement, 'Treats members of staff as equals'. The responses were that 60,(100%) disagreed with the statement. This implies that if the head teachers were treating the staff equally, then the set targets in the schools would have been met and performance would have improved

However, 43,(70%) of the responses agreed that the head teachers normally commend staff whenever they have done well although 17(30%) still are not satisfied with the comments their head teachers make even when they do well. This was echoed during the discussion with

other categories of the respondent said, *'The head teacher of this school always is not appreciative to the staff, staff do their best but nothing is talked about.'* When asked if the head teachers give encouragement to the staff for self development. The response had been that 25,(41.7%) agreed with the statement and 35,(58.3% disagreed with the statement, but this gave out a mean input of 2.2500.

In addition, respondents were asked if head teachers were enjoying coaching people on new tasks and procedures, 47,(78.3%) disagreed with the statement while only a meagre responses of 13,(21.6%) agreed on to this. The statement on encouragement of teachers and learner to be creative, the responses almost had total agreement of 75% agreed on and 25% was in disagreement.

Generally, the responses agreed with the responses arrived at during the discussions and some observations done. One respondent responded *' if head teachers were accepting to share decisions with their subordinates, learners performance would have improved, but these head teachers act alone,'* Another one said, *'head teachers only come in the meeting to make pronouncement not to conduct meetings, because they come with agreed position from home.'* While another one commented, *'performance would have improved if the head teachers were promoting high teacher productivity, teachers satisfaction and motivation and possible having productive cooperation with the staff, I am saying this none of the head teachers are those.'*

In another development, another respondent said, *'Head teachers pretend to be friendly and approachable but the records they keep in the black book does not match with the outlook,'* *'Head teachers do not involve the staff to develop, because he always see anybody upgrading as coming near to the administration and this is bringing in confusion in this school.'*

These findings corroborated with the report for performance of learners in primary schools conducted by UNEB (2010) in Gulu District, that show out that head teachers were working

in isolation within the school set up. This was also confirmed with the survey conducted by Save The Children (Uganda) based in Acoli Sub-region on the learners performance (2011).

Hypothesis Two Test Result

The correlation analysis was used and applied to find out the contribution of democratic leadership styles of head teachers on learners, performance at schools. Below is the table showing the correlation.

Table 9: Correlation on Democratic leadership Style

		Democratic Leadership Styles	Learners performance
Democratic Leadership styles	Pearson Correlation	1	0.450**
	Sig.(2-tailed)		0.004
	Number	150	150
Learners	Pearson correlation	0.450**	1
Performance	Sig. (2- Tailed)	0.004	
	Number	150	150
** Correlation is significant at the 0,01 level (2-tailed)			

According to correlation results democratic leadership style and learners performance, there is a significant contribution between the two variables. The correlation between them is $r=0.450$ which indicates appositive contribution; with $p=0.004$ is less than 0.01 which indicates a significant contribution. Thus the researcher concluded that there is sufficient evidence, at the 5% level of significance that democratic leadership success can be achieved with stronger systems of learners' performance. This implies that if head teachers want to achieve in improving learners performance, they should consistently use the acceptable leadership styles in their school

Table 10: Laissez-faire Leadership Style Results

Statements	SA N,(%)	A N(%)	U N,(%)	DA N,(%)	SDA N,(%)	Mean
Give subordinates task and leave them to do it the best way they wish	0,(0%)	26,(43.3%)	7,(11.7%)	27,(45%)	0,(0%)	2.0000
Assign teachers task and leave them to do it the best way they wish	0,(0%)	21,(35%)	4,(6.7%)	35,(70%)	0,(0%)	2.0000
Applies a hand off approach and gives teachers authority to resolve problems on their own	0,(0%)	19,(31.7%)	5,(8.3%)	36,(60%)	0,(0%)	2.0500
Spends most of the time outside the school	0,(0%)	17,(28.3%)	0,(0%)	35,(70%)	8,(13.3%)	2.8500
Does not care of what happens in the school	4,(6.7%)	21,(35%)	19,(31.7%)	20,(33.3%)	0,(0%)	3.0500
Presence in the school is just causal	0,(0%)	26,(43.3%)	10,(16.7%)	20,(33.3%)	0,(0%)	3.4000
Hardly take disciplinary action against anybody	0,(0%)	52,(82.7%)	5,(8.3%)	3,(5%)	0,(0%)	3.5000
Puts low emphasis on both performance and the learners	10,(16.7%)	26,(43.3%)	20,(33.3%)	4,(6.7%)	0,(0%)	4.0000

Source: Primary Data

Table 6 above shows the laissez-faire leadership style responses. The descriptive statistics were arrived at by using the 5-scaled numbers 5=Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree, 1-Strongly Disagree. It explains the responses of respondents and the interpretations of the findings.

According to the proportion of respondents 33,(55%) agreed with the statement that said ‘give subordinate tasks and leave them to do the way they wish.’ While 27,(45%) disagreed with the statement. In this confusion, the implication to this is that the teachers enjoy the leadership style that allows them to have freedom, because they will be reluctant since no one will be checking on them. 24,(40%) of the responses agreed that head teachers apply a hand off approach and gives teachers authority to resolve problems on their own, while 60% disagreed with the statement.17,(28.3%) of head teachers spend most of their time outside

the school, although 70% of their presence in the school is just casual. The evidence above means that head teachers do not take their presence as important in the school, indicating that head teachers do not know that their presence is an automatic drive to good performance.

However when the respondents were asked if head teachers care about what happens to the school, 25, (41.7%) responded positively while 65% responded negatively to the statement. The implication to this means that the head teachers do not care about what happens to the school with or without them. It was also evidenced that 86.7% of the head teachers do not take disciplinary actions on the teachers, and only minimal percentage 5% take action but 8.2% were undecided whether to take action or not, this lead to 3.5000 mean score. 56,(93.3%) of the respondents seem to be agreeing with the statement that head teachers are putting emphasis on both performance and the learners, but 6.7% are in disagreement.

These findings are in agreement with the responses of the conducted interviews with the school management committees, parents and the learners. One respondent answered '*Pupils are not coming to school daily as expected but head teachers are paying less attention*'. Implying that discipline in the school is low for the learners and no disciplinary action is taken. Another one said, '*Teachers come to school the way they want and also get out of school at wish, because the head teacher seems not to be having any interest on them.*' While another one made a comment, '*Tasks in this school when given, would only be those from the office of the DEO's need, not that the head teacher wants the staff to change the image of the school.*' This is an implication that the schools are run with the external force from the office of the DEO and the teachers do not give respect to it because the head teacher too fails to convince the staff on it.

Hypothesis Three test Results

The correlation results for the Laissez-faire leadership style and learners performance have been shown in the table below

Table 11: Correlation on laissez-faire Leadership Style

		Laissez-faire Leadership	Learners Performance
Laissez-faire leadership Style	Pearson Correlation	1	0.385**
	Sig. (2-Tailed)		0.002
	Number	150	150
Learners Performance	Pearson Correlation	0.385**	1
	Sig. (2-Tailed)	0.002	
	Number	150	150
** Correlation is significant at the 0.01 level (2-Tailed)			

The correlation results for the Laissez-faire leadership style and learners' performance above shown that there was a significant contribution between the two variables, independent and dependent variables. The correlation between them is $r = 0.385$, which indicates a significant positive contribution, and $p = 0.002$ is quite less than 0.01 hence an indication of a positive significant contribution too. Thus the researcher concludes that there is sufficient evidence at the 5% level significance that laissez-faire leadership styles significantly contributes to learners performance. The findings therefore suggest that learners' performance can greatly be improved with leadership style. It also implies that learners' performance would be improved only if the head teachers varied their use of the leadership styles in place.

The findings on this was supported by the findings from interviews and discussions conducted with the key governing bodies of the school which revealed that indeed leadership improves learners' performance at school. Here were some responses, *'Well we have clear and well defined targets which are challenging to our school, these would have been met with easy of the head teachers were working with us.'* Another responded, *'Our environment of work is conducive enough for learners to perform to the expectation, but the leadership here seems not to be giving them support.'* Yet another one responded, *'I do not see why someone would not excel in h/er performance, when the government has put all the facilities in place, I think the problem is leadership.'*

However another responded, *'leaving learners and teachers alone in the school all the time is the evidence to indicate poor performance.'* All those interviewed indicated that leadership of any style contributes to performances.

Table 12: Learners' performances Results.

Statement	SA N,(%)	A N,(%)	U N,(%)	DA N,(%)	SDA N,(%)	Mean
Satisfied with PLE results	0,(0%)	0,(0%)	0,(0%)	35,(58.3%)	25,(41.7%)	1.5000
Completion rate is high	0,(0%)	0,(0%)	0(0%)	50(183.3%)	10,(16.7%)	1.7000
School has big environment	0,(0%)	60,(100%)	0,(0%)	0,(0%)	0,(0%)	1.9500
Not satisfied with low pass rate	5,(8.3%)	37,(61.7%)	0,(0%)	14,(23.3%)	4,(6.7%)	2.0000
Stakeholders are not satisfied with the learners performance	0,(0%)	56,(93.3%)	4,(6.7%)	0,(0%)	0,(0%)	2.0000
Absenteeism of learners is low	0,(0%)	0,(0%)	0,(0%)	59,(98.3%)	1,(1.7%)	2.0000
Teachers teach all the lessons as provided for in the time table	0,(0%)	0,(0%)	0,(0%)	56,(93.3%)	4,(6.7%)	2.0000
Formal guidance and counselling to learners on performance are given y the teachers.	0,(0%)	20,(33.3%)	0,(0%)	40,(66.7%)	0,(0%)	20000
Teacher gives pupils home work in every week	0,(0%)	0,(0%)	10,(16.7%)	50,83.3%,	0,(0%)	20000

Teachers gives tests to learners periodically and take them through revision of sock tests.	0,(0%)	0,(0%)	9(15%)	51(85%)	0,(0%)	20000
Parents allow pupils sometimes at home so that they can revise/do their home work.	0,(0%)	0,(0%)	0,(0%)	46,(76.7%)	14,(23.3%)	2.0000
Learners' books are checked by parents to see their performance	0,(0%)	0,(0%)	0,(0%)	38,(63.3%)	22,(36.7%)	2.0000
Meetings are attended by parents on their own to interact with the class teachers.	0,(0%)	0,(0%)	0,(0%)	45,(75%)	15,(25%)	2.0000
Learners' failure to eat lunch while at school affects performance.	0,(0%)	0,(0%)	0,(0%)	60,(100%)	0(0%)	2.2000
Facilities at schools have affected the learners performance	9,(15%)	51,(85%)	0,(0%)	0,(0%)	0(0%)	4.0000
The teachers' to learners ratio is high	9,(15%)	51,(85%)	0,(0%)		0,(0%)	4.0000
Ratio is low	0%	0%		42,(70%)	18,(30%)	4.0000
Learners who start primary one complete primary seven in the school	10,(16.7%)	45,(75%)	5,(8.3%)	0,(0%)	0,(0%)	4.0000
Absenteeism of learners is high	0,(0%)	48,(80%)	12,(20%)	0,(0%)	0,(0%)	4.0000
Learners are visited by their parents on their own	0,(0%)	0,(0%)	10,(16.7%)	50,(83.3%)	0,(0%)	4.2500

Source: Primary Data

The table above brought out clearly the responses on the learners' performances from various categories of respondents as identified in the sample study population. The mean was arrived at by the accrued ascending order of the statement presented. These statements were drawn to find the fillings of the respondents on their performance of learners.

When the respondents were asked whether they were satisfied with the PLE results of their learners, 35,(58.3%) disagreed and 25,(41.7%) strongly disagreed. This implies that the performances of learners at all levels are not good. The ascending mean score in the statement was calculated at 1.5000. Evidence was also seen in the completion rate at school,

50, (83.3%) disagreed and 10, (16.7%) was in total disagreement (strongly disagreed). This finding was confirmed by Bitamanzire (2001) , that completion rate of learners was very low in schools.

60,(100%) were in agreement that the enrolment at school is big. This issue therefore can affect the performance of the learners because the teachers will not have humble time for every child to attend to. The finding is in conformity with the finding of Akingele (2007) which says that effective result demands fewer populations. 42, (70%) of the respondents were in agreement that the past rate was not satisfactory and 18,(30%) disagreed with the statement. The implication to the finding is that other schools are doing well in pass rates than other schools. Even though these learners do not meet division one (grade1), their performance were relatively fair in the sights of others, Strader *e tal* and Wycoki (Oct.2013)

The finding on absenteeism of learners indicated that it is very high in schools 60, (100%) respondents were in support to the statement advanced. In the statement, ‘Teachers teach all the lessons as provided for in the timetable every day’. The responses were disagreeing with the statement, 60, (100%) ticked disagreement ladder, the ascending mean was met at 2.0000, although 20, (33.3%) agreed that formal guidance and counselling is given to learners on performance, 40, (66.7%) were not in agreement with the statement. The implication to this is that formal guidance is given very little attention by the teachers and the head teachers. On the other hand, 50,(83.3%) disagreed on the statement that learners were given home work in every subjects, although 10,(16.7%) accepted that some formal counselling and guidance was given to the learners. However,51, (85%) of the teachers did not give periodic tests to the learners nor did they take them through revision of such given tests. 46,(76.7%) of the respondent disagreed that the parents allowed pupils sometimes at home so that they can revise their home work,14, (23.3%) agreed that some parents gave that allowance to the learners during their free time at home. The implication to this statement would be that

learners would have limited time always at home and they would pay little attention to their performance through revisions of the learnt at school. 60,(100%) agreed that facilities at the school did not affect the learners at school performance because the government put in a number of facilities at the school, but improvement in performance was at a standstill.

However, 60,(100%) agreed that the teachers pupils ratios were high and on the other hand 55,(91.7%) agreed that learners start and complete primary cycle in the same school although on contrary 100% disagreed that learners are visited by their parents on their own initiatives to interact with the class teachers.

4.3 Findings on the learners' performance.

The issue of poor performances in schools always when talked about to anybody, pushed one against the wall. In this study, a number of stakeholders were contacted especially the managers of the schools which included the school management committees and the parents in the communities where the schools are found.

In this study, 18 out of 20 school management committees and 12 out of 20 parents were interviewed and they made their voices for the rest of the population. The learners who are also the key stakeholders in the school were also interviewed.

When asked about the head teachers' involvement of subordinates in deciding of school issues and if the teachers are regularly supervised by the head teacher, in response to this, 90 per cent of the school management committees were portraying the understanding of their roles as school managers and 83 per cent of the parents responded positively to knowledge of their roles. In these a member answered '*the head teachers did things alone without any involvement of the staff or even the school management committees nor parents*'. The groups were asked if these acts contributed to the performance of learners in the school and if being friendly was a factor that can contribute to performance. A member responded '*this was the*

main factor that was making children to consistently fail to perform in PLE and even failed to read and write or did simple mathematics in other classes’.

The responses made above indicated that unless the head teachers and teachers worked together there would be a negative impact in the learners’ performance because there would be no direction in the school. Another member responded *‘The head teacher and the teachers seem not to be agreeing on a common ground.’*

The groups were asked if they were happy about the performance of learners in PLE and also to give the reasons to their response. A members said, *‘we are not happy with the performance of our learners in schools because the results are showing that we are wasting our money’.*

The summary of reasons given by the respondents in response to poor performance of learners included; ‘lack of midday meals’; ‘head teachers not always at school to give insights to his/her teachers’; ‘parents not sending children to school in time’; ‘girls getting married early before the expected age’; ‘school facilities like the library were not in place’; ‘parents not supporting children at home for preps’; ‘inadequate play materials in schools’; ‘learners were not putting much efforts in their studies’; ‘head teachers working alone in the schools’; ‘the impact of UPE grants are not seen by the learners and the head teachers were mismanaging the funds’; ‘Many teachers were not teaching all the periods given to them in the timetable’.

The researcher asked, ‘are the parents meeting their roles of following the children to school and sitting in class with them to find out how they are performing in class?’. A member answered, *‘the parents had no time in doing it but put the weight to the teachers and the head teacher of the school the child is in’.*

‘The corporal punishment that was burned in year 2007 was still being administered in your schools as an act of poor leadership.’ What do you have to say about this statement the

researcher posed a question? A respondent answered, *'It is true schools still practice beating children but these had made no change in performance of the children in the schools, although the practice has improved the discipline of the learners.'*

The researcher asked if the parents and other stakeholders attend meetings when called upon in the school. Response came from another member, *'meetings were not attended because the head teachers always gave directives during the meeting and the meeting became one-sided and ended up to be a dictatorship or a pronouncement to the members'*.

The researcher posed a question to the group to find out if the learners were given homework to do at home and if the parents gave support to their learners in the activity. The response was, *' the homework given were from text books and children were made to copy and no corrections made and that parents have little time to give support to the learners at home'*.

However a member said *'The head teacher had no say on the act of the teachers in and outside the school because the staff is drinking heavily in the community up to late and he wondered when the teachers plan their lessons'*. One responded, *' it was important for the head teachers to be responsible for everything in the school and manage school issues, but this is contrary to our schools'*.

The group was asked about the completion rate of their children in respect to the leadership styles of head teachers and if all the teachers were qualified enough to be in their schools, the response was by one member, *'leadership of our head teachers were so relaxed that children can decide to keep off school and nothing would be done about it, this is so because the school authorities do not follow up their learners, although the staff were qualified to teach in our schools'*.

The respondent said, *'the schools were visited frequently by the inspectors of schools and the coordinating centre tutors but she wondered why these visits were not changing learners performance , the visits were more than three times a term'*, A member said, *' the leadership*

styles of head teachers that made the school to run in isolation with the communities should be questioned, because we in the community are not having any knowledge of the school'.

The group was asked to comment on the performance of learners in the school by the researcher. A member responded with a lot of bitterness. *'Head teachers should learn to work together with the teachers, communities and the learners in order to reach the expected target, but I am sorry the head teachers are doing the opposite of what is expected of them'.*

The group was asked about the hindering factors in the performance of learners. A member said, *' basically the hindering factors that impede learner's performance were the head teachers, because they had a lot of authority and control on the staff and gave little time on the expected task at hand, exhibition of strict supervision that scares away the learners and staff in the school are some of the few factors'.*

A respondent echoed a voice on the head teachers, *'that they were avoiding their staff because of limited transparencies in them. which led to divisionism, hand off task by the staff, learners not in attendance in classes, poor record keeping by the school, missed lessons by the staff and poor completion rate in the primary cycle'.*

The researcher asked the learners if the head teachers involved them in the day-to-day running of the school. One learner answered , *' the school introduced the prefect bodies but little time are given to this body to share issues with the school administration and this is making us to act according to what the head teacher wants'.* another one answered, *'because the head teachers are the most difficult persons to talk to in the school of fear of immediate punishment since you would be taken as a disrespectful learner in the school'.*

However a learner said, *' the head teacher and the staff were working, head teachers were always in classes when they were in school but after classes they were talking bitterly and disagreeing with one another'.* One also said , *' other staff members were closer to the head*

teacher than other staff members'. This implies that other teachers to do their own things which affected their stay in the school because one would not know who to go to.

The researcher asked the learners if they were satisfied with the school results at PLE and to give reasons and challenges they were facing in case they were not happy with the performances. In summary the following issues among others were given, 'the teachers teach using the learners' text books and added nothing on top'; 'the head teacher collect tests from Kampala to make them look like fools because, these discourage them from concentrating on what the teachers gave them in class but to zero down to the papers'; Another thing one said was that '*little homework given to them, but even though they were given they were not marked nor corrected*'; In addition to that, another one commented, '*the attitudes of teachers to words the teaching of content in full was very low except when examinations were nearing*'; A member also cited, '*the head teacher is displaying harsh leadership towards us, because they beat us the way they want even when you have done something little you are beaten up*'.

When asked about their completion rate, one said, '*the rates for girls were very low because the girls were sometimes mistreated and when they dropped out they were not followed up by the school authorities nor did their parents come to report where they are*'. A member also cited, '*the absence of facilities in the school compound like the change rooms for the girls that would assist them when they were experiencing feminine challenges is lacking in school*'. However, one of them said, '*total general school performances are very weak because some of us still cannot read and write simple sentences and cannot do any numeracy with ease*'.

Another learner commented, '*some of our friends come to school without scholastic materials or school uniforms and they just come to sit in class, but the teachers are doing*

nothing to this respect because the teachers say the parents are the once to help in that situation’.

The researcher asked the learners if they were given some time at home to do homework or play to relax the brain. One said , *‘ homes are still the places where learners are getting a lot of challenges because one is expected to do all the domestic chores.’*

However one said , *‘ parents rarely attend school meetings because the school administration is not implementing the promises they always make for improving their school performances.’* Although one said , *‘ many of us start and complete the primary cycle in one school with the exception to some of us who have parents with money who takes them to private schools for better performances.’*

4.5.1 : The overall contribution of head teachers leadership styles to learners performance

In order to find out clearly the overall contribution of head teachers leadership styles and learners performance, regression analysis was used in this case. The table below present the regression results

Table 13: Model summary showing regression results for leadership styles and learners

Performance

R=450, R square=0.338, F= 6.5, P value =0.000			
	Standardized Coefficients Beta	T	Significant
Autocratic Leadership style	0.242	2.424	0.097
Democratic Leadership Style	0.334	2.114	0.062
Laissez-faire Leadership Style	0.175	2.166	0.064

The table 13 above indicates that the overall variance in performance explained by the three variables is 23.1% which is positive. This implies that 23.1% of performance is explained by autocratic leadership style, democratic leadership style and laissez- faire leadership in learners performance. The model is significant ($F= 6.5$, $P= 0.000$ is less than $\alpha= 0.01$. Each of the independent variables is significantly related to learners performance, autocratic leadership ($\beta=0.242$, $P= 0.094$) Democratic ($\beta =0.334$, $P=0.062$), Laissez-faire ($\beta =0.175$, $P=0.064$). Thus the researcher concludes that there is significant evidence at the 0.05 level of significance that leadership significantly contributes to learners performance at school level. The results therefore suggest that learner performance can be improved by involving various leadership styles

Summary

The empirical results of the research findings were presented in this chapter. Descriptive Statistics (quantitative analysis) and the qualitative data are presented to provide further insight in the study. The analysis of data found that leadership styles of head teachers contribute significantly to learners' performance at school. The next chapter presents the summary, conclusion, discussion and recommendations arising from the

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to investigate the contribution of head teachers leadership styles on learners performance. The objectives were to examine the contribution of autocratic leadership styles on learners performance, to investigate the contribution of democratic leadership style of head teachers on learners performance, and to study the contribution of Laissez-faire leadership style of head teachers on learners performance.

This chapter presents the summary of the findings, discussion, conclusion and recommendations based on the data presented, analysed and interpreted in the previous chapter four. In this chapter, the results of the empirical study was further compared with the facts from the literature study to draw conclusions and to make recommendation regarding head teachers leadership styles and the learners performance

5.1.0 Summary

This study used descriptive research methodology and survey techniques to collect data from the selected respondents. Data collected from the respondents represented their perceptions regarding the leadership styles and how they contribute to the learners' performance in the primary schools. Observation, questionnaires, interview guides documentaries were used to collect the necessary data for analysis.

Simple random sampling was used to selecting the population for the study. Table 2. The sample in this study was disaggregated by counties (Aswa and Omoro) and sub-counties

(Bobi, Lakwana, Lalogi, Unyama and Paicho) Appendix D .The numbers in the sample are based on studies by Krejcie and Morgan (1970) regarding sample size for research activities, echoed in Barifaijo et-al.(2010)

During the month of August 2013, the selected school head teachers were notified and questionnaires taken to them, accompanied by the introductory letter from the Institute (UMI) and the letter introducing the researcher to the respondents. Recipients were requested to complete the questionnaire and return in a week's time to the researcher.

In the middle of August 2013, 60, 100% questionnaires were returned and subsequently analysed after tallying the responses of the respondents. During this period of time, interviews were conducted to the management committees, parents, and the learners, their findings too were recorded and analysed. Appendix E

5.1.1 Autocratic Leadership Styles and Learners Performance Summary

The study results revealed that autocratic leadership style contributes significantly to learners' performance in schools. Responses to different statements in the items brought out the summary .“I put my emphasis on task and low emphasis on people” . Majority disagreed with the statement (34, 56.7%) . However (20, 33.3%) of the respondents agree to the statement although (6,10%) were not decided on the statement. In a school setting many head teachers put in more issues on the task rather than the people they work with. These responses concurred with statements “I rely on control, authority, power manipulation”, and “ I don't involve people in decisions to be taken in the school.” (20,33.3%) agree to them while (28,46.7 and 11,18.3%) disagree to the statement having the rating of “Agree” and “Disagree” respectively .This is confirmed by the statistical mean scores on all the indicators with the highest of 4.1500 and the lowest of 1.7000 .The statements in autocratic leadership were heavily disagreed by many respondents. “Strictly supervise teachers and pupils to have

work done” and “I closely monitor the schedules to ensure a task to be completed in time” had (50,83.3%)and 47,(78.5%) disagreeing to the statements.

However ,(20, 33.3%) rated that they don't explain their actions to the staff, while (40, 67%) agreed that they act without consultations with the staff and another (20 ,33.3%) confirms close monitoring of staff. 58,97% don't supervise their staff with strictness and only 3% are very strict to the staff.

These findings correspond with the discussions and the interview conducted with the school management committee, parents and the learners. One respondent when asked about head teacher's supervision on the staff replied “Head teachers are doing their job with a lot of laxity, because the teachers are left on their own and they do everything at their wish.”

The contribution of autocratic leadership styles of head teachers and learners' performance was further tested using the correlation statistical analysis techniques. The results revealed that a significant contribution between autocratic leadership styles of head teachers and the performance of the learners ($r = 0.338$, $p < 0.05$)

5.1.2 Democratic Leadership Styles of Head teachers and Learners Performance

The study confirmed that the democratic leadership style of leading heavily contributes to the performance of learners at school. 26,(43.3%) of the respondents rated their head teachers decisions with subordinates as good, the proportion of 34,(56.7%) understood their head teachers in a manner that they arrived at their decisions by themselves. The response implied that other school head teachers cooperate with their staff, although a greater percentage did not cooperate with their teachers and the subordinates when decisions were made. 21,(35%) agreed that the head teachers gave them empowerment for high quality and quantity of work while a greater percentage of 39,(65%)agreed with the statement, implying that head teachers did not fully empowered their teachers to produce the expected results. Democratic

leadership style seeks for discussion and agreement with subordinates. Related statements were posed to the respondents to find out what they think. "Usually seek discussion and agreement with subordinates over an issues before decisions were taken." The response had been that 48,(80%) disagreed with the statement and while 12,(20%) agreed with the statement. This implication is that head teachers are acting in the manners that make the subordinates to distance themselves from them in many occasions.

Not only limiting to that, respondents were asked if head teachers promoted high teacher productivity, satisfactions, cooperation and commitment at all times. The majority of respondents responded negatively 58,(96.7%) disagreed and only 2,(3.3%) agreed on this statement. Respondents were asked whether the head teachers were friendly and approachable, the responses were that 22,(36.6%) accepted that the head teachers were so, but the greater percentage 38,(63.4%) disagreed with the statement, although had a mean score of 2.0000. Head teachers seem not to be treating the staff equally. This is evidenced in the responses in the statement, 'Treats members of staff as equals'. The responses were that 60,(100%) disagreed with the statement. This implies that if the head teachers were treating the staff equally, then the set targets in the schools would have been met and performance would have improved

However, 43,(70%) of the responses agreed that the head teachers normally commend staff whenever they have done well although 17(30%) still are not satisfied with the comments their head teachers make even when they do well. This was echoed during the discussion with other categories of the respondent said, 'The head teacher of this school always is not appreciative to the staff, staff do their best but nothing is talked about.' When asked if the head teachers give encouragement to the staff for self development. The response had been that 25,(41.7%) agreed with the statement and 35,(58.3% disagreed with the statement, but this gave out a mean input of 2.2500.

Respondents were asked if head teachers were enjoying coaching people on new tasks and procedures, 47,(78.3%) disagreed with the statement while only a meagre responses of 13,(21.6%) agreed on to this. The statement on encouragement of teachers and learner to be creative, the responses almost had total agreement of 75% agreed on and 25% was in disagreement. The correlation results found a significant relationship between democratic leadership and learners performance ($r = 0.450, p < 0.05$).

5.1.3 Laissez-Faire Leadership Styles of Head teachers and Learners Performance

The study also revealed that the laissez-faire leadership style of head teachers and learners performance interplay and contribute to one another. According to the proportion of respondents 33,(55%) agreed with the statement that said ‘give subordinate tasks and leave them to do the way they wish.’ While 27,(45%) disagreed with the statement. In this confusion, the implication to this was that the teachers enjoyed the leadership style that allowed them to have freedom, because they would be reluctant since no one would check on them. 24,(40%) of the responses agreed that head teachers applied a hand off approach and gave teachers authority to resolve problems on their own, while 60% disagreed with the statement. However 17,(28.3%) of head teachers spent most of their time outside the school, and 70% of their presence in the school was just casual. This meant that head teachers did not take their presence as important in the school, indicating that head teachers did not know that their presence is an automatic driving force to good performance.

However when the respondents were asked if head teachers cared about what happens to the school, 25, (41.7%) responded positively while 65% responded negatively to the statement. The implication to this meant that the head teachers do not care about what happened to the school with or without them. It was also evidenced that 86.7% of the head teachers did not take disciplinary actions on the teachers, and only minimal percentage 5% took actions but

8.2% were undecided whether actions were taken or not, this led to 3.5000 mean score. 56,(93.3%) of the respondents seem agreed with the statement that head teachers were putting emphasis on both performance and the learners, but 6.7% were in disagreement.

The correlation results found a significant contribution of the Laissez-faire leadership and learners' performance ($r = 0.385$, $p < 0.05$)

5.2.0 Discussion of Findings

5.2.1 To examine the contribution of autocratic leadership styles on the learners' performance in Gulu District?

The finding of this research revealed that many head teachers practiced this style of leadership in their schools. The respondents gave in that most of the practices that demanded authority normally ended with little impact on the ground. A number of issues were raised as to whether authority would improve performance of learners.

As viewed by Cole (1996) that autocratic leadership is traditional and as also echoed by Hellen (1998) that there would be little room for collaboration or discussion in this kind of leadership, this research finding agreed. Head teachers were putting in a lot of efforts on the teachers by being strict and by trying to have close supervision and monitoring of the assigned activities.

In the responses received, this style demand that a person should be on task all the time. Merry (2008) said that this leadership put emphasis on the people under him/ her and make the result only on the completion on any given task. Dubin (1998).

Many of the head teachers as seen from the data presented and analysis gave in that they, the head teachers were working alone with no directions because the more force they gave the more the performance went down. Head teachers in practiced of the autocratic leadership were making the teachers to move far from them instead and the teachers were acting to do

work expected of them all the time. Oyetungi (2006) said that the leadership relies on authority control of power manipulation and hard work. The findings agreed on this submission

The evidenced therefore confirmed that however much head teachers gave command with their authorities to teachers little still could come out to improve performance of learners, which meant that the head teacher was seen as the figure all the time.

5.2.2 To investigate the contribution of democratic leadership styles of head teachers on the performance of learners in the primary schools in Gulu District?

As evidenced in these research findings, many head teachers had the technical knowledge of this style of leadership, but did not practice this style of leadership. Jones (2002) said that the style brings in co-operation and participative approach in any given organisation. The finding arrived at indicated that head teachers did not work to this ideal leadership. It is true that the style would be time consuming, and decision could be diluted in an attempt of pleasing everyone ,Fulop,Linstead (1999) and Chaudan (2000) ,but this would make the head teachers to be near the staff and work would together with them.

In the discussions made with the stakeholders as to how to improve the performance of learners in the district, this style came out strongly as many of them wished that their schools could adopt and frequently use this in their daily routines and the head teachers too when asked about the styles they would use to improve performance, this came out prominently.

Democratic leadership when practiced well would bring in co-operation among the workers and the wanted professional freedom of work ethics in them Burbin (1998). Head teachers would improve the performance of their schools by practicing the democratic leadership style in their styles of leadership. The findings revealed that head teachers were not straight forward in their leadership and in using democratic styles.

Learners on their parts gave their prayers on this style of leadership, because to them it would enable them to follow school rules and regulations with little pain not as other leadership had been giving them, meaning that when this was practiced performance of learners would improve because the learners would be more focused in the issues that took them in the school, but the school should be guided by a clear direction in team of vision, mission and objectives. Wanide (2007) said that high emphasis would be put on performance and people if this style is adopted. This conforms to the finding of this study.

For any developmental issues to take place there should be inter sharing of ideas and accepting of advice from one another everybody should play the parts expected, this could be met only through democratic leadership.

Many schools and their leaders failed to meet the expected targets because they acted alone on many occasions and others were kept off though not knowing that, success would be met if and only if the players were together and acting in the same direction. The head teacher should try in all ways to involve everybody in school activities in order to reach the expectations of the dreams in h/her.

This style of leadership as evidenced in the findings would be the most ideal for practice by the head teachers in the schools for improvement of performance of the learners in their schools, it should not be taken as the Bible of leadership because an organization has to be driven by the rules and regulations in order to meet the expectations of the institution, although the respondents gave suggestions for improvement only through this style of leadership because this ,they thought would make the stakeholders to own the schools and had a say on the schools.

5.2.3 To study the contribution of laissez -faire leadership style on the learners' performance in Gulu District.

The evidence in the findings of this research revealed that some head teachers were comfortably using this leadership style in their schools. The school with this style of leadership in place would experience a lot of divisions in their schools because everybody was for h/er self Laurie (1998). If members of the same family behave in this manner then nothing could be reached and performance may not improve as expected.

Laissez-fair is not weak leadership per say Goleman (2002), but the way one would understand the philosophy of its doctrine. The finding revealed that the schools indentified, an estimation of about 30 percent was practicing this style of leadership in their schools without any knowledge of it. The schools were left with little attention by the authorities and very minimal care was taken in case of any challenge met. In this respect checking of what happened in the school activities would were difficult, therefore making the hands to meet in the learners performance very challenging.

If learners and the teachers were left to do their own things without the involvement of the head teacher, then the school would have no direction in common that would try to merge the differences in individuals. A head is an important aspect and a core to performance in any institution and it would be the work of the subordinates to tap the developmental issues from h/her to produce results Durbin (2008)

The measuring stick for performance in schools would be reduced absenteeism, teaching all the lessons by the teachers, giving and marking home work of the learners, providing for guidance and counselling to the pupils, completion of the cycle of education, and passing the examinations among others. All these issues mentioned would only be met by the institution when the workers were together in the spirit of work under one leadership umbrella, but if those issues were seen as personal then the institution would not meet the expected target.

5.3 Conclusion

This research has provided some insight in what the leadership styles of head teachers can contribute to performance of the learners in the schools and the information from the communities. The complexity of the current work environment was emphasised. Further, more a model was created from a combination of the literature and results of the interviews discussion group and questionnaires for the leadership styles.

5.3.1 Contributions of Autocratic Leadership Style on learners' performance.

Although the results of this research cannot be generalized it could provide a basis from which styles of leadership amongst managers in institutions could be conducted. Many of the results on autocratic leadership might be of general nature and emphasise the importance of the head teachers in the school. According to the opinions of the respondents and findings of this research, the head teachers' autocratic leadership style had lot of contributions in the performance of the learners in the education cycle. The leadership style identified had benefits and challenges as expected for any normal issues, but there were no demands that the style was better than other styles.

Autocratic leadership demands that the head teacher is in authority of everything under h/er administration and management, therefore leaving a gap with the subordinates. The style is characterised by being tasks-cantered leadership, full of authority and control, and owns decision.

5.3.2 Contributions of Democratic leadership style on learners' performance.

This research has provided some insight in what the democratic leadership of head teachers has contributed to the performance of learners in schools. This leadership style has been seen to be more accommodative for staff in the school since it allows and calls for every bodies contributions for a command goal. Democratic leadership brings in unity and transparency amongst the staff. The results of this research identified that democratic leadership if was

practised by the head teachers, learners performance would have greatly improved. It further suggested that teachers would agree to a common ground that would help to improve the performance of the learners.

Democratic leadership style was seen as a way of sharing decision making, giving empowerment to the subordinates, consensus agreement amongst staff in a particular institution, and high employee productively.

5.3.3 Contribution of laissez-faire leadership style on learners' performance

Laissez-faire leadership has been seen as a big contribution to learners' performance in the school teaching. If the head teacher is always not at school or the teachers were left alone at school doing their own things would affect the learners' performance. Laissez-faire leadership style has been characteristics of leaving alone approach, avoidance of one another, and management by exception, keeping hands off task and the try and we see approach .This style if not well planed can cause embarrassment in the institution, because the staff would be confused as to what the administration is in need, although this style can be a learning point for the staff in the school and help the head teacher to check and balance h/er staff. The head teacher is expected to use the various methods of leadership in order to meet the expected performance.

5.4.0 Recommendations

To improve performance in schools limitations should not only be put to leadership styles of head teachers alone, but to a number of issues put together. This research has drawn a number of recommendations basing on the objectives of the study.

5.4.1 Autocratic leadership style contribution to learners performance.

Having given that Autocratic leadership style and the learners performance of the learners, head teachers should not only limit their leadership skills to a particular one in order to improve performance in their schools, but to ensure that the school set up is bring out issues

that will help the learners meet their performance level and beyond the school. Head teachers should ensure ministry guide lines for performance of learners by making sure that the learners are taught all the lessons in the school time table. They should also be friendly to those who are under h/er administration and work in harmony with the community.

5.4.2 Democratic leadership style contribution to learners performance.

Given the contribution of this leadership style to the learners' performance in the school, head teachers should put in mind that performance would be met only if the staff have the knowledge of what is happening in the school. The head teacher therefore should work together with the school staff in order to get the learners performance met. These efforts should include issues like sitting together with the staff in order to draw school work plans and get the best way of solving the set plans of action, agree to time frame and the staff to collectively work to meet the set target. The head teachers should also try to use the community consistency in order to improve the learners' performance and also to monitor the discipline of the learners at home. The head teacher should develop learners suggestion boxes in the school in order to monitor and adjust to the wants of the school.

5.4.3 Laissez-faire leadership style contribution to learners performance.

Given that Laissez-faire leadership style significantly contributes to the learners' performance, Head teachers should involve the all staff into school issues, since the head teacher cannot run the school in isolation without the help of other staff members. The style demands that the practice of hand off approach is very important in the school leadership, it is hereby recommended that the head teachers should have some limits of the use of this approach because this would make the school not to be focus and to reduce schools getting confused with the work expected of them all the time, head teachers should put in place learners leadership bodies. This would make the staff, learners, and the community to run their lanes.

5.5. Limitation of the study

Even though the objectives of the study were met, a few limitations were encountered during the research process as indicated below:

- A) Given the nature of the head teachers and the schools and their distances, more times were taken than expected by the researcher to take and collect the questionnaires and to conduct the interviews. However, the researcher managed to distribute and collect all of their responses as expected.
- B) Some respondents in the respondents were not so much willing to be interviewed in fear that the information would go to the head teacher of the respective school. This idea was put to rest by reassuring them about the purpose of the study.
- C) The section of the literature review had a challenge in collecting information in local area because not many information could be got and the information was more Western related countries, but the researcher tried to overcome the challenge by using the available resources in place.

5.6 Contribution of the Study

This study contributes to the knowledge store in the areas of learners performance in Gulu District as a better motivating way to help the head teachers manage their schools by using the various leadership styles in place, especially given the limited findings in the District.

5.7 Recommendation for Further Research:

The future studies should consider focusing investigating other factors that affect the learners in the classroom set up and why they failed to perform in their class work although the government has put a number of infrastructures in place, the teachers working environment and the condition of work, teachers discipline and performance, school inspection and performance among other factors.

The study was confined to the Gulu District Local Government Education Sector only and covered the counties of Omoro and Aswa.

Future research should examine the contribution of head teachers' leadership styles in other poor performing districts of Uganda.

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Appendix A.

Questionnaires for Deputy Head teachers and Teachers.

TOPIC: Head teachers Leadership styles and learners performance in primary schools in Gulu District , Uganda.

Dear All,

Adimola Christopher is my name. I am a student of Uganda Management Institute, Kampala. (UMI). I am carrying out a study on the above topic as one of the fulfilment of requirements for the award of a Masters, Degree in institutional management and Leadership.

It will be of great honour to me if you will spend some few minutes of your valuable time to complete these questionnaires. Your response and insights will be of great help to improve our learners' performance.

Please answer all the questions honestly and for confidentiality avoid indicating your names anywhere on this questionnaire. The information gathered will be strictly for educational purposes.

Thanks

Adimola Christopher

11/miml/1/004

Section A

Background Information

(Tick or circle your responses on number 1 – 6)

What is your gender?

Male Female

What is your highest education level?

Masters Bachelors Degree Certificate Postgraduate Diploma

Others (specify)...

How long have you been here?

Less than 2 years 4 – 7 yeas 7 – 10 years Over 10 years

Marital status

Widowed Single Separated

Divorced Married

Your age bracket.

Below 20 years 80 – 40 years

20 – 30 years Over 40 years

Religion

Protestant Catholic Moslem

Seventh Day Adventist Others (specify...)

Section B.

Head teachers Leadership styles.

This section demands that you read and internalized the statement before enriching the appropriate opinion. Numbers will described you opinion as

5- Strongly Agree

4- Agree

3- Undecided

2- Disagree

1- Strongly Disagree

Autocratic Leadership Styles:-

Head teachers has more emphasis on task and low emphasis on the learners	5	4	3	2	1
Head teacher depends on authority, control, manipulation and hard work to get the job done by the teachers	5	4	3	2	1
Head teachers involves teachers in decisions at schools	5	4	3	2	1
Head teacher strictly supervises teachers and pupils to have work done	5	4	3	2	1
Head teacher refuses to explain his actions to staff always	5	4	3	2	1
Head teacher criticizes teachers in public	5	4	3	2	1
Head teacher acts without consulting the staff	5	4	3	2	1
Head teacher closely monitors the schedule to ensure as task to be completed in time	5	4	3	2	1
When seeing a complex task through to completion, head teacher ensures that every detail is accounted for.	5	4	3	2	1
To the head teacher, nothing is more important than accomplishing a goal or task	5	4	3	2	1

Democratic Leadership's Styles:-

Head teacher shares decisions with subordinates	5	4	3	2	1
Head teacher empower teachers for high quality and high quantity of work.	5	4	3	2	1
Head teacher discuss and make agreements with teachers over an issue before decisions are made	5	4	3	2	1
He/She promotes high teacher productivity, Satisfaction Corporation and commitment.	5	4	3	2	1
Head teacher is friendly and approachable.	5	4	3	2	1
He/She treats members of staff as equals.	5	4	3	2	1
Comments staff whenever they have done well	5	4	3	2	1
Encourages staff development	5	4	3	2	1
Enjoys coaching people on new tasks and procedures	5	4	3	2	1
The Head teachers encourages his/her teachers to be creative about their profession	5	4	3	2	1

Laissez-faire leadership

Head teacher gives subordinates tasks and leaves them to do it's the best way they wish.	5	4	3	2	1
Head teacher assigns teachers work and keeps a low profile by leaving people alone as much as possible to do the work	5	4	3	2	1
Head teacher applies a hand off approach and gives teachers authority to resolve problems on their own	5	4	3	2	1
Head teacher put low emphasis on both performance and the learners	5	4	3	2	1
Head teacher spends most of his/her time outside the school	5	4	3	2	1
Head teachers presence in the school is just casual	5	4	3	2	1
Head teacher does not care of what happens in the school	5	4	3	2	1
He hardly takes disciplinary action against anybody	5	4	3	2	1

Learners' performance

(i) I am satisfied with the P.L.E results	5	4	3	2	1
(ii) The completion rate is high	5	4	3	2	1

(iii) The school has big enrolment	5	4	3	2	1
(iv) I am not satisfied with the low pass rates	5	4	3	2	1
(v) Stakeholders are satisfied with the learners performance	5	4	3	2	1
(vi) Absenteeism of learners is high	5	4	3	2	1
(vii) Absenteeism of learners is low	5	4	3	2	1
(viii) Teachers teach all the lessons as provided on the school time table every day	5	4	3	2	1
(vix) Formal guidance and counselling to learners on performance are given by the teachers.	5	4	3	2	1
(x) Teacher give pupils home work in every subject every week	5	4	3	2	1
(xi) Teachers give tests to learners periodically and take them through revision of such tests	5	4	3	2	1
(xii) Parents allow pupils sometimes at home so that they can revise/do their home work	5	4	3	2	1
(xii) Learners' books are checked by parents to see their performance.	5	4	3	2	1
(xiii) Meetings are attended by parents when called over	5	4	3	2	1
(xiv) Learners are visited by their parents on their own to interact with the class teachers	5	4	3	2	1
(xvi) Learners failure to eat Lunch while at school affects performance	5	4	3	2	1
(xvii) Facilities at school have affected the learners performance	5	4	3	2	1
(xviii) The teacher to learners ratio is low	5	4	3	2	1
(xix) The teacher learners ratio is high	5	4	3	2	1
(xx) Learners who start primary one complete primary seven in the school	5	4	3	2	1

Appendix B.

Uganda Management institute (UMI)

P.O. box 20131

Kampala

Tel. 0782452175 or 0704452175

Email: odongoadimola213@gmail.com

To Head teacher

Dear All

I am Adimola Christopher, a student of Uganda Management Institute, Kampala, (UMI) I am carrying out a study on the topic “head teachers Leadership Styles and learners performance in Primary schools in Gulu District, Uganda”

It is one of the many requirements for the award of a Masters’ Degree in Institutional Management and Leadership. It will be of great honour to me, if you will spend some few minutes of you valuable time to complete this questionnaire. Your response and insight will be of great help to improve on our performance at school level and more so the performance of the learners under our care.

Please answer all the questions honestly and for confidentially avoid indication of your name anywhere on this questionnaires. The information gathered will be strictly for education purposes.

Thanks

Adimola Christopher

II/MIML/1/004

Section A

Background information

What is your gender?

Male

Female

What is your highest education level?

Masters

Postgraduate

Bachelors Degree

Diploma

Certificate

Others (specify)

How long have you been in this school?

Less than 2 years

4 – 7 years

Over 10 years

2 – 4 years

7 – 10 years

Marital status

Widowed

Single

Separated

Divorced

Married

Your age bracket.

Below 20 years

20 – 40 years

20 – 30 years

Over 40 years

Religion

Protestant

Catholic

Moslem

Seventh Day Adventist Others (specify...)

What is your employment status?

Appointed

Caretaker

Section B

Head teachers Leadership style.

Please evaluate yourself using the most suitable agreed alternatives as indicated in the following statements in the below table. You are humbly requested to as much as possible to honestly give the view as accurately as possible.

The options of responses will have the following numbers.

5- Strongly Agree

4- Agree

3- Undecided

2- Disagree

1-Strongly Disagree

Autocratic Leadership styles.

(i) I put my emphasis on task and low emphasis on people	5	4	3	2	1
(ii) I rely on control, authority, power, manipulation and hand work o get the job done	5	4	3	2	1
(iii) I do not involve people in decisions to be taken in the school	5	4	3	2	1
(iv) I strictly supervise teachers and pupils to have work done	5	4	3	2	1
(v) I do not normally explain my actions to my staff	5	4	3	2	1

(vi) I criticize my subordinates in public	5	4	3	2	1
(vii) I act without consulting my staff	5	4	3	2	1
(viii) I closely monitor the schedules to ensure a task to be completed in time	5	4	3	2	1
(xix) When I am seeing a task through to completion, I ensure that every detail is accounted for.	5	4	3	2	1
(xx) To me, nothing is more important than accomplishing a goal or task	5	4	3	2	1

Democratic Leadership Styles

(i) I share decisions with subordinates	5	4	3	2	1
(ii) I empower employees for high quality and high quantity work	5	4	3	2	1
(iii) I usually seek discussions and agreement with subordinates over an issue before decisions are taken.	5	4	3	2	1
(iv) I promote high teacher productivity, satisfactions, cooperation and commitment at all time.	5	4	3	2	1
(v) I am always friendly and approachable.	5	4	3	2	1
(vi) I treat members of staff as equals.	5	4	3	2	1
(vii) I normally commend staff whenever they have done well.	5	4	3	2	1
(viii) I encourage staff development	5	4	3	2	1
(vix) I enjoy coaching people on new task and procedures	5	4	3	2	1
(xx) I encourage my teachers and learners to be creative.	5	4	3	2	1

Laissez-faire Leadership Styles

(i) I give subordinates task and leave them to do it the best way they wish	5	4	3	2	1
(ii) I assign teachers work and keeps a low profile by leaving them alone as much as possible to do the work	5	4	3	2	1
(iii) I apply a hand off approach and gives teachers authority to resolve problems on their own	5	4	3	2	1
(iv) I spend most of my time outside the school	5	4	3	2	1
(v) My presence in the school is just casual	5	4	3	2	1
(vi) I do not care much of what happens in the school	5	4	3	2	1
(vii) I hardly take disciplinary action against anybody	5	4	3	2	1

Learners' performance

(i) I am satisfied with the P.L.E attained by my school	5	4	3	2	1
(ii) The completion rate of learners in my school is high	5	4	3	2	1
(iii) My school has big enrolment	5	4	3	2	1
(iv) Failure rate in my school is low	5	4	3	2	1
(v) Stakeholders are satisfied with the schools performance	5	4	3	2	1
(vi) Absenteeism of learners is high	5	4	3	2	1
(vii) Absenteeism of learners is low	5	4	3	2	1
(viii) Every day learners go to school, teachers teach them all the lessons as provided on the school time table for that day.					
(vix) Teachers give formal guidance and counselling to learners in performance.	5	4	3	2	1
(xx) Teachers give pupils home work in every subject every week ending	5	4	3	2	1
(xxi) Teachers give tests to learners periodically and take them through revisions.	5	4	3	2	1
(xxii) Learners are powered by their parents sometimes at home to revise/do their home work.	5	4	3	2	1
(xxiii) Learners' books are checked by parents to see their progress.	5	4	3	2	1
(xxiv) Parents come and attend meetings at school when invited too					
(xxv) Parents visit school and interact with the teachers on their children's performance.	5	4	3	2	1
(xxvi) Learners failure to eat Lunch while at school affects performance	5	4	3	2	1
School facilities affect learner's performance.	5	4	3	2	1
(xxvii) Learners start primary one complete primary seven in my school	5	4	3	2	1

Appendix C

The Interview Guide

This guide is being design to find information from the school Management Committee, Parents Teachers Association and the learners.

Hello, thanks for giving me this opportunity to speak to you at this time. My name is Adimola Christopher. I am collecting data for award of a Masters degree in Institutional Management and Leaderships of Uganda Management Institute (UMI). I am carrying out an investigation on the Head teachers' Leadership Styles and learners' performance in Gulu District.

Background Information.

What is your highest level of education?

What is your employment status?

What is your marital status/

How old are you now?

What is your religion?

Head teachers leaderships Styles and learners performance.

Where do you live?

How long have you known this school?

Does the head teacher involve subordinates in deciding on school issue?

Does the head teacher supervised hi/her teachers, learners strictly to have work done?

Is the head teacher friendly/ approachable at all times?

Does the head teacher treat members of staff as equals?

Does the head teacher comment staff when they have done well?

Does the head teacher spend most of the time outside the school?

Does the head teacher care of what happens in the school?

Does he/she take disciplinary actions against wrong doers?

Are you satisfied with the P.L.E results?

How do you rate the completion rates in the school?

Are you satisfied with the general performance in the school?

Do parents pay, for the teachers up keep? What challenges do they have?

Are corporal punishment administered in the school?

Do you have enough desks at school for all the learners?

Do parents provide uniforms, pens and other scholastic materials for their pupils?

Do parents provide meals to their children while at school?

Do parents attend meetings at school when invited?

Do teachers give home work in every subject every week end?

Do parents allow their children some time at home so that they can revise / do home work?

Do learners start P.1 and complete P.7 in this school, without changing?

Is school inspection done in this school regularly?

Are you happy with the leadership style of your head teacher?

What advice do you give for learner's performance?

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Morgan & Krejcie (1970) Table for determining Sample Size from a given Population

Note:- N Is population Size.

S Is Sample Size.

Appendix D

LIST OF SCHOOLS FOR STUDY

- Minakulo, Kulo-Otit
- Bobi
- St Thomas More, Minakulo
- Koro Abili
- Parak
- Opit
- Awoo
- Unyama
- Gulu PTC Demonstration School
- Onono Memorial School
- Pakwelo
- Awac
- Bungatira
- Paico
- Gwengdia
- Patek
- Laliya
- Pageya
- Lalogi
- Lakwatomer