



**COORDINATING CENTRE TUTORS LEADERSHIP STYLES AND
THE PERFORMANCE OF PRIMARY SCHOOLS IN AMURU
DISTRICT UGANDA**

BY

ABRAHAMS BRAIS WERE

11/MIML/1/006

**A DISSERTATION SUBMITTED TO THE SCHOOL OF
MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT FOR THE
MASTERS IN INSTITUTIONAL LEADERSHIP AND MANAGEMENT
OF UGANDA MANAGEMENT INSTITUTE**

APRIL 2014

DECLARATION

I, **Abrahams Brais Were**, do hereby declare that this dissertation is truly my original work, and to the best of my knowledge has never been submitted at any one time for award of any academic qualification at any institution of higher learning. Any material that is not my original work has been duly acknowledged for in the research.

Name: Abrahams Brais Were

Sign.....

Date.....

Registration No. 11 / MIML/1/006

APPROVAL

This is to certify that this research dissertation entitled: “Coordinating Centre Tutors leadership styles and the performance of primary schools in Amuru District, Uganda”, has been prepared under our supervision and is ready to be submitted for examination with our approval

1. Signature:

Dr. Maria K. Barifaijo

Date:

2. Signature:

Dr. Gerald K. Karyeija

Date:

ACKNOWLEDGEMENTS

I greatly acknowledge the Almighty God; the most merciful, most gracious for His guidance and provision of wisdom which has enabled this course to be completed.

I register my sincere appreciation and recognition to my Supervisors Dr. Maria Barifaijo and Dr. Gerald Karyeija for their invaluable support and input both during the course and the research dissertation process. May the Lord reward you abundantly! My gratitude goes to the Administration and entire Academic Board of Uganda Management Institute for their dedicated and devoted effort in guiding me throughout the course. Indeed it is here at UMI that I got the practical meaning of mentoring and coaching.

My sincere thanks go to my family; most especially to my dear wife Hajjat Abdu Fatuma, and my children for the support and encouragement. I am greatly indebted to my Deputy Principals at Gulu Core PTC: Mr. Ayo A. Emmanuel and Loum W. Aldo, and all the entire staff, colleagues and workmates for their support and standing in for me at various times of need during the course of study.

I take this opportunity to thank the MIML I class for the mature and lovely sharing we had during the two years of study. Special thanks go to the District Education Officials of Amuru District, the CCTs, Head teachers, teachers and SMCs who took part off their precious time to answer my questionnaires and respond to the interviews and focus group discussions.

DEDICATION

This piece of work is dedicated to the DEOs, DISs, CCTs, Head teachers, and SMCs whose core goal is to see improved performance in primary schools.

In a special way, this dissertation is particularly dedicated to my beloved daughters: Birungi Gift Sharifa, and Nuriat Hadija Were, who I am sure will be surprised to read this research when they are of age.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
List of Tables	ix
List of Figures	x
List of Abbreviations and Acronyms	xi
ABSTRACT.....	xii
CHAPTER ONE.....	1
1.0 INTRODUCTION	1
2.0 Background of the study	1
1.1.0 Historical Background	2
1.1.2 Theoretical Background.....	3
1.1.3 Conceptual Perspectives.....	4
1.1.4 Contextual Perspective.....	6
1.2 Statement of Problem.....	7
1.3 Purpose of the Study.....	7
1.4 Objectives of the Study.....	8
1.5 Research Questions.....	8
1.6 Research hypotheses	8
1.7 Significance of the Study.....	9
1.8 Scope for the Study	9
Content.....	10
1.9 Justification of the Study.....	10
1.10 Conceptual Framework.....	Error! Bookmark not defined.
CHAPTER TWO	13
LITERATURE REVIEW	13
2.0 Introduction.....	13
2.1 General perspective of leadership.....	13
2.2 Theoretical Review:.....	14
2.3 Performance in general.....	16
2.3.1 Performance in primary schools	16
2.3.2 Performance and leadership.....	18

2.4	Leadership styles and performance.....	19
2.5	Performance Management and Leadership.....	20
2.6	Summary	21
CHAPTER THREE		22
METHODOLOGY		22
3.0	INTRODUCTION	22
3.1	Research Design.....	22
3.2	Population of the Study.....	22
3.3.1	Sampling Techniques and Procedure.....	23
3.4	Data Collection Methods	24
3.4.1	Questionnaires/Survey Method.....	24
3.4.2	Interview Method.....	24
3.4.3	Focus Group Discussions.....	25
3.5	Data Collection Instrument	25
3.5.1	Questionnaire	25
3.5.2	Interview Guide	25
3.5.3	Focus Group Discussion Guide.....	26
3.6.1	Validity of the Research Instruments.....	26
3.6.2	Reliability of the Instrument	26
3.7	Data Collection Procedure	27
3.8	Data Analysis	27
3.8.1	Qualitative Analysis.....	27
3.8.2	Quantitative Analysis.....	28
CHAPTER FOUR.....		29
4.0	Introduction.....	29
4.1	The response rate:	29
4.2	CCTs leadership style and performance of schools:	32
4.3.0	The CCT path-goal leadership styles and performance of schools:.....	34
	CCT's were concerned with the well being of stakeholders in schools:.....	36
4.4.0	School performance variables.....	40
4.4.1	School leadership and performance	41
	CCT's leadership style have enable school to adopted good leadership practices.	41
	CCT's involvement of community members SMC's and parents and their influence on school performance.	41
	Schools have organised outreach activities for communities.	41

schools have developed and use operational schedules to manage school activities.	41
4.4.3 CCT leadership and community/parent involvement factor and performance of schools.	48
CHAPTER FIVE	49
5.0 INTRODUCTION:	50
5.1.0 THE PURPOSE OF THE STUDY, RESEARCH, QUESTIONS AND METHODS.	50
5.2.0 THE RESEARCH FINDINGS:	51
5.2.1 DEMOGRAPHIC FINDINGS.....	51
5.2.2. FINDINGS REGARDING THE INFLUENCE OF CCTS LEADERSHIP STYLES AND PERFORMANCE OF PRIMARY SCHOOLS:	52
5.2.3.1 THE CCT PATH-GOAL LEADERSHIP STYLES AND THE PERFORMANCE OF PRIMARY SCHOOLS.	53
5.2.4 FINDINGS RELATED TO SCHOOL PERFORMANCE	55
C: Primary School performance Variables:	65
Appendix I:	i
Appendix II:	viii
Appendix III.....	ix
Appendix IV:	x
REFERENCES.....	60
APPENDIX V	xi
BUDGET.....	xi
APPENDIX VI.....	xii

List of Tables

Table 1	Population size
Table 2	Showing response rates
Table 3	Background information of CCTs
Table 4	Statistics on orientation and follow up activities for CCTs
Table 5	Showing CCTs Leadership styles and learners performance in years 2009-2012
Table 6	Showing leadership style and performance
Table 7	Pearson's correlation of staffs
Table 8	Showing CCTs solicit for suggestion
Table 9	Pearson's correlation of CCTs support
Table 10	Showing Challenging goals; expectations
Table 11	Pearson's correlation of CCTs achievement
Table 12	School leadership and performance
Table 13	Pearson's correlation and leadership
Table 14	ANOVAs' analysis of teaching and learning
Table 15	Pearson's correlation of CCTs mentoring (i)
Table 16	Pearson's correlation of CCTs mentoring (ii)
Table 17	Pearson's correlation of CCTs pupil's activities

List of Figures

Figure 1 Conceptual framework

List of Abbreviations and Acronyms

CCT	Coordinating Centre Tutor
DEO	District Education Officer
ROM	Results Oriented Management
MBO	Management By Objective
HRM	Human Resources Management
NGOs	Non-Governmental Organizations
SPSS	Software Package for Social Sciences
TDMS	Teacher Development and Management System
PTC	Primary Teachers College
SMC	School Management Committee
MOES	Ministry of Education and Sports

ABSTRACT

The study investigated and sought to link the Coordinating Centre Tutors leadership styles with the performance of primary schools with particular reference to Amuru District, Uganda. The research was conducted using both quantitative and qualitative approaches using survey, and correlation as research designs. Data was collected using questionnaires, interview guides, focus group discussion guide as well as review of available documents, and records from CCTs and DEOs. Respondents made of DEO, DIS, Inspectors, teachers, head teachers, and SMC members formed a population of 184 members. Data collected was analyzed using the statistical package for social scientists (SPSS), where conclusions were drawn from tables and figures from the package. The study revealed that CCTs employed the various path-goal leadership styles that helped them earn the trust and respect of the stakeholders involved in primary schools. The study also found that CCT's work had made positive impact on the performance of schools. The findings further revealed that CCT's and DEO's office worked together to improve performance in schools. However, it was also noted that there was a general lack of organized outreach activities developed for schools, low ability of pupils in reading, writing, and interpreting simple numeracy. The study concludes that CCT's leadership styles have significant impact and influence on overall performance of schools. The investigation recommends competence profiling of CCTs on what the schools, districts and PTCs expect to do for any given term. It also recommends training of CCTs in mentoring, coaching, and supporting skills.

CHAPTER ONE

INTRODUCTION

1.0 INTRODUCTION

This study established whether a coordinating centre tutor(CCTS') leadership style as mentor, coach and support supervisor have an influence on the overall performance of the primary schools in Uganda. The study specifically set out to establish how CCTs encourage and support followers in primary schools in achieving the goals set by the schools, district leadership and the ministry of education and sports in Amuru district, Uganda. In particular, the study linked CCTS efforts to the process of supporting and encouraging schools towards goals achievement. CCTS' leadership style was conceived as the independent variable while overall school performance in selected indicators made up dependent variable. This chapter presents the background to the study statement of the problem, purpose of the study, objectives, hypothesis, conceptual framework and the scope of the study.

2.0 Background of the study

Inspite of the many inputs in the primary education sector, the quality of education in Uganda primary schools has remained desiring. Moreover recent research has mainly focused on the "process" rather than on the "input" factors (Carron and Ta Ngoc, 1996, Dalin 1994, Heneveld & Craig, 1996). The process concentrated on the issues such as number of teachers, number of textbooks in schools, improved accessibility, number of classrooms, to number of CCTS posted to support schools to mention but a few interventions. Performance in schools does not start from external factors but what takes place within schools matters more than external interventions. Heneveld (1996) and echoed by Carasco (1997) revealed that three core points need to be emphasized in schools to achieve goals performance.

(i)What happens in the classroom, (ii) the relationship within schools and between schools and community and (iii) basic input factors such as infrastructure and equipment. Precisely CCTS were established in primary education system to work within the school, and in class factors in order to improve on the quality of teaching and learning and hence lead to improved performance in all schools. Whereas there could have been many variables responsible for the current low performance in schools, the researcher offered to investigate the CCTS' leadership style as major tool used to influence the process factors within schools in an attempt to improve performance.

Hence, CCTS leadership style will constitute the independent variables while within school factors: school level autonomy, school climate, teaching/learning process, and pupil's education and teacher's feedback (Heneveld and Craig 1996) will constitute the dependent variable.

1.10 Historical Background

Leadership or more specifically effective leadership is very crucial in schools as it is in other organizations in Uganda and in the world. Every citizen in Uganda is placing more demands on schools and learners for better performance more than before. Unfortunately, schools are failing on every standard that defines the education we would wish for our children. Governments all over, and Uganda inclusive are setting challenging content and learners performance standards, aligning teachers development , curriculum, instruction and assessment with the set standards, and holding schools accountable for performance. Here in Uganda, Teachers Development and Management System (TDMS) the initiative that put in place coordinating centre tutor system in 1993 was a response to the call where more schools especially rural ones were failing on every standard that define the education we would wish for our children. CCTS who were established effectively between 1995 and 2000 were strategically placed as an innovation that could help individual schools set their expectations,

provide safe learning environments, coach and mentor teachers in instruction and curriculum involve community in learning activities and create leadership at school level. To achieve the above, CCTS' were expected to work with the school heads, teachers, education officials and civic and community leaders to improve standards in schools. This called for effective leadership on the side of the CCTS. A number of studies commissioned by the Ministry of Education & Sports, and by multi-lateral organizations and individual seemed to concentrate on policy context, the achievement and effectiveness of the TDMS programme (MOE &S JUNE, 2003) USAID/Uganda April 2003, Bune et al 2007, MOES/TDMS 2000, PETDP 2002). Moreover those studies on leadership specifically focused on schools, school heads and district leaders (Kawya N, 2010, Kuloba NP, 2010 and Nsubuga). However, despite the interventions and the consistent findings indicating the relevancy of TDMS in schools, the National Assessment of progress in Education (NAPE), the National leader table (MOES/UNEB 2001) and the UWEZO report (2011) all indicate low performance in schools, rendering the presence of CCTS in schools questionable.

1.1.2 Theoretical Background.

This study was guided by the path-Goal theory of leadership. According to house(1968) leaders clarify the path, remove road blocks, set goals with subordinates according to the abilities, skills , knowledge and experience, help the subordinates to find the path, define positions, tasks and roles by reducing or even removing barriers to performance and promotes group cohesiveness and teamwork. The leader also increases personal satisfactions and improved work by reducing stress, by providing immediate or future satisfaction and complementing the characteristics of their followers 'work environment. These are precisely the roles of the CCTS. Teachers are the most important factor in learners' performance after the learners themselves. Teachers therefore, need to be supported in preparation of lessons

and instructional materials and how to use them in class, in management of large classes as a result of the influx caused by Universal Primary Education, in interpreting the curriculum and assessment practices. Similarly, head teachers need to be transformed from class teachers to school pedagogical leaders to effectively support teaching and learning processes. Community and parents also need support to put teaching and learning at the centre of their plans. These will need much of the path-goals theory of leadership.

1.1.3 Conceptual Perspectives.

The term performance is utilized extensively in all fields of management and leadership. In spite of its wide use, the precise meaning is rarely defined. Performance is a relative concept, meaning different things to different authors (Corvellec, 1995). For the purpose of this study performance was equated with effectiveness and efficiency (Needly, Gregory and Platts, 1995). Organizations, schools inclusive can perform well or poorly due to a number of factors. To remain competitive, schools need to get the most out of its assets, especially the human asset. Thus, school performance was the dependent variable (DV) while CCT's leadership style formed the independent variable (IV).

Schools performance measurement parameters selected in the study included teachers performance, school leadership, community/parents involvement in learning processes, learner's performance, time management by both learners and teachers and school improvement programmes among others.

Teachers teach and work in schools that are usually administered by managers. The conditions of teachers working life are influenced by head teachers and others like CCTS, DEO, and Inspector of schools, SMC's.

It is widely assumed that school leadership directly influences the effectiveness and the efficiency of teachers and the achievement outcomes of learners (Halling V & Murphy, 1986; OECD, 2001; Point Nusche and moor man, 2008). According to Bass (1997) leaders make a difference as to whether organizations succeed or fail. Leadership (Cummings & Schnat, 1973) as available has the greatest potential impact on individual's performance. Good leaders understand what motivates subordinates and how subordinates strengths and weakness influence their decisions, actions and relationship. There is a strong connection between leadership traits/styles and individual performance (Cummings & Schvarb, 1973, fields and house, 1988). Bass, (1990:8) asserts that leadership is the most critical success factor in the success or failure of any institution. Leadership styles/traits are those ingredients of personality embodied in leadership that make others to follow them (Webster, 1961). Okumbe (1998) views leadership style as particular behaviour applied by a leader to motivate subordinates to achieve objectives of an organization, Chandon (1987) agrees and adds that leadership is the way leaders support and encourage subordinates in decision making and in the way they persue organization goals. Effective leaders CCTS inclusive, diagnose the situation, identify the leadership style that is most effective and then determine whether they can implement the required style (Mullins, 1999) this situation/contingency approach, is ultimately the process CCTS employ in order to support and guide schools attain set objectives. The theory of leadership, the path-goal –theory of leader's effectiveness becomes handy for CCTS. The CCTS in their day to day roles involve teachers, head teachers, parents, community members and leaders in making decisions and implementing plans that results in the good performance of schools.

1.1.4 Contextual Perspective.

The national league of table (MOES/UNEB 2007) identified 12 poorly performing districts in Uganda of which Amuru district was inclusive. The assessment of learning in primary schools reflected in the NAPE report (2010,2011), the school performance review reports (SPR/USAID 2011), and the UWEZO report (2011) reflect poor performance in most primary schools especially rural ones. Most of the schools have realized tremendous inputs in terms of materials, structure, and staffing. The CCTS as an innovation introduced by government in the early 1990's and now covering the whole of Uganda through a network of 573 sub clusters under the Teachers Management and Development System (TDMS) would seem not to have achieved tangible results as reflected in the report above. Much as there could have been many other factors responsible for poor performance of schools, CCTS support could have improved the working style of teachers and their heads in schools. This was precisely the reason that prompted the researcher to look into the CCTS leadership styles in Amuru district, one of the identified poorly performing districts in Uganda. The researcher specifically selected the CCTS leadership styles because these are the greatest tools of change of performance in schools and also in line with Bass (1990:8) who asserts that leadership is probably the most critical success factor in the success or failure of any institution.

1.2 Statement of Problem.

Performance in primary schools, especially in the rural schools in Uganda has increasingly become a concern to a cross section of individuals, community organizations, the Uganda government and to a large extent international communities. Performance in schools is mainly a product of teachers and head teacher commitment, efficiency and effectiveness. It is also generally accepted that performance of any group including schools is largely dependent on quality of leadership. Effective leadership styles of especially CCTS will eventually facilitate the attainment of subordinates desire which results in good performance of schools. Unfortunately, educational reports from Amuru district and the national monitoring team have indicated that schools are still performing poorly. This has resulted into undesirable outcome such as high failure rates in national examination, high dropout rates, repetition of classes, and community/parents indifferent concern over schools and many others. There is therefore, urgent need to look into leadership style of CCTS that could be enhanced to improve performance of teachers and their heads so as to reverse the negative trend. If this is not done, the district may most likely lose capable and intelligent learners who are likely to form the core of the future human resource needed in the district in particular and the country as a whole. Much as the researcher notes many factors that are contributing to poor performance of the primary schools, leadership style of the CCTS, the notable change agents, mentors, and coaches could have contributed to poor performance of primary schools in Amuru district hence the need for the study.

1.3 Purpose of the Study.

The purpose of the study was to investigate and analyze the influence of leadership style of coordinating centre tutors on the performance of primary schools in Amuru District, Uganda.

1.4 Objectives of the Study.

The specific objectives of this study were:

1. To find out whether performance in primary schools in Amuru District was influenced by CCTS leadership styles.
2. To find whether CCTS involvement of head teachers , teachers , SMC's and other stakeholders in initiating, planning , implementing and evaluating schools activities had influence on performance of primary schools in Amuru District.

1.5 Research Questions.

The researcher sought to answer the following questions

1. Is performance in primary schools influenced by the CCTS leadership style?
2. Do CCTS involvement of head teachers , SMC's and other stakeholders in initiating planning, implementing and evaluating school activities have influence on the Performance and primary schools in Amuru district, Uganda.

1.6 Research hypotheses

The study was guided by the following hypothesis:

1. The leadership style of coordinating centre tutors has no significant influence on the performance of primary schools in Amuru district, Uganda.
2. The CCTS involvement of head teachers, teachers, parents, and SMC's in initiating planning, implementation and evaluating school activities has no significant influence on the performance of schools.

1.7 Significance of the Study.

This study is expected to build on the already existing literature of the TDMS in Uganda and the world across; and would be useful in guiding MOES management decisions, policies and practice in the areas of identifying, selecting, posting and training CCTS specifically for the purpose of guiding and supporting performance in primary schools. It envisaged that the boosted performance will further be the realization of the core PTC mandate and of the department responsible for TDMS in the Ministry of Education and Sports. Above all, the study would contribute to the improvement of performance of primary schools in Amuru specifically and Uganda generally and hence making schools responsible and accountable to stakeholders. This will in turn improve on the quality of education thereby having enormous effect on the improvement of numeracy, literacy and life skills which are pre-requisites for national development.

1.8 Scope for the Study

Area scope

Geographically, the study was conducted in Amuru district in Acholi sub-region. Amuru district headquarters is 60km west of GULU town. Amuru is bordered by Adjumani district to the north, south Sudan to the north, Lamwo district to the north east, Nwoya district to the south, Nebi to the south west, Arua district to the west and Gulu district to the east. Amuru district whose population stands at 162,300 is made up of one county, four sub- counties, one town council, 57 government primary schools, 13 communities and five private. In addition, the district has 98 early child hood development centres (Nursery schools). Coordinating centres all staffed by CCTS. Amuru district is among the 12 least performing schools as

identified by the table (MOES, 2007) and has persisted. All the five coordinating centre schools (CC's) were sampled for study. Since the CCT's major task was transform the CC schools into model schools for the centre.

Content

In terms of content, the study focused on how CCTS leadership styles influenced the overall performance of primary schools.

Time

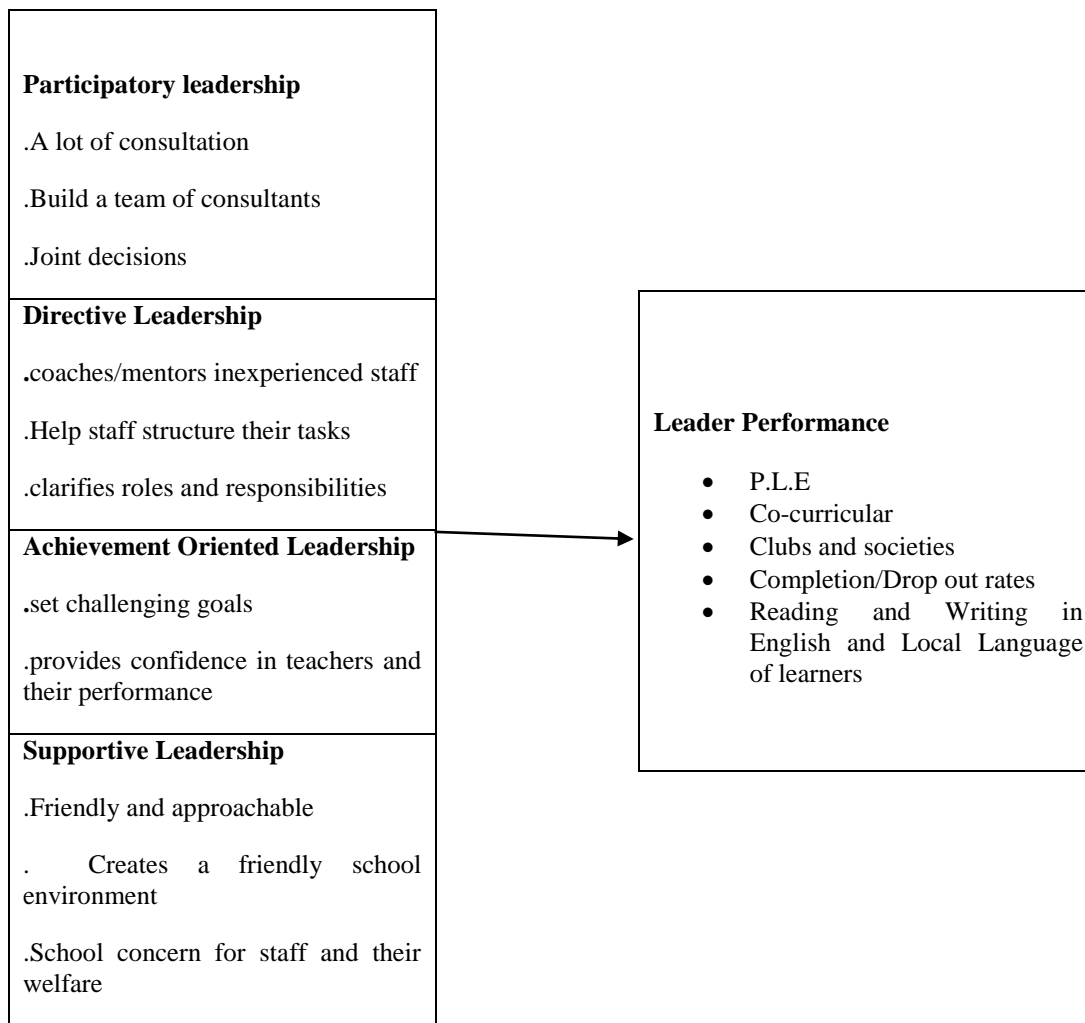
The study considered the period from 1998 to 2013. This period was specifically because it was a period when Amuru district was listed by the league of table (MOES 2007) as one of the 12 least performing districts in Uganda. It was also a period when the Quality Enhancement Initiatives (QEI) was applied to the district.

1.9 Justification of the Study.

This research was critical as a basis for an academic award without which completing the study programme would have been impossible. The study was undertaken because of the public outcry about the effectiveness and efficiency of the CCTS country wide, and about schools failing to meet the national outcome; learners being unable to read, write, do arithmetic operations and practice the desired life skill at each level of learning. This study would bring out the productivity of the CCTS within the TDMS mandate that would have a consequential effect on the performance of primary schools.

1.10 Conceptual Framework

Figure I. CCT leadership style and performance in schools.



The conceptual framework above was adopted by the researcher from the path-Goal model by Toney Morden (2004). The framework attempts to explain the relationship between the independent variable (CCT's leadership style) and the dependent variable (school performance) to give the desired outcomes. The conceptualized relationship anticipated is that if the CCT leadership behaviour is acceptable and satisfied by the school staff and other stakeholders will view such behaviour as an immediate source of satisfactions or as an instrument of future satisfactions. In the second instance, the CCTS leadership style will complement the environment of the subordinates by providing guidance support and non

monetary reward for effective performance. That's the leadership will provide a motivation for schools to perform better.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the related literature connected with the relationship between CCT's leadership style and the overall performance of primary schools. The literature provided discusses two main variables of leadership and performance in primary schools and how they relate to the set desired outcomes. Leadership factors were identified as the independent factors while school performance factors were the dependent variables. The study assumed that once issues of leadership style are adequately addressed, there would be no doubt that performance in schools would positively move towards set standards.

2.1 General perspective of leadership.

In this study, leadership was seen as a process of influencing the activities of an organized group in its effort towards goal setting and goal achieving (Stogdill, 1950). Other people who hold this view include Yukl and Van Fleet (1992). However others like Raven and French (1958) look at leadership in terms of power relationship among members of a group. They continue to identify five types of power as: legitimate, reward, coercive, expert, and referent. But (Yuk) and Fable (1991) added other two power sources: persuasive and control over information.

Briefly, reward power refers to a leader's capacity to offer rewards such as praise, recognition, and attention termed as non-monetary, while others like pay rise, and promotion are monetary. The leader's powers increases if he passes and controls the rewards valued by subordinates. Coercive power refers to the teacher's capacity to punish followers through criticism, withholding privileges among others. Legitimate power on the others hand refers to

the power a leader possesses as a result of occupying a particular position or roles in an organization such as being a CCT. This makes subordinates automatically comply with the leader's requests, direction because of the norms, policies and procedures. The expert power is the power one possesses as a result of specialized knowledge and skills regarding the tasks to be performed by the subordinates. Some scholars like Lippman and House (1974) understand leadership as the behaviour of an individual which initiates a new structure of interaction within a social system; such as change in goals, objectives, procedures, processes and eventually outputs. Fiedler (1997) adds that leadership is associated with formulating and communicating a strategy. Covey (1997) perfects the issue of leadership by adding that leadership goes hand in hand with fellowship and organizational goals. The Covey (1997), leadership consists of three functions;

Owens (1989) stated that effective leadership means the extent to which leadership style/behaviour effectively brings about achievement of organizational goals through subordinates. Why? Because effective leaders diagnose, counsel, develop strategies and targets, develop staff and evaluate performance.

2.2 Theoretical Review:

The study was guided by the path-goal theory of leadership originated by House (1971) and House and Mitchell (1974). The path-goal theory of leadership is a situational approach because different situations call for different leader's behaviour /style. This goal-path theory of leadership is majorly concerned with how a leader influences the follower's perception of their work goals, personal goals and the path attainment. House and Mitchell (1974) described four leadership styles/behaviours that leaders could use at any given situation. These include; supportive, descriptive, participative and achievement-oriented. The leadership styles used at

a given situation will very much depend on the situation at hand, follower's capability and motivation as well as on the nature of tasks and other contextual factors.

The path-goal theory proposes two determinants for leadership to be effective:

1. The leaders behaviour is acceptable and satisfying to the subordinates in terms of immediate or future satisfaction; and
2. The leadership style will be motivational to the extent that such leadership will provide satisfaction to subordinates need contingent on effective performance and that it will also complement the environment of subordinates in terms of guidance, support and record necessary for effective performance.

The two propositions above demand that a leader's major tasks are to enhance subordinates motivation to perform, satisfaction with the jobs, and acceptance of the leaders. To succeed therefore, the leader's needs to clarify the paths reduce the road blocks and pitfalls and increase the opportunities for personal satisfaction of subordinates along the way.

The path theory of leadership identifies two classes of situational variables and contingency factors that determine the style of leadership style at any given situation:

1. The personal characteristics of the subordinates and
2. The environment demands and the pressures that subordinates must cope with in order to accomplish the work needs and also meet individual needs.

Conclusively here, leader's behaviour will be motivational if it helps subordinates cope with environment uncertainties, threats from others, or sources of frustration. This calls for the leader to analyze the nature of the situation being faced by the subordinates and then choose a leadership style that provides the direction and support to the subordinates. Lisa money (2012) asserts that a successful leader acts as a clarification provider, a goal setter, a participant and supporter of the subordinates.

2.3 Performance in general.

An organization is judged by its performance. The word “performance” is used widely in all fields of management. In spite of the frequent use. Its precise meaning is rarely defined. Nedy, Gregory and Plats (1995) equate performance with effectiveness and efficiency. Corvellec (1995) looks at performance as a relative concept defined in terms of some complex set of time-based measurements. Today, there is a lot of talk regarding the performance of organizations. Managers and indeed the public community view management in several areas simultaneously. Performance measurement system used in organizations must measure the performance of all assets including human ones.

Performance is very crucial to us as people and organization. How successful an organization is depends on its people, (Bartlett and Ghosal, 1995). The performance of human resources is absolutely critical in raising performance in any organization (Armstrong and baron, 1998). It is the performance of many individuals which culminates in the performance on an organization, or achieving of goals in an organization context (Armstrong and Baron, 1998).

The study therefore focused itself on how well CCT’s guided the human resources in schools toward achieving the set goals.

2.3.1 Performance in primary schools

Today, a great deal of attention has been given to documenting poor quality of African primary schools and the need to improve (World Bank, 1988). More communities, countries and organizations demand more from schools and learners than before. Government has increased access to education of all children, (UPE, 1997), has injected a lot input in form of instructional materials, structures and training for teachers. In spite of all that, the recent researches have indicated poor performance in primary schools in African countries in general and Uganda in particular, and schools across the continent are carrying out reforms that lead to improvement in performance of schools. Learners’ performance standards,

aligning teacher's development, curriculum instruction holding schools accountable for performance are efforts being put in place. One of the greatest challenges has been to arrive at generally agreed measures of school performance. In the past twenty years, ever growing base on effective teaching. A number of researches have been conducted in classroom instruction process (Convey, 1994, Reynold, Reynolds et al, 1996, and many others). Other researchers have emphasized classroom management (Brophy and good 1986) other parameters for assessing school performance have included:

- i. Performance of learners at national examinations set by competent bodies like UNEB.
- ii. Ability to perform specific competencies like in literacy, numeracy and life skills.
- iii. Completion rate of learners at each given level of educations.
- iv. Reduction in dropout rate of learners due to failure of school systems in meeting learners individual needs.

Traditionally, the concept of school performance hanged on analysis of the result of standardized tests. But this is only one dimension of the process and context. Making test scores effective teaching, learning and schooling leads to inaccurate judgment of school performance (Agunloye, Sielke, Oleynik, 2007; Pedhazure, 1997). A different look at school performance measurement was therefore necessary. Scholars like Odden and Busch (1998), Lervinn (2002) and Cohen (1997) proposed five factors for measuring school performance;

- i. School leadership
- ii. School climate
- iii. Academic skills
- iv. Teacher experience
- v. Pupil performance

However, more holistic concept of school performance was developed by Agunloye (2007 and 2008), and Lervin (2002). The concept was developed into a mode; comprising of 6 domains of school performance (DOSP).

- i. Vision, curricular and instructional performance
- ii. Leadership performance
- iii. Teacher performance
- iv. Learners performance
- v. School improvement performance
- vi. Community performance.

The parameter from the model above were adopted and modified for this research as more holistic measures of relating leadership style of CCTS and primary school performance.

2.3.2 Performance and leadership.

The success of every organization is solely reliant on the leader's ability to optimize human resources. It therefore, goes without saying that effective organization requires effective leadership (Wall, Solum and Sobol 1992, Maritz, 1995). Fiedler and house (1988) contend that effective organization requires effective leadership and that organization performance will suffer in direct proportion to the neglect of the assertion. Research by Booyesen and Van Wyk (1994) and by Svanepoel, and others (2000) conducted in South Africa found out that outstanding leaders in terms of effectiveness are perceived to show strong and direct, but democratic and participative leadership style. In summary the argument above suggest that there is a strong relationship between performance and leadership. It is also clear that there is a strong need to identify and apply leadership style that enables organizations to be competent locally, nationally and even globally. It is also acknowledged that organizational

performance requires effective leadership and performance will suffer for lack of effective leadership.

2.4 Leadership styles and performance.

House and Mitchel (1974) counsel that participative leadership style are used where workers are experienced, have high perceived ability, need little or no supervision, and are not satisfied with rewards. The style also applies where tasks are complex and hence need to be broken down into manageable units. The leadership in participative leadership carries out a lot of consultation, seeks suggestions and inputs before major decisions are made; Bass (1981) adds that participative consultation, delegation and involvement of all characteristics of participatory leadership. Yousef (2000) noted that employees who perceive their leaders as adopting participative or consultative leadership style are more committed to their organizations, more satisfied with their jobs and perform highly.

Achievement oriented leadership styles are used where tasks are challenging goals achievement for the subordinates. The leader displays high expectations of the subordinates and displays confidence that employees will assume responsibility and put forth extraordinary effort (House and Mitchel, 1974) .This approach enables the subordinates to build trust in the leaders as they work hand in hand thereby achieving self improvement and self confidence which in turn boost the subordinates' level of performance. This eventually results into improved outcome at school/organizational level. On the other hand, supportive leadership is used where people are frustrated and generally lack confidence. The role of the leader here is to consider the needs of these followers, show concern for their welfare and create a friendly working environment. The leaders make the job more interesting by structuring the tasks making them simple and repetitive. The leaders enable the followers to acknowledge authority by establishing and enabling the follower adopts clear formal

authority and communication systems. By being friendly, approachable and showing concern for followers, their welfare and by, treating them as equals creates friendly climate that is prerogative for effective performance (House and Mitchel, 1974). The question is whether the leaders have the time for the workers.

Where followers are inexperienced, have no confidence, the leaders may opt to telling them what needs to be done and also to provide appropriate guidance along the way. This includes giving followers specific work schedules. This leadership is also applied where tasks are unstructured and are complex. This leadership increases follower's sense of security and control and hence is appropriate to the situation. New employees, employees transferred and those assigned new tasks deserve this type of leadership as it is supportive leadership.

2.5 Performance Management and Leadership

According to Amos, et al.(2004:64) performance management is a process that begins with translating the overall objectives of an organization into clear objectives for each subordinate. Performance management incorporates all those aspects that develop the effectiveness and efficiency of both individuals and the organization (Amos, et al.2004). A successful performance management system is one that requires full participation between leaders and subordinates through effective communication and goal understanding (Campbell, et al, 1993). Performance management, if executed, achieves the expectations of the organization the way work is done and to what extent work has been achieved.

Unfortunately, it is in the teaching force where performance management is not taken seriously. One qualifies and is posted to teach. One is promoted to leadership and is posted. No orientation is carried out and very limited mentoring, coaching and follow up are done. Yet, in occupations like the military, staff colleges do a lot of preparation for the men and officers.

2.6 Summary

An overview of the literature review was presented highlighting the independent and dependent variables of the research. Generally, the perspective of leadership was provided to highlight the need of CCTs leadership in ensuring school performance. A theoretical review was provided to highlight the theory on which the study was based that's; the path-goal theory of leadership advanced by Mitchel and House (1974).

Performance in general was reviewed and was followed specifically performance in primary schools. The biggest challenge noted is reaching an acceptable measure of performance for all schools. Performance and leadership relationship was established and finally the relationship between leadership styles and performance of primary schools were presented. It may be noted that the path-goal leadership demands that leaders collect prior information about their followers, the situation and tasks to be performed if they have to succeed in being effective leaders who authoritatively select a style to apply. Probably, unless leaders attempt to take this way, performance in schools may persistently continue to be low.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter focuses on the methods that were used to collect and analyze data. The chapter, particularly handled the research design, the population of the study, the sample selection procedure and sampling techniques used, data collection, methods of verifying reliability and validity of the data and quality control.

3.1 Research Design.

The researcher employed both the quantitative approaches. The research took a cross sectional survey design which was analytical in nature. The researcher opted for a survey because the data was gathered from a large number of respondents at the same time so as to describe the nature of performance of primary schools in Amuru District. It was cross sectional in that the researcher used different categories of respondents (DEO's, Inspectors, CCTS, head teachers and SMC's) at the same time (Enon,1998). The primary data generated through structured questionnaires, interviews, and focused group discussions was analyzed. The main reason for selecting this research was mainly to reduce cost in terms of money and time (Enon, 1998). It was analytical because it verified the researcher's hypothesis. The researcher covered a period from 2008 to 2011 when Amuru District was under the quality enhancement initiative (QEI) whose aim was to improve performance in the district.

3.2 Population of the Study

Out of the population of one hundred twenty five respondents selected from a population of one hundred thirty four (134) in ten schools and the DEO's office. The sample selection was spread amongst all the categories of stakeholders in primary schools in order to get

representative outcome from the study. Sample size of one hundred and twenty five (125) was determined by a sample of tables developed by Morgan and Krejcie (1970) and adopted by Amin, (2005), and by Barifaijo MK, et al, (2010). The population size is represented by (N) while the sample size is represented by (s).

The table below provides the details:

Table1: Population size:

S/N	Category	Population size(N)	Sample size(s)	Method of selection
01	DEO	01	01	Purposive/census
02	inspector of schools	02	02	Purposive/census
03	CCT'S	05	05	Purposive/census
04	Male Teachers	43	36	Simple random sampling
05	Female teachers	18	14	Convenience sampling
06	Head teachers	10	10	Convenience sampling
07	SMC's	60	52	Simple random sampling
Total		139	120	

Ten primary schools were involved in the study. A census sampling was used and a coordinating centre school and one nearest model school in all the five coordinating centres were picked.

3.3.1 Sampling Techniques and Procedure.

Three sampling methods used in the research, because they were considered to be appropriate and fundamental to the study. Purposive/census was used because in depth data about content of research was needed from knowledgeable and experienced respondents. While sampling random was employed because the researcher had to accord each participant in the study

equal chances to participate, on the other hand, convenient sampling was used because the units selected were similar to all others, all these were based on the basic assumption that the respondents had the desired information (Amin, 2005).

The staff lists and list of schools of the district education office, Amuru were used. Names of schools especially the non CC schools and those of teachers and SMC were listed alphabetically and serially numbered and thereafter a three digit table of random numbers was used to select the sample for study.

3.4 Data Collection Methods

Both qualitative and quantitative data were collected through the aid of questionnaires, interviews and focused group discussions used for the study.

3.4.1 Questionnaires/Survey Method

The study adopted and adapted a survey/ Questionnaires developed by Iniuk ;(1988) to generate data for the path-goal leadership. The instrument contained closed-ended question because they were appropriate in providing information regarding the variable under study, thereby making analysis easy. The path-goal leadership Questionnaires was also used because it is used widely for measuring leadership style and outcome / effects. In addition, the tool was easily administered to a large population. This tool also allowed sensitive information to be given without fear due to anonymity of identity (Melleribergh; 2008).

3.4.2 Interview Method

Face to face interviews were held with the DEO's, Inspectors, head teachers and CCT's to clarify and also enrich information collected through questionnaire. To reduce costs in terms

of time and money standards set of questions were asked and nothing more (Leedy and Ormrod; 2001).

3.4.3 Focus Group Discussions.

Five (5) half day meetings were held, each at a coordinating centre. All the CC school management committee members participated and were joined by three teachers one from lower, middle and upper primary, and a head teacher. All in all focus group discussions involved between 15 and 20 members. Questions based on the researcher variable were used to stimulate the discussions.

3.5 Data Collection Instrument

In this study, the path-goal leadership questionnaire, the interview guide and the focus group discussion guidelines were used as the main tools for collecting data. The reasons for selecting these tools were based on the nature of sampled population, proximity, time and resource available.

3.5.1 Questionnaire

Self administered questionnaire (SAQ) containing closed ended questions were prepared to capture all needed data regarding the variables. This made it tremendously cost effective, time effective free from any bias of the researcher (Kothai, 2003).

3.5.2 Interview Guide

An interview guide was prepared and administered to selected respondents. This made it easy to volunteer information in a free and relaxed atmosphere from that of questionnaire which looked more of an examination.

3.5.3 Focus Group Discussion Guide.

A specially developed interview guide was developed and used to guide focus group discussion meetings held at each coordinating centre.

3.6 Validity and Reliability of Instruments.

This section had two subsections; validity and reliability of the research instruments.

3.6.1 Validity of the Research Instruments.

To ensure validity of the research instrument used (Amin, 2005) the research used expert raters and research supervisor at Uganda management institute. The rate findings were used to calculate content validity index (CVI) using the formula;

CVI=K/N where k= Total Number in of items declared valid, and

N=total Number of items in the questionnaire

$$\text{Or CVI} = \frac{\text{No.of items declared Valid}}{\text{total No.of items in Questionnaire}}$$

The calculated CVI was measured against the recommended CVI in survey studies of 0.7 (Amin, 2005: 288).

3.6.2 Reliability of the Instrument

The reliability of the instrument (Amin, 2005) was ensured through split-half. The instrument was piloted with respondents by dividing test items into; odd items represented by X split-half reliability co-efficient was then applied. This was because split-half co-efficiencies was cheapest in terms of cost and time and is administered once (Amin, 2005).

The pilot test scores were then corrected using the people product moment correlation when applied to a population sample is represented by:

$$r = \frac{n \sum xy - \sum x + \sum y}{\sqrt{n \sum x^2 - [\sum(x^2)][N \sum y^2 - \sum(y^2)]^2}}$$

Where the correlation ranges between ‘-1’ to ‘1’. A value of ‘1’ implies that a linear equation described the relationship between X and Y perfectly, linear correlations between the variables. The minimum reliability recommended in the survey is 0.7 (Amin, 2005).

3.7 Data Collection Procedure

Upon approval and introduction letter from the school of management studies at Uganda management institute the researcher proceeded to the department of teacher education ministry of education and sports, Uganda, and then to Amuru district local government to seek permission to carry out the research. Introduction letters from Uganda management institute were used to collect data from the respondents,

3.8 Data Analysis

Data collected was checked, corrected and put in the desired categories forms for quantitative and qualitative analysis.

3.8.1 Qualitative Analysis.

Qualitative data was read re-read, organized into pattern categories coded according to themes under the variable in the study. The researcher applied descriptive statistics to interpret, give insight, explain and describe the findings in the study.

3.8.2 Quantitative Analysis

The statistical package for social scientists (SPSS 18) computer programme was used to analyse data. The researcher used frequency tables, mean and percentages to interpret given insight, explain and describe the finding in the study. At unvaried level, actual analysis was based on related frequencies or percentages obtained from frequency tables and descriptive statistics. To test the null hypothesis, Fishers' ANOVA was used.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter deals with the presentation, analysis and interpretation of results. The first part will handle the general information about the respondents, and the rest of the chapter will handle the presentation, analysis and interpretation of findings in relation to the objectives and hypothesis of the study.

4.1 The response rate:

A total of 118 participants out 120 were involved in the research. This included all the respondents during the interview and focus group discussion meetings. 70 forms/questionnaire were returned.

The overall response rate is equal to:-

$$RR = \frac{\text{Respondents}}{\text{sample size}} \times 100$$

$$RR = \frac{118}{120} \times 100 = 98.3\%$$

$$RR \cong 98.3\%$$

The response rate according to the number of returned questionnaire is equal to:

$$RR = \frac{70}{120} \times 100 = 58.3\%$$

$$RR = 58.3\%$$

Table 3: Showing response rate:

Categories	Sex		Sample Size	Targeted Respondents	Actual Responses	Response Rate Percentage
	M	F				
CCTs	5	0	5	5	5	100
Head teachers	8	2	10	10	10	100
SMCs	30	21	52	52	51	98
DEOs Office	2	0	3	3	2	66.6
Teachers	34	14	50	50	48	96
Total	79	37	120	120	116	96.7

Table 4. 1 presents the distribution of 120 of respondents by category. The finding shows disparity in the gender staffing of CCT's seriously and also across other categories. This disparity though noted, does not contradict with the national norm of 1/3 of staffing being made up of population. The findings therefore, accurately represent all categories of gender regarding the variables for the study. The results clearly reveal that all the CCT's in the district are male. In terms of mentoring and coaching, this trend may affect the CCTs leadership roles especially in relation to female head teachers and teachers.

The table also indicates that there were 37 female and 79 male. As the frequency table shows, there is imbalance between male and female, but, the researcher believes that the small number of female respondents did not affect the results significantly

Although 50 questionnaires were not returned, the returned questionnaire represented the entire sample required for the study, hence making the research representative. The sample consisted of education officials from Amuru District, CCTs, head teachers, teacher and

members of school management committee (SMC's) and parents. Most of SMC members did not return the questionnaire probably due to the need to make response in English which is a challenge to most SMC members.

Table 4. Background information of CCTs

Sno	Questionnaires	Items	Responses	Valid Percentage	Accumulated Percentage
1	Gender	Male	5	100	100
		Female	0	0	100
		Total	5	100	100
2	Education Level	Masters	1	20	20
		Degrees	3	60	80
		Diplomas	1	20	100
		Total	5	100	100
3	Length of Service	(0-5)yrs	2	40	40
		(6-10)yrs	1	20	60
		(Above 16)yrs	2	40	100
		Total	5	100	100
4	Status of CCTs	Principal Tutor	0	0	0
		Senor Tutor	2	40	40
		Tutor	3	60	100
		total	5	100	100
5	Inductions done on CCTs	MOE&S	2	40	40
		PTC	1	20	60
		NOT DONE	2	40	100
		Total	5	100	100

Table 4.2 above indicates that 3 (60%) have work as CCT the length of time between 6 and 16 years, while 2(40%) have been CCTs for less than 5 years. CCTs have been in place for the last 17 years. Given this situation, then most of CCTs have acquired the necessary experience for work. Qualifications amongst the five CCTs as indicated above shows that most of the CCTs 4(80%), have the required qualification for CCT work that's a first degree and a masters; however, one CCT (20%) is holding a diploma as the highest qualification. A CCT with a Diploma May likely encounter challenges in the process of coaching and mentoring teachers and head teachers with similar or higher academic qualification. The

majority of the CCTs in Amuru district have not attained the level of senior and principal tutors respectively, although these are the level's required for CCTS. This variation in CCT status may have a different impact on the overall performance of such tutors with a status which seem to be lower than the teachers and head teachers they serve. 2(40%) CCT received their initial induction organized by the Ministry of Education & Sports before being posted. One CCT was inducted by the PTC before posting and 2(40%) did not receive any form of organized induction before posting to the CC for work. Given the importance of induction programmes before an employee assumes work, the table may explain the disparities in the performance of CCTs.

Table 5 Statistics on orientation and follow up activities for CCTs:

Mean	1.6000	1.0000
Std. Deviation	.54772	.0000
Variance	.300	.000
Skewness	-.609	
Std Error of Skewness	.913	.913
Kurtosis	-3.333	
Std Error of Kurtosis	2.000	2.000
Range	1.00	.00

The finding in table 4.8 shows that the orientation/induction training had impact on the overall leadership style of CCTs and consequently on the performance of primary schools in Amuru district. This is evident by the descriptive statistics being positive at 1.6

4.2 CCTs leadership style and performance of schools:

The purpose of the researcher was to investigate and analyse the influence of coordinating centre tutor leadership style on the performance of primary schools in Amuru district. As shown in the district chart on learners performance in the year 2009-2012 in the table below.

Year	D1		D2		D3		D4		DU		DX		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2009	32	02	888	141	530	303	485	165	275	270	83	67	2284	948
2010	33	01	653	150	386	157	269	121	117	040	49	35	1457	604
2011	37	03	786	148	498	131	267	169	202	157	47	42	1837	650
2012	37	03	840	189	474	202	260	110	183	168	38	39	1844	749
Total Cumulative	139	09	3167	628	1898	793	1301	565	777	595	217	183	7422	2951

The table describes the performance of learners in primary schools in Amuru district. It was from this point that the researcher had to find out the CCTs opinion on the specific competences that are likely to improve performance in primary schools. The table below shows the evidence as in the statements.

Table6: Showing leadership styles and performance at schools.

Statements	SA	A	NS	DIS	SDA
Whether conducting CC and School base performance review improves performance at schools.	0,(0%)	2, (40%)	2, (40%)	1, (20%)	0,(0%)
Whether assessment tools used in schools can improve performance	0,(0%)	2,(60%)	1,(20%)	1,(20%)	0,(0%)
Whether the use of staff motivation and individual involvement in planning can improve performance	0,(0%)	1,(20%)	2,(40%)	2 ,(40%)	0,(0%)

In the table above, 2(40%) respondents agreed that term performance review conducted by schools individually and as cluster at CC can improve performance, compared 3 respondents who were either not sure or completely disagreed. the table, therefore shows that the majority of CCTS did not seem to see the relationship between performance review and school performance review and school improvement. The table also indicates that 3 CCTS agreed

that assessment used can improve performance in schools while 1(20%) of the CCT was not sure and . The result therefore indicated the majority of CCTs are likely to encourage schools to use the assessment tools which may in turn impact on the overall performance of schools.

2(40%) of the CCTS disagree that staff motivation and involvement of subordinates in planning activities can improve performance in schools while 2(40%) were not sure and only 1(20%) was in total agreement. In essence, most of the CCT do not believe in involving their teachers and head teachers in the planning process of the schools to cause improvement.

Table 7: Pearson’s correlation of staff and performance of schools.

Staff motivation and involvement in planning	Pearson’s correlation	.429	.200
	sig(2-tailed)	.472	.747
Annual and term work plans, drawn approved and used	Pearson’s correlation	.869	.250
	sig(2-tailed)	.056	.685

Table 7 shows that the value of relationship between staff motivation and involvement in planning and the performance of schools exist. The table shows that the relationship is greater than 0.005, hence it is significant.

4.3.0 The CCT path-goal leadership styles and performance of schools:

The research intended to seek answers to the question;

- i. Whether the coordinating centre tutors leadership style had influence on the performance of primary schools in Amuru district, Uganda; and
- ii. Whether, CCT’s involvement of head teachers, teachers, SMC and other stakeholders in initiating, planning, implementation and evaluating school activities has influence on the performance of primary schools in Amuru district, Uganda.

iii. The results that follow are a summary of response obtained for the above questions.

4.3.1 CCT'S participatory leadership style and performance of primary school in Amuru District.

Table 8: Showing CCT'S solicit for suggestions from head teachers, teacher, SMC's and other stakeholders.

Statements	Always	Often	Sometimes	Seldom	Never
Whether CCT solicit for suggestions from Head teachers, teachers, SMCs and other stakeholders.	18,(25.7%)	42,(60%)	10,(14.3%)	0(0%)	0(0%)
Whether the office of the DEO's is involved in major decisions affecting the performance of schools	22,(31.4%)	22,(34.1%)	24,(34.3%)	2,(2.9%)	0,(0%)

The table 8 above shows that only 18(25.7%) of all responsible respondent believe that CCT's always solicit for suggestions from stakeholder before taking any decision, while 42(60%) believe that CCT'S often solicit for suggestion while 10(14.3%) believe CCTs some time solicit for suggestions. The above show that respondents feel that CCTS consult with a few stakeholders on decision that involve them mainly. 22(31.4%) of the respondent believed that the DEO's office is involved in major decisions affecting the performance of schools. While a similar number of responses thought that CCT's often involve DEO office. 24(34.3%) respondents thought that CCT's sometime involve the DEO's office while 2,(2.9%) respondents believe CCTs seldom involve DEO's office. The success of a good CC work needs to be built on a strong synergy between the DEO office and CCT's and hence constitute and involvement are critical for positive school performance.

Table : Showing CCTs involving the DEO’s office in major decisions.

	When faced with challenging situation consult the stakeholders	Listen, respectively to all my stakeholders ideas before taking decisions
Mean	5.8000	6.4000
Std.deviation	1.30384	.54772
Variance	1.700	.300
Skewness	-.541	.609
Std error of skewness	.913	.913
Kurtosis	-1.488	-3.333
Std error of Kurtosis	2.000	2.000
Range	3.00	1.00

The mean indicated 5.8 and the standard deviation was 6.4. The value of the mean is positive implying that consultative roles had a positive effect on the overall performance of primary school in Amuru District. Consultative roles should not only be used when faced with challenging but under all normal situations.

4.3.2 Directive leadership style of CCT’s and the performance of primary schools.

Statement	SA	A	NS	DA	SDA
CCTS give clear explanation on school expectations	28,(40%)	40,(57.1%)	2, (2.9%)	0,(0%)	0,(0%)
CCT’s were concerned with the well being of stakeholders in schools:	16, (22.9%)	46,(65.7%)	8, (11.8%)	0, (0%)	0,(0%)

The result in table overwhelmingly show that 40(57.1%) and 28(40%) agree and strong agree that CCTS provide clear explanation on what is expected of all stakeholders and the school in terms of performance. Only 2(2.9%) of the respondents were not sure. The results clearly show a rich background and environment for which CCT's can take the advantage of to cause good performance. The results also indicate that most of the respondents needed specific guidelines for performing their roles. 62 (88.6%) respondents agreed that CCTs showed concern over their well being and that of the environment in which they worked. Only 8(11.4%) were not sure. This situation is very useful if CCTs structure tasks for subordinates with a purpose of building confidence and eliminating stress.

Pearson's' correlation of CCTS directive leadership style and performance of schools.

CCT's give clear explanation of schools and individuals	Pearson's correlation sig(2 tailed)	1	.396*	.497*
CCT's give clear and specific guidelines to stakeholders	Pearson's correlation sig(2 tailed)	.396*	1	.376
CCT's provide clear directions to schools and key stakeholders on initiatives.	Pearson's correlation sig(2 tailed)	.497**	.396*	1

Table shows that the relationship between CCTS directive leadership styles and performance in primary schools in Amuru District was significant. The correlation values indicated $r > 0.005$. Table 4.17 the mean and standard deviation statistics of CCTS consultative.

Table 9: Person's Correlation of CCTs supportive leadership styles and performance of Amuru District

		CCT'S give clear and specific explanations on school expectations	CCTS give clear and specific guidelines to stakeholders	CCTS provide clear directions to schools and key stakeholders on initiatives
CCT'S show a lot of interest in head teachers concerns	Person's correlation sig(2 tailed)	.470 ^{xx}	.351 ^x	.574 ^{xx}
			.039	
CCTS show concern on personal well being of teachers, pupils and others		.232	.171	.449 ^{xx}
		.180	.327	.007
CCTS listen to others and give encouragement		.115	.172	.037
		.510	.322	.834

The statistical table 9 indicated that there is exists a positive influence between the supportive leadership styles practiced by CCTS and the subsequent performance of primary schools.

It is clear from the table that the correlation are greater than 0.005 implying that the relationship was significant,. This, therefore, means that the supportive leadership style of CCTS may have influence on the overall performance of primary schools in Amuru District

4.3.4 Achievement-oriented leadership style and performance of primary schools in Amuru District.

Table 10 : Showing CCTs set challenging goals, expectations and task to subordinates.

Response	Frequency	Percentage	Cumulative percentage
Occasionally	11	15.7	8,6
Often	9	12.9	14.3.
Usually	10	14.3	26.6
Always	40	57.1	100.0
Total	70	100.0	

The finding in table 10 shows that 40(57.1%) of the respondents indicated that CCTs always set challenging goals, expectations and tasks for them to accomplish; 10(14.3%) indicated usually, while 9(12.9%) indicated often and 11(15.7%) indicated occasionally. The result reflects the confidence stakeholders have in CCTs regarding the roles of helping them achieve set standards. It further implies that CCTs who apply these leadership skills are likely to improve performance in primary schools.

Table 11: CCT's provide continuous encouragement to stakeholder to improve performance.

Response	Frequency	Percentage
Not sure	2	2.9
Agree	44	62.8
Strongly Agree	24	34.3
Total	70	100.0

Table shows that 68(97.2%) of the respondent agree that CCT'S provide them with encouragement that is aimed at improving performance of individuals and the schools. Only 2(2.9%) of the respondents were not sure. This means that CCTS leadership style of encouraging subordinates to improve own performance has a positive impact on the overall performance of schools.

CCTS provide challenges that enhance continuous improvement	Pearson's' correlation	.070	.070	.212
	Sig(2-tailed)	.688	.691	.220
CCTs provide encouragement to stakeholders to improve performance	Pearson's' correlation	.499**	.487**	.646**
	Sig(2-tailed)	.002	.003	.000
CCTS work with DEO's office to set performance tasks, goals and expectations	Pearson's' correlation	.431**	.553**	.375*
	Sig(2-tailed)	.010		.027

Table11: Pearson's correlation of CCT's achievement-oriented leadership style on performance of schools in Amuru District.

Pearson correlation analysis table 4.23 show that CCTS achievement-oriented style of set challenges that enhance performance and continuously providing encouraging stakeholders closely with the DEO office had significant influence on the performance of schools. The level of significance in the analysis was at 0.688.

4.4.0 School performance variables.

The research questions for this study were:

- i. Is performance in primary schools in Amuru district influenced by CCTS leadership style and
- ii. Do CCTS involve head teachers; teachers, SMC's and other stakeholders in initiating, planning, implementing, and evaluating school activities have an influence on the overall performance?

To adequately answer the researcher questions, the researcher went further to examine the evidence in primary schools in Amuru district that link the CCT leadership styles with the performance indicators in those schools.

4.4.1 School leadership and performance

Table 12: Showing School Leadership and Performance

Statement	SA	A	NS	DA	SDA
CCT's leadership style have enable school to adopted good leadership practices.	0, (0)	22,(31.4%)	22,(31.4%)	22, (31.4%)	4,(5.7%)
CCT's leadership enabled teachers to understand and reflect	4 (5.7%)	26 (37.1%)	28 (40%)	12, (17.1)	0,(0%)
Leadership and support have resulted into P1-P3 pupils abilities to read and write	2,(2.9%)	10 (14.3%)	22, (31.4%)	26,(37.1%)	10,(14.3%)
CCT's involvement of community members SMC's and parents and their influence on school performance.	26,(37.1%)	22, (31.4%)	10,(14.3%)	10,(14.3%)	2,(2.9%)
Schools have organised outreach activities for communities.	2,(2.9%)	10,(14.3%)	22, (31.4%)	26, (37.1%)	10, (14.3%)
CCTS leadership enhanced coordinated activities of NGO's and other stakeholders	14, (20.0%)	10, (14.3%)	18,(25.7%)	28, (40%)	0, (0%)
: CCT's leadership has mobilised parents to support their children's	10,(14.3)	14, (20.0%)	10, (14.3%)	11, (15.7%)	25 ,(35.7%)
schools have developed and use operational schedules to manage school activities.	32,(45.7%)	34, (48.6%)	2, (2.9%)	2,(2.9%)	0(0%)

The second leadership performance variable question sought to establish whether the CCTs leadership enabled visions, mission and goals as well as set up clear communication channel, put in place staff development programmes. 22(31.4%) respondents agreed that CCT enabled schools to set up school leadership practices, while 22(31.4%) were not sure and 26(37.3%) disagreed or strongly disagreed with the statements considering that only 31.4% agreed that

CCTs had a hand in their developing leadership capacities that lead to improved performance, it would mean that CCTs need to put in place and strengthen mechanisms that would enable schools develop leadership capacities that are critical to performance. 4(5.7%) respondents strongly agreed to have developed the mentoring and support supervision practices, while 26(37.1%) agreed. 16(22.9%) respondents were not sure, 18(25.7%) disagreed and 6(8.6%) strongly disagreed. In practice, 40(57.1%) believe schools have not created capacity of senior staff to mentor and provide support supervision to junior staff.

This practice enhances individual development in performance which consequently results into improved school performance. CCT effort should be geared towards enabling school systems function effectively. 4(5.7%) respondents strongly agree that CCTs leadership has enabled them understand and reflect on variety of skills and competences that have made them prepare and deliver learners centred lessons while 26(37.2%) agree although 28(40%) respondents are not sure and 12(17.1%) respondents disagreed that 40(57.1%) respondents do not believe that CCTs have supported them meaningfully. This clearly shows that CCT need to put more effort in pedagogical and professional development of teachers and head teachers in order to enhance performance in schools. To find out whether CCTs leadership and support has resulted into p1-p3's pupil's ability to read and write competently in the local language. The results reveal that a total of 12(17.2%) of the respondents agree or agrees with the assertion.

However, 22(31.4%) respondents are not sure; while a total of 36(51.4%) either disagree or strongly disagree with the assertion. This revelation seems to agree with the annual NAPE results and those of UWEZO (2011). The results show a big support and mentoring gaps in CCTS in guiding teachers to handle reading, writing, and numeracy lessons for teachers in P1 to P3. The researcher sought to establish whether CCTs involvement of community members,

SMC's and parents had significant influence on the performance of primary schools in Amuru District. 48(68.5%) of the respondents agreed and strongly agreed with the assertion, but 10(14.3%) respondents were not sure, while 12(17.2%) either disagreed or strongly disagreed with the assertion. The result indicated that the majority of the respondents feel that community and parents are highly motivated to contribute positively to the school performance. This is a good ground for the CCTs to draw up activities that involve these stakeholders meaningfully.

The researcher sought to find out whether schools had organised outreach activities for the communities and parents. 12 ,(17.1%) respondents either strongly agreed that schools had outreach activities while 22(31.4%) were not sure, 26(37.1%) disagreed and 10(14.3%) strongly disagreed. The results reveal that the majority of the respondents feel schools do not have organised outreach programmes for their communities. Good school and outreach community programmes would improve the relationship between schools and their communities which would ultimately improve performance.

The finding revealed that 14(20%) strongly agree, while 10(14.3%) agree that CCTs leadership have enhanced coordinated activities of NGO's and other stakeholders in schools to improve performance. 18(25.7%) are not sure while 28(40%) totally disagreed. The finding above shows that the majority of respondents feel NGO activities are not coordinated in schools. This is a problem in that the uncoordinated situation in schools may lead to duplication of activities, time wastage and lack of follow up from the ministry of education and education department. 10(14.3%) strongly agreed that CCT's leadership have mobilised parents to support their children's learning at schools, while 14(20%) agree. However, 10(14.3%) were not sure, 11(15.7%) disagreed and 25(35.7%) strongly disagreed. The results clearly reveal that the majority of respondents feel that CCTs have not mobilised parents

enough to support their children at school. This is probably one reason why schools continue to perform badly.

Table 13: Pearson’s correlation of leadership competences in schools and performance.

Head teachers/teachers articulation of school vision, mission and goals.	Pearson’s correlation	.458	-.196
	Sig(2tailed)	.438	.752
Schools have developed communication and resource management practices/ channels.	Pearson’s correlation	.458	-.196
	Sig(2tailed)	.438	.752

Table 13 shows Pearson’s correlation of the leadership competencies development in schools by CCTs and the overall performance of schools in Amuru district. The result show that schools ability to articulate visions, missions and goals were significant to the performance of schools. The result also shows that the schools ability to develop communication channel and resource management procedures is significant to the performance of schools. Much as the Pearson’s correlation table indicated that CCTs leadership styles influenced the performance of schools significantly, efforts should be made by CCTs to help all schools develop these leadership competences. The finding in table shows that 32(45.7%) strongly agree that CCTS have helped schools to develop and use operational programmes and schedules that promote effective time management and eventually lead to improved school performance. 34(48.6%) agree, 2(2.9%) were not sure and 2(2.9%) disagreed. Personal interviews and focus group discussions revealed that timetables are not fully followed, while time at the beginning and end of the term are not effectively used.

This was overwhelming evidence in most offices showing displayed timetables, work plans, routines and programmes displayed in office but most of the schools lacked reports and records of work. Focus of time management needs to be emphasised by CCTS in all schools.

Table 14 :ANOVA’s analysis of the teaching and learning processes in schools.

		Sum of square	df	Mean square
Clear record in assessment in place	Between group	1.200	2	.600
	Within groups	2.000	2	1.000
	Total	3.200	4	
Teachers understand policies and legislation	Between group	4.800	2	2.400
	Within groups	.000	2	.000
	Total	4.800	4	
Teachers’ care, compassion and interest promoted learners interest	Between group	1.200	2	.600
	Within groups	4.000	2	2.000
	Total	5.200	4	
Teachers collaborate with other in preparing lessons instructional materials and learning situations	Between group	.000	2	.000
	Within groups	4.000	2	2.000
	Total	4.000	4	

ANOVA’s analysis of the teaching and learning processes in schools in Amuru District. The result indicated that schools had clear assessment records and plans. The table also shows that teachers expressed care and compassion that promoted learners interest. The result also indicated that teachers tend to collaborate with each other in areas of teaching and learning. ANOVA’s analysis, therefore, brings out the evidence of CCTs leadership influence on the performance of teachers that consequently result into overall primary school performance.

Table 15 : Pearson’s correlation of CCT’s mentoring and supervision practice and the performance of teachers.

		Mentoring and support supervision practices	Teachers prepared adequately for lessons
Varied learner-centred met	Pearson’s correlation	.535	.408
	Sig(2-tailed)	.353	.495

Results in table 15 shows Pearson’s correlation of CCTs mentoring and support supervision practices and the performance of teachers in Amuru district. The results reveal that when teachers perceived CCTs as mentors and support supervisor, they tended to prepare adequately and even engaged varied learner centred methods in teaching/ learning process. CCTs mentoring and supervisor practice significantly influenced the performance of teachers and may consequently promote good performance in schools.

Table 16 :Pearson’s correlation of CCT’s mentoring and supporting supervision practices and pupil’s literacy levels for performance.

		Mentoring and supervision practices benefiting learners	Competency level of P1-P3 pupils in reading and writing
CCT’s mentoring and support supervision practices benefiting learners in schools	Pearson’s correlation	1	.913*
	Sig(2-tailed)		.030

The Pearson’s correlation in shows that there was significant influence of CCTs mentoring and supervisory practices on the overall performance of schools. The relationship of 0.913 was significant as it indicates that value $r > 0.005$. In practice, this means that if CCTs used their mentoring and support supervision skills in schools, there would be proportional improvement in the reading and writing competences of p1 to p3 pupils in their local languages in schools.

Pearson’s correlation of CCTs involvement of teachers in pupil led activities and their performance.

		Evidence of increase in pupil led activities and clubs/societies in schools	CCT involvement of the raised teachers in pupils led activity
Evidence of increase in pupil led activities and clubs/societies in schools	Pearson’s correlation Sig(2-tailed)	1	1.000

Table indicates that there was a remarkable increase on the pupils led activities in schools. The increase could be attributed to the CCTs involvement of head teacher and teachers in practice of supporting and guiding pupils led activities in schools. The increase can also be attributed to the various NGO’s support for pupil led activities in schools at the time of study. To enable put in place sustainability measures.

		Sum of square.	df	Mean square
Dropout rate decreased by 80% complete p1	Between groups	1.500	2	.750
	within group	6.500	2	3.250
	total	8.000	4	
School have operational clubs, 60% increase	Between groups	1.200	2	.600
	within group	2.000	2	1.000
	total	3.200	4	
P4 to p7 pupils have mastered numeracy and literacy	Between groups	.300	2	.150
	within group	6.500	2	3.250
	total	6.800	4	

ANOVA’S analysis of literacy and numeracy levels, of operational clubs and dropout

The finding in table indicates a relatively low retention rate despite evidence of slight improvement at a summation of 1.5. the table also shows low levels of mastery of literacy and numeracy competencies among p4 to p7 pupils, and low levels of operational club/societies in schools. ANOVA’S analysis reveal that CCTs need to focus on activities that increase pupils retention rate, and have direct bearing on increasing competencies in reading, writing and numeracy.

4.4.3 CCT leadership and community/parent involvement factor and performance of schools.

Hypothesis 2: sought to confirm whether “CCTs” involvement to teachers, head teacher, SMC, parents and others stakeholders in initiating, planning, implementing and evaluating school activities has no significant influence on the performance of primary schools.

CCT’s involvement of community members SMC’s and parents and their influence on school performance.

Response	Frequency	Percent
Strongly disagree	2	2.9
Disagree	10	14.3
Not sure	10	14.3
Agree	22	31.4
Strongly Agree	26	37.1
Total	70	100.0

The researcher sought to establish whether CCTs involvement of community members, SMC’s and parents had significant influence on the performance of primary schools in Amuru District. The result shows that a total of 48(68.5%) of the respondents agreed and strongly agreed with the assertion, but 10(14.3%) respondents were not sure, while 12(17.2%) either disagreed or strongly disagreed with the assertion. The result indicated that the majority of the respondents feel that community and parents are highly motivated to

contribute positively to the school performance. This is a good ground for the CCTs to draw up activities that involve these stakeholders meaningfully.

ANOVA's one way analysis of community involvement in school activities and performance of those schools.

		Sum of squares	df	Mean square
Community and parents highly motivated	Between groups	4.700	2	2.350
	within groups	2.500	2	1.250
	Total	7.200	4	

ANOVA's one way results of 4.7 in table show active participation of community in school activities. This involvement if well utilised can result in improved performance of schools.

CHAPTER FIVE

SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS:

5.0 INTRODUCTION:

This chapter summarizes the study that was conducted on the coordinating centre Tutor's leadership styles and the performance of primary schools in Amuru District, Uganda.

The chapter presents a summary of the study, the discussion of findings that were presented in chapter four as well conclusions and Recommendations.

5.1.0 THE PURPOSE OF THE STUDY, RESEARCH, QUESTIONS AND METHODS.

The purpose of the study was to investigate and analyse the influence of coordinating centre Tutors leadership styles on the performance of primary schools in Amuru District, Uganda.

The research questions for the study were:

- i) Do CCT'S leadership styles influence the performance of primary schools in Amuru District, Uganda?
- ii) Do CCTs involvement of Head teachers, teachers SMCs in initiating, planning, implementing and evaluating school activities have influence on performance of schools in Amuru District, Uganda.

The conceptual frame work of the CCT leadership model is that CCTs were practicing certain leadership styles that could influence the subordinate commitment to superior which in turn increases productivity and consequently improves the performance of schools. The research employed both quantitative and qualitative approaches to collect data from a large population within a short time and amidst limited finance.

Data collected by Surveyor / Questionnaire represented the respondent perception regarding the CCTs leadership style and performance in Amuru District, Uganda. The sample of study consisted of District Education leaders, CCTs, Head teachers of primary schools, Tutors, members of SMCs and parents. The researcher believed these respondents were in opposition to provide the required data.

5.2.0 THE RESEARCH FINDINGS:

5.2.1 DEMOGRAPHIC FINDINGS.

Of the total of 71 Survey/Questionnaires that were analysed, 7.1% consisted of CCTs, 14.2% were head teachers, 2.8% were District Education Officials, while 71.4 consisted of teachers and 7.3 consisted of a combination of parents and SMC members. The demographic factors revealed that all the five (5) CCTs in Amuru District were male. This gender disparity among CCTs may have influence on the overall performance of schools in a number of ways. De caro (2005) noted that leadership is complex and influenced by relationship, circumstances, personalities and many other factors at work places. Previous leaders over subordinates, Eagly, Karau and Makhijaru (1995): Hamnick and Acker (1998) for example found out that supervisors are associated with considerate behaviours while male supervisors were associated with task oriented behaviours. There is need to establish how the gender perception of leaders style of leadership influences the performance of organizations especially schools. The demographic findings also revealed that one (1) CCT held a master degree, three (3) hold first degrees and one (1) holds a Diploma. The result also revealed that two (2) have been in the position for less than five (5) tutors while 3 CCTS had been in the position for a periods between six (6) and sixteen (16) years. Further demographic revelation indicated that 3 CCTS were at the rank a tutor and 2 CCTS at the rank of senior tutor. All the five (5) CCTs fall short of the required rank of principal tutors to be CCTS Ese(Scheme of Service)

(2000) the qualification, the period of service and the rank /position of CCTS are issues of Experience. A leader experience may have an impact on the overall performance of subordinates. In schools, CCTS monitor and coach head teachers who more or less hold similar qualification, and may be at a similar salary scale (tutor scale U4 head teacher's salary of Grade II and I is at U4).on the induction /orientation of CCTS before assumption of work, two (2) were inducted by the Ministry of Education & sports, one (1) was inducted by the PTC and two (2) inducted did not have any form of induction/orientation. This is as if the ministry of Education and Sport believes that once one is a tutor that is all. One does not require extra training to carryout CCT work. There is need to establish whether the tutors classroom skills could be applied to mentoring and coaching qualified tutors in the outreach schools.

5.2.2. FINDINGS REGARDING THE INFLUENCE OF CCTS LEADERSHIP STYLES AND PERFORMANCE OF PRIMARY SCHOOLS:

The first research question and the subsequent objective sought to establish and analysis whether the CCTs leadership styles had influence on primary schools in Amuru District, Uganda. One section of the questionnaire sought to establish what CCTs perceived of three (3) critical aspects related to the performance of primary schools. Their responses are hereunder summarized:

On the use of school and CC term performance reviews to improve performance in primary schools, 60% of the CCTs did not see any relationship between school improvement and the term reviews. Only two (2) could relate two performance reviews to school improvement. Also 60% of the CCTs clearly indicated that the assessment practices used in schools could improve the performance of schools in Amuru District; But Surprisingly 80% of CCTs could not see the relationship between staff motivation and involvement and the overall performance of primary schools in Amuru. The results above indicated that CCTs do not

perceive two issues in school performance. These are term school CC- performance review and the issue of staff motivation and involvement in planning. The results, therefore, indicate that CCT provide minimal support to schools in those areas. But the success of an organization is reliant on the leader's ability to optimize human resources.

Sobol (1992); martz (1995); Fiedder and House (1988) confirmed that effective organisations require effective leadership.

Effective leaders must have at the fingertips the knowledge and right attitudes of those practices that increase performance in their organizations. Booyen and van WYK (1994); and Swanepoel et.al (2000) even went further to say that effective leaders are perceived to show a strong and direct but democratic and participative leadership styles. One can only be confident of showing that kind of leadership if and only if one believes in the practices. The little belief in practices further demonstrates the inadequate prior preparation of CCTs for the assignment as field mentors, coaches and trainers of qualified teachers.

5.2.3.1 THE CCT PATH-GOAL LEADERSHIP STYLES AND THE PERFORMANCE OF PRIMARY SCHOOLS.

The conceptual framework of this study based on the assumption that CCTs practice certain leadership styles according to the subordinate's expectations that influence commitment and performance. Four predominate styles were identified to describe the way CCTs interact with team members;- directive, supportive, participative and achievement-oriented. The discussion that follows is based on the finding in chapter four.

On consultative leadership style of CCTs, findings reveal that only 18(25.5%) respondents feel that they are always consulted while 22(31.4%) believe that CCT involve Education officials before major decisions are taken.

This means, the majority of stakeholders feel they are left out of major decision making mechanisms. This feeling may have an impact on the way stakeholders respond to the CCTs leadership and consequently on the performance. The finding is centrally to the findings by Martz (1995); Riston et.al (1999) that effective leadership style facilitates the attainment of subordinates desires, which translate in effective organizational performance.

CCT's leadership should endeavour to move stakeholders and schools in the direction that is in their long term interest (Ratter; 1995:27); such direction requires that leaders consult with the majority of stakeholders, 68 (97.1%) respondents indicated that CCTs provided clear explorations and guidance on what was expected of schools and individual stakeholder. Research indicates that directive style is positively related to subordinates expectations and satisfaction for subordinates who are employed to perform ambiguous, unstructured tasks, but researchers note that it is negatively related to satisfaction and expectations and satisfaction of subordinates who are well-structured and receive clear tasks (House, 1971, House & Dressler, 1974; and Al-Gattary, 1983). However, participative leadership (Koopman and Wierdsma, 1998) and directive leadership that provide a framework for the Teams decision making and action (Fiedler, 1995; and Stodgily 1974) are associated with high levels of organizational outcomes.

On supportive leadership, results revealed that 62 (88.6%) of respondents indicated that CCT's showed concern over their wellbeing and that of the environment.

Persons' cancellation of CCTs supportive leadership and performance of schools was significant at value 'r' being greater than 0.005.

Supportive leaders according to Reaction and Rone (1998) learn by observing outcome and how others react to their decisions. The supportive leadership style is suitable when subordinates show lack of confidence in ability to complete a task and little motivation

(Negron, 2008). House and Mitchel (1974) stressed that supportive leader behaviour can facilitate a friendly and psychological environment which provides an avenue for reduction in stress and frustration and promotes satisfaction and performance (La Rocca and Jones; 1978). According to Mullin (1999) and Swamepoel et.al ;(2000) effective leaders diagnose the situation, identify the leadership style that fits the situation and then decide the most effective style.

Results also revealed that the majorly respondents 40(57.1%) indicated that CCTs always set challenging goals, expectations and tasks that motivate them to succeed. According to Negron (2008) achievement-oriented leadership style is suited for unclear tasks and for subordinates who may need a moral booster to increase their confidence in ability to accomplish the given goal.

The data in the present study provide support that CCTs have exercised each of the four path-goal leadership styles with their subordinates and within different organizational environments and situations (House and Mitchel, 1974), and have been found to have a significant impact on the overall performance of schools in Amuru District, Uganda.

5.2.4 FINDINGS RELATED TO SCHOOL PERFORMANCE

The second research question and the consequent objective sought to establish whether the CCTS involvement of Head teachers, teachers, SMC, and other stakeholders in initiating, planning, implementing and evaluating school activities had an influence on the performance of schools in Amuru District.

The findings in 4.4.1 show that the majority of respondents (26/70 disagreed and 22/70 not sure) felt that CCT did not have a hand in their developing critical leadership practices in their schools such as articulating clear school visions, missions, and goals, as well setting up

clear channels of communication, staff development programmes and clear resource management systems. In clear terms, results show that CCTS are not doing enough to enable Head teachers and teachers to adopt good leadership practices that lead to improved performance.

As to whether schools had clear mentoring and support supervision practices to support performance, findings revealed that in practice 40 (57.1) respondents showed that schools had not created capacities of senior staff to mentor and provide support to Junior staff. One of the key roles of a CCT is to build systems that support practices in schools. What takes place inside the schools and classrooms have influence on the performance of schools. Building the capacity of senior staff to mentor and provide support supervision would be one of the greatest processes whereby a CCT would influence the internal systems and processes of the classrooms and the schools. Mentoring is a process for informal transmission of knowledge, social capital and psychosocial support perceived by the recipient as relevant to work, career or professional development (Boze man and Feency; 2007). Mentoring focuses on the execution of organizational goals and activities. Support supervision is an activity undertaken by someone (CCT) occupying a formal role within an organization that has explicit expectations and accountabilities to both the person being supervised and the organization which provides the context for the supervision. In summary, the capacity of schools in support supervision and mentoring practices are inadequate, hence perhaps the failure of schools meeting the expected levels of performance as defined by the Ministry of Education & Sports and UNEB.

On the question whether teachers understand and reflect a variety of teaching skills and competences according to policies and regulation, results showed that 30 (42.9%) felt the CCT had helped them understand a variety of teaching skills and competences, while 40

(57.1%) responded otherwise. Although the ANOVAs' analysis of the teaching and learning processes in schools indicated that schools had clear assessment records and plans. And that showed compassion to promote learners interest, and also that teachers tended to collaborate with each other in the teaching and learning situation, much may be demanded of CCTs in relating their critical activities in schools to developing the teachers' abilities to understand and reflect on a variety of teaching skills and competences that would increase performance in schools.

In practice, CCTs need to ensure that Teacher performance is enhanced. Factors that do contribute to successful teacher performance may be classified as: teaching preparation, Teaching procedures, classroom management, knowledge of subject and professional responsibility (Stroot et.al 1998)

The research wanted to find out as to whether the CCTS support to teachers, had increased the learners competences to reach/meet the national standards in literacy and Numeracy in P1-P3 classes.

The results revealed that the majority of the respondents believed that a large number of learners had not gained the desired competences in literacy and Numeracy. These respondents were 58 (82.8%) while those believed learner's ability had reached the desired level were 12 (17.2%). The results indicate that CCTs support to teachers in mastery of teaching literacy and Numeracy is minimal. This could be attributed to CCTs lack of skills or the time to support teachers. Closely related was the ANOVAs' analysis of dropout rate and literacy levels. The results reflected a retention level of average 1.5 which is relatively very low. The presence of operational clubs/societies, and mastery in literacy and Numeracy were very low across all schools. But persons' correlation of CCTs mentoring practices and performance of schools in Numeracy and literacy stood at 0.913 which is 70.005 hence

significant. This means that if CCTs took off time to provide support to schools in Literacy and Numeracy skills, their retention rate of learners would increase, and so would the number of operational clubs/societies.

In the area of community/parent involvement in initiating, planning, implementing and evaluating school activities that enhance performance, the majority of respondents: 58 (82.8%) felt CCT have done much to assist them to involve community and parents in school activities; while 12(17.2%) had a contrary view. Educators and parents have multiple options of possible interventions to improve school environment by shore (1995). A school can be improved by increased parent and community involvement, implementation of character education, promotion of fundamental moral value in children, use of violence prevention and conflict resolution curricular. Personalization through adopt a –kid programs, honouring most improved students, and block scheduling, adequate teacher remuneration and other motivational factors and peer meditation (shore; 1995).

Mgbodile (2004) noted that all factor variables that influence productivity and effective school management and the leadership factor is crucial. In other words, involvement of community and parents depend a lot on the quality of leadership. The quality of leadership is very much influenced by the quality of CCT leadership. Unfortunately, results also indicate that 58 (82.8%) feel schools do not have organized outreach activities for schools while 12 (17.2%) feel school have programs. Doko (2005) stressed that schools derive their existence, stable environment and life blood from community which supplies the material and human resources used in the school. Given the situation, and that of the researches conducted

The researcher noted that without support of the parents and schools community, the school will be rendered unable to achieve the set objectives. Based on the study of the results, it is

clear that leadership styles of CCT's and the school community relationships significantly influence the performance of schools in Amuru District.

On Time Management, most respondents: 66(94.2%) reflected that most schools have and use operational Timetable, Routine schedules and programs to manage schools activities. A random sampling of 10 schools showed that all had timetable, work/coins and daily Routines posted in the head teachers office; but reports conspicuously lacked in all cases. This gave the researcher that these tools are prepared but not used or referred to.

REFERENCES

- Agunloye.O.O. (2011). *Turning around chronically low performing schools; A diagnostic framework and conceptual model*; Augusta skills' University; Augusta, Georgia-USA
- Azim., P. (2010). *What makes a small school successful? How commitment of teachers and parents can make or break a school*. AzimPremji foundation, #134, Doddakannell, Sarjapur road Bangalore, India.
- Baker, E.L. (2009). *Can we fairly measure the quality of education?* CSE Technical Report 290
- Barifaijo.,M.K, Basheka, B.C. and Oonyu., J. (2010). *How to write a good Dissertation/Thesis; a guide to graduate students*.1st Edition, Makerere University bookshop; New vision printing and publishing company. Pp 11-20.
- Gomezi., C. (2007). 'The impact of Leadership styles on performance': [www.impact of leadership styles on performance/e how.com](http://www.impactofleadershipstylesonperformance.com)
- House, R.J., and Mitchele, T.R. (1974).*Path goal theory of Leadership. Contemporary Business; three fall*. Pp 81-98.
- "Leadership Styles on organizational performance;" UK Essay: [File://:\www.impact-of-leadership- styles.php.htm](http://www.impact-of-leadership-styles.php.htm)
- Lippit, R, Watson, J and Westly, B. (1958).*The dynamics of planned change*. New York; Harcourt, Brace and World
- Maicibi.,N.A. (2005). *Human Resource Management success; The tips for Human Resource Management-Theorists and practitioners*. 1st Edition; Printed and published by Makerere University printing press, Kampala Uganda.

Nsubuga, Y.K.K. (2008). *Developing teachers' leadership*; A paper presented at the 5thACP Conference, Kampala, Uganda.

Obwiru, T.C, Okwu, A,T, Akpa, V.O, and Nwakere, I.A. (2011). *Effects of Leadership Styles on organizational performance: A survey of selected small scale enterprises in Ikosi-ketu council development area of Lagos State , Nigeria*

Ogwenge, J.J. (1995). *Leadership styles and job satisfaction*. A dissertation submitted in partial fulfillment of the requirements for the award of a Degree Masters of Arts in Education of Makerere University; Kampala

Okumbe, J.A. (1998). *Education Management: Theory and practice*. Nairobi Kenya; Nairobi University press

Phil, H. and Heather, H. (2001).*The strengths and limitations-a case study research*; a paper presented to the learning and skills' development Agency Cambridge

Prochaska and Di, C. (2001).*Behaviour change model*; h= 'Proschaska % 20 and % 20 Di Clemente'.

Robbins, Stephen. (2003). *Organizational behavior*; 10th Edition.Upper Sadle River; New Jersey Prentice Hall.

Tannenbaum, R and Schmidt, W.H. (1973).*How to choose a leadership pattern*.Harvard Business Review.Pp 162-181.

Yin, R.K. (1984).*Cases study of research design and methods*. New Bury Park, CA; Sage.

Path-Goals:

B: CCTs leadership Style Variables:

For each statement below, indicate by ticking or crossing the frequency with which you engage in the expressed behaviour /leadership style with staff you work with:

Key:

- 1= Never
- 2 = Hardly ever
- 3 = Seldom
- 4 = Occasionally
- 5 = Often
- 6 = Usually
- 7 = Always

B.1.0 Participatory Leadership Behaviour / Style								
		FREQUENCY						
B.1.1	Leadership behaviour	1	2	3	4	5	6	7
B.1.1.1	When faced with challenging situations: Consult widely with all stakeholders directly related to my services.							
B.1.1.2	I Listen receptively to all my stakeholders’ ideas and suggestion before i take any decision. (These include Head-Teachers, teachers, SMCs, DEOs among others)							
B.1.1.3	On issues of importance and urgency, I act after a thorough consultation with all stakeholders concerned.							
B.1.1.4	I ask for suggestions from Head-teachers and teachers concerning how to carry out assignment							
B.1.1.5	I involve Head-teachers and teachers in suggestions on what assignment should be made each term							

B.2.0 Directive Leadership Style/Behaviour								
B.2.1	Leadership Behaviour	FREQUENCY						
		1	2	3	4	5	6	7
B.2.1.1	I, ensure that all stakeholders (SMC members, district education officials, head-teachers and teachers) know what is expected of each of them each term.							
B.2.1.2	I endeavour to inform all school staff and the DEO's office about what needs to be done and how it needs to be done by those concerned in schools.							
B.2.1.3	I ensure that schools and SMC's follow standard rules and regulations when handling all issues at school.							
B.2.1.4	I explain the level of performance that is expected of each Head-teacher, teacher, and member of the school management committee in my CC catchment area.							
B.2.1.5	I give clear and specific explanations of what is expected of each Head-teacher, teacher, and SMC's job roles and responsibilities.							

B.3.0 Achievement-orientated Leadership Behaviour /Style								
B.3.1	Leadership behaviour	FREQUENCY						
		1	2	3	4	5	6	7
B.3.1.1	I, ensure that all Head-teachers, teachers, and members of the SMC know that I expect them to perform at the highest level.							
B.3.1.2	I work with school staff and their SMC members to set performance goals that are quite challenging.							
B.3.1.3	I encourage continual improvement in the schools, Head-teachers, teachers, school management committee and individual teacher's performance.							
B.3.1.4	I strive to show that i have doubts about the Head-teachers, teachers, pupils and the school management committees' ability to meet most of the objectives/target they have set.							
B.3.1.5	I consistently encourage schools and teachers to constantly review and set challenging goals/ targets to be attained in the given period of time.							

**source: Adopted from a path-goal Theory investigation of superior subordinate relationships based on the work of House and Dessele (1974) and House (1977)*

B.4.0 Supportive Leadership Behaviour /Style								
B.4.1	Leadership behaviour	FREQUENCY						
		1	2	3	4	5	6	7
B.4.1.1	I maintain a friendly and conducive working relationship with primary school staff, district officials and large number of stakeholders involved in primary schools.							
B.4.1.2	I do little things like providing non-monetary benefits to primary school staff and SMCs to make it pleasant for them to belong to the coordinating centre.							
B.4.1.3	When prompted, I say things that hurt Head-teachers, teachers, members of the SMC and other stakeholders.							
B.4.1.4	I try to help Head-teachers, teachers, and members of the SMC and parents that stop them from carrying their task effectively.							
B.4.1.5	I behave in manner that is thoughtful and caring of Head-teachers, teachers, and personal needs.							

C: Primary School performance Variables:

For each below, tick the number/ alternative that is your view corresponds to the overall result found in your schools.

Key: 5 = strongly agree (SA) 2 = Disagree (D) 4 = Agree (A)
 1 = strongly disagree 3 = Not sure.

C.O.I Primary School Performance Variables:

	C11: School leadership performance	RATING				
		1	2	3	4	5
C.1.1.1	Nearly all Head-teachers in my primary school are able to articulate their school vision, mission and goals.					
C.1.1.2	Most of the primary in my catchment area have well developed communication channels and organisational structures.					
C.1.1.3	All schools have developed in school capacity development systems that are used to build the performance competences of their staff.					
C.1.1.4	Most of the schools have put in place clear resource management and usage systems that are both affective and efficient.					
C.1.1.5	Most schools have put in place clear mentoring and supervision practices for the benefit of learners.					

C.1.2.0: School leadership performance		RATING				
		1	2	3	4	5
C.1.2.1	Teachers prepare adequately for their lessons.					
C.1.2.2	Teachers teach most of the lessons prepared/ indicated on the timetables.					
C.1.2.3	Teachers use a variety of learner centred methods to deliver their lessons.					
C.1.2.4	Most of the teachers have clear assessment plans and records for their learners.					
C.1.2.5	Most of the teachers understand reflect on policies and legislation related to the teaching profession.					
C.1.2.6	Teachers have developed a high sense of care, compassion and interest in learners and school practice that has promoted pupils interest in learning.					
C.1.2.7	Teachers collaborate with other teachers and school colleague to create and sustain learning communities in their classrooms and schools.					

	C.1.3.0 Community /Parent Involvement	RATING				
		5	4	3	2	1
C.1.3.1	Community and parents are highly motivated to support school positively.					
C.1.3.2	International, national and local Non-Government Organisations are highly coordinated to support effective teaching and school learning processes in schools.					
C.1.3.3	Parents, teachers and civil community organisations volunteer their time in school related activities freely and willingly.					
C.1.3.4	There is overwhelming evidence that parents support their children learning through providing scholastic materials, lunch and uniform to their children.					
C.1.3.5	Most schools have organised outreach activities such as community services, drama, dance and music for community benefit.					
C.1.3.6	There is evidence that many local resource persons are being used to teach these skills to pupils in areas like music, handcrafts, history and many others.					

	C.1.4.0: Learners Performance	RATING				
		5	4	3	2	1
C.1.4.1	The overall attendance of pupils has improved. Above 80% attend daily across all schools.					
C.1.4.2	The dropout rate has decreased. Over 80% of pupils who join schools in P.1 complete P.7					
C.1.4.3	The school have operational clubs and societies. The number of pupils involved in the games, clubs and societies has increase to about 60% in all schools.					
C.1.4.4	Most of the pupils in P.1 to P.3 can read and write local language competently.					
C.1.4.5	Most of the pupils in P.4-P.7 have mastered the basic competences in numeracy, reading and writing.					
C.1.4.6	The number of pupils' led activities has increased in all school such as pupils led counselling and guidance, and pupils led income generating activities.					
C.1.4.7	The number of girls is equal in all class(P1-P7) in all schools.					

	C.1.5.0 Organisation and structure that support pupils learning /Needs (school system)	RATING				
		5	4	3	2	1
C.1.5.1	Time management and scheduling approaches are implemented in all schools to enhance and / or extend learning time to better needs of learners: i.e. good use of timetables routine, and plans					
C.1.5.2	A distributed leadership approach is implemented in all schools support overall implementation of learning and teaching: i.e. there are clear roles and responsibilities allocated and managed by staff.					
C.1.5.3	Clear communication channel have been established in all schools.					
C.1.5.4	There are clear and appropriate in build assessment practices that allow learners to demonstrate mastery put in place in most schools.					
C.1.5.5	Most schools have developed efficient and effective utilisation of teaching resources (text books, library, and non text book materials).					
C.1.5.6	In a way all schools manage time well enough.					

	C.1.6.0: Continuous school improvement performance.	RATING				
		5	4	3	2	1
C.1.6.1	All schools have developed clear and attainable mission and goals that are regular.					
C.1.6.2	All schools conducted termly performance reviews that guide planning and improvement.					
C.1.6.3	All schools prepare realistic budget as a guideline for implementing school activities.					
C.1.6.4	All schools have clear assessment guidelines for use in all classes.					
C.1.6.5	All schools use assessment report as a basis to improve teaching and learning processes.					
C.1.6.6	All schools have clear staff performance appraisal system that is understood by all teachers.					
C.1.6.7	Once every term, C.C based performance review and plan is conducted for a cross section of stakeholders.					

Appendix I:

Questionnaire for District Education Officials and Primary school staff

Please answer the following questions as honestly as possible. The information gathered will be strictly for Educational purposes:

A: Background information:

(Tick the most appropriate alternative for numbers A1....).

A.1.1: You're Gender: Male Female

A.1.2: Your highest educational level.

- 1. Master degree
- 2. Bachelor degree
- 3. Postgraduate Diploma
- 4. Diploma
- 5. Others (specify).....

A.1.3: number of years in service.

- 1. Less than a year
- 2. 1-5
- 3. 6-10
- 4. 11-15
- 5. Above 15

A.1.4: Your status in the district.

- | | |
|--|---|
| <input type="checkbox"/> District Education Officer. | <input type="checkbox"/> Secretary for Education. |
| <input type="checkbox"/> District Inspector of schools | <input type="checkbox"/> Head-teacher. |
| <input type="checkbox"/> Inspector of schools | <input type="checkbox"/> Teacher. |
| <input type="checkbox"/> Senior Education Officer. | |

	B.4: Supportive Leadership Style	RATING				
		5	4	3	2	1
B.4.1	Our CCTs show a lot of interest in the personal concerns of Head-teachers, teachers and members of the SMC.					
B.4.2	The CCTs show concern for the well-being of teachers, pupils, Head-teachers and members of the SMC.					
B.4.3	The CCTs listen to others (Head-teachers, teachers, pupils, SMC and parents) and then give them encouragement.					

C: School Performance Variables:

This section contains question on how the school is performing.

For each statement, tick the most appropriate opinion that corresponds with what pertain in the school.

Key:

5 = Strongly Agree (SA)

4 = Agree (A)

3 = Not sure (NS)

2 = Disagree (D)

1 = Strongly Disagree (SD)

	B.6: Directive Leadership Style	RATING				
		5	4	3	2	1
B.2.1	The CCTs give clear explanation of what is expected of schools and the various stakeholders including the district.					
B.2.2	The CCTs give clear and specific to teachers, SMC and other stakeholders on what to do and how to do their work					
B.2.3	The CCTs provide clear directions to schools and key stakeholders on how to proceed with the various activities, projects, initiatives and innovations in their schools					

	B.3: Achievement-oriented Leadership Style	RATING				
		5	4	3	2	1
B.3.1	The CCTs provide challenges to school and teachers that enhance continuous improvement of the work and school.					
B.3.2	The CCTs provide encouragement to Head-teachers, teachers and school management fo committee to consistently improve their performance and that of the schools.					
B.3.3	Our CCTs expect all individuals and schools to excel in all aspects.					

B: CCTSs Path-goal Leadership Style.

The purpose of this section is to identify the CCT’s leadership style in relation to his/her cardinal role of supporting primary schools to improve performance.

This section demands that you read and internalize the statement before you tick the most appropriate opinion.

Key: 5 = Always

4 = Often

3 = Sometimes

2 = seldom

1 = Never

	B.1: Participatory Leadership Style	RATING				
		5	4	3	2	1
B.1.1	Before making training and supervision programmes including taking major decisions, the CCTs involve the DEOs’ office.					
B.1.2	While in school, the CCT’s solicits for suggestions from all stakeholders on how to improve the performance of schools.					
B.1.3	The CCTs are receptive to ideas and advise from across section of stakeholders.					

C: Primary School Performance Variables

For each statement below, tick the number/alternative that is your view corresponding to the overall results found in your schools.

Key:

5 = strongly agree (SA) 2 = Disagree 4 = Agree

1 = strongly Disagree (SD) 3 = Not sure.

C.I.O Primary School Variables:

	C11: School Leadership Performance	RATING				
		1	2	3	4	4
C.1.1.1	Nearly all Head teachers in my school are able to articulate their school vision, mission and goals					
C.1.1.2	Most of the primary in my catchment area have well developed communication channels and organisational structure.					
C.1.1.3	All schools have developed in school capacity development systems that are used to build the performance competences of their staff.					
C.1.1.4	Most of the schools have out in place clear resource management and usage system that both effective and efficient.					
C.1.1.5	Most schools have put in place clear mentoring and supervision practices for the benefit of learners.					

C.1.2.0: Teacher Performance Variables						
		RATING				
		1	2	3	4	4
C.1.2.1	Teachers prepare adequately for their lessons.					
C.1.2.2	Teachers teach most of the lessons prepared/ indicated on the timetable					
C.1.2.3	Teachers use a variety of learner centred methods to deliver their lessons					
C.1.2.4	Most of the teachers have clear assessment plans and record for their learners.					
C.1.2.5	Most of the teachers understand reflect on policies and legislation to the teaching profession.					
C.1.2.6	Teachers have developed a high sense of care, compassion and interest in learners and school practice that has promoted pupils interest in learning					
C.1.2.7	Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and schools.					

	C.1.2.0: Community / parent Involvement	RATING				
		5	4	3	2	1
C.1.3.1	Community and parents are highly motivated to support school positively.					
C.1.3.2	International, national and local Non-government organisations are highly coordinated to support effective teaching and school learning processes in schools.					
C.1.3.3	Parents, teachers and civil community organisation volunteer their time in school related activities freely and willingly.					
C.1.3.4	There is overwhelming evidence that parents support their children through providing scholastic materials, lunch and uniform to their children.					
C.1.3.5	Most school have organized outreach activities such as community service, drama, dance and music for community benefit.					
C.1.3.6	There is evidence that many local resource persons are being used to teach these skills to pupils in areas like music, handcrafts, history and many others.					

	C.1.4.0: Learner performance	RATING				
		5	4	3	2	1
C.1.4.1	The overall attendance of pupils has improved. Above 80% attend daily across all schools.					
C.1.4.2	The dropout rate has greatly decreased. Over 80% of pupils who join school in P.1 complete P.7					
C.1.4.3	The school have operational clubs and societies. The number of pupils involved in the games, clubs and societies has increase to above 60% in all schools.					
C.1.4.4	Most of the pupils n P1 to P3 can read and write local language competently.					
C.1.4.5	Most of the pupils in P4-P7 have mastered the basic competences in numeracy, reading, and writing.					
C.1.4.6	The numbers of pupils' led activities have increased in all schools such as pupil led club, pupil led counselling and guidance and pupil led income generating activities.					
C.1.4.7	The number of girls is equal in all class (P1-P7) in all school.					

C.1.5.0: School Improvement Agenda		RATING				
		5	4	3	2	1
C.1.5.1	School work plans are both developed and used to enable the school improve.					
C.1.5.2	Both annual and termly budgets are drawn, approved and used by the school.					
C.1.5.3	The staff is fully involve in all plans and hence motivation and committed.					
C.1.5.4	Use of school assessment tool for improving performance.					
C.1.5.5	Term performance reviews involving all SMC and staffs are conducted.					
C.1.5.6	The school staffs are eager to move to a better level always.					

C.1.6.0: Time Management factor		RATING				
		5	4	3	2	1
C.1.6.1	School have clear timetable that guide school activities					
C.1.6.2	School have term programmes that cater for seasonal activities like music, athletics and games.					
C.1.6.3	School abide by the arrival and departure time already set.					
C.1.6.4	School have clear routines that are followed and understood by all learners and staff.					
C.1.6.5	School have clear programmes to start and end the term.					
C.1.6.6	The school has a programmes for parents and community to visit the school					
C.1.6.7	The school has a programme to participate and sensitize community about school activities.					

Appendix II:

Focus group discussion guide DEO/DID, SMC, CCTs, Teachers, Head-teachers and LC chair CCT leadership styles Visa vie performance of Primary Schools:

1. What are your thoughts about the performance of our primary school in terms of;
 - PLE result
 - Pupil's dropout
 - Literacy and Numeracy
2. Would you say you are satisfied with the way our schools are performing?
3. How should the performance change?
4. How about CCTs? What would you like a CCT to do with schools, DEO's office and SMC's to change the performance?
5. Do you think a CCT has done enough to improve performance in schools?
6. What specific things should be done by the CCT and DEO or Head teachers, or teachers to improve performance
7. What type /style of leadership should a CCT use to change the situation?
8. Some people say to improve performance in schools, the CCTs, the DEO and head teachers should work together to support the teachers, learners and partners. Do you agree? If Yes, Why?
9. Others say schools have worked hard but parents are not supporting the teaching learning processes at schools. What can you say about this?
10. What suggestion would you like to make if our schools are to perform very well in terms of
 - PLE
 - Reduction of dropout rate.
 - Encouraging pupils to do well in literacy and Numeracy.

Thank you very much!

Appendix III

Interview guide for Education Officials, CCTs and SMCs:

1. In what way have your school developed vision, mission and motto's statement?
2. In what way have your school been able to institutionalize the vision, mission, and motto?
3. How has your CCT influenced the performance of your staff, pupils and SMC?
4. What type of leadership can lead your school to success and why?
5. Why should CCT work closely with the DEO/DIS, Head-teachers, SMCs and other leader?
6. What issues in schools do you wish a CCT to clarify on? Has he/she helped you to understand them?
7. What changes do Head-teachers, SMC and teachers often encounter? How has your CCT helped you to remove them?
8. What steps would you take to motivate all your team and school into an effective and efficient one? Who will help you do this?
9. What is the importance of working with CCT? And what type of activities would you wish to involve the CCTs in?

Thank you very much!

Appendix IV:

Document check list:

- The researcher will view the following document among many others;
- Policy document CCTs use.
- Staff Development Report- Reports of previous training for CCTs.
- Work plans and report that CCTs prepare monthly, quarterly and annually. Resource Centre documents.

APPENDIX V

BUDGET

SN	ITEM	UNIT COST	TOTAL COST
1	Preparation of proposal Typing and editing Photocopying Binding	(35 pages x 10 copies x 100/=) (10 copies @ 3,000/= x 10 copies)	50,000/= 35,000/= 30,000/=
2.	Designing Instruments		20,000/=
3.	Printing of Questionnaires	(6 pages x 100= x 100 copies)	60,000/=
4.	Training 2 Research Assistants	(2 x 3 days x 20,000/=)	60,000/=
5.	Data Collection Principle Researcher Research Assistants Transport	(4 days x 20,000/=) (2 x 4 days x 10,000/=) 4 days x 10,000	80,000/= 80,000/= 40,000/=
6.	Data analysis Principle Researcher Research Assistants Expert Analyst	(1 x 2days x 20,000/=) (2 x 2 days x 10,000/=) (1day x 50,000/=)	40,000/= 40,000/= 50,000/=
7	Stationery Pens & pencils	2 reams of paper (2x 15000/=)	30,000/= 5,000/=
8.	Typing and printing of Research dissertation	(105 pages x 1000/=)	105,000/=
9.	Production of 10 copies	(10 copies x 105 pages x 100/=)	105,000/=
10.	Hard cover binding of Research dissertation Transport Up keep	(11 Copies x 15,000=)	165,000/= 50,000/= 60,000/=
		Total	1,100,000/=

APPENDIX VI

Time Frame:

Time	Activity	Venue
August to October 2012	Drafting a research proposal.	Various
March 19 th to 24 th 2013	Presentation of the proposal to the supervisors.	UMI
March 25 th to 30 th 2013	Correcting the checked proposal and preparing a defense to the proposal.	Various
April 5 th or 12 th 2013	Proposal defense.	UMI
April 2013	Preparation of Research Instruments.	Gulu
1 st week to 2 nd week of May 2013	Presentation of research tools to supervisors	
June to July 2013	Administration of data tools and analysis of data.	Amuru and Gulu
August 2013	Writing and presentation of Final Report.	