ANALYSIS OF LEADERSHIP STYLES AND SCHOOL PERFORMANCE
OF SECONDARY SCHOOLS IN UGANDA

by

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DECLARATION

I, hereby declare that:

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is my own work, that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that I did not previously submit this thesis for the award of a degree at another university.

SIGNED : ____________________________________________

DATE : ____________________________________________
The study sought to analyze the leadership styles of head teachers and school performance of secondary schools in Uganda. It was a mixed study that used both the qualitative and quantitative methods. It adopted a correlation survey research design that helped in establishing the relationship of leadership styles and school performance. In this regard, data for this study was collected on the independent variable, which was leadership styles, and that of the dependent variable, which was school performance. The relationship between the two variables was investigated in order to determine the strength of their relationship and the coefficients of determination existing between them.

Together with observations during school visits, interviews were also conducted with head teachers and teachers and focused group discussions were held with selected students and parents, to identify factors affecting school performance and the effectiveness and relationship between leadership styles and school performance.

The researcher discovered on the basis of an extensive literature review and the in-depth research undertaken that head teachers adopt a range of leadership styles. However, for the purposes of this investigation, the researcher examined the relationship between leadership styles in general and school performance, and later analyzed four leadership styles in relation to school performance.
While noting the many challenges and demands made on the head teachers during the execution of their tasks, the study underscored the need for the development of management and leadership skills amongst head teachers. The study established that unless head teachers are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly. The study established that effective school performance requires visionary leadership, amongst others, and that there is a strong relationship between visionary leadership and transformational leadership, which is recommended for education leaders.

**KEY WORDS:**
Leadership styles, secondary education, school performance, autocratic leadership style, democratic leadership style, laissez-faire leadership style, situational leadership style, secondary schools.
LIST OF ACRONYMS

BOG : Board of Governors

CPD : Continuous Professional Development

EFA : Education for All

HODs : Heads of Departments

MDGs : Millennium Development Goals

MOES : Ministry of Education and Sport

PPET : Post Primary Education and Training

PTA : Parent Teachers Association

SMT : Senior Management Team

SSA : Sub-Saharan Africa

UACE : Uganda Advanced Certificate of Education

UCE : Uganda Certificate of Education

UPE : Universal Primary Education

USE : Universal Secondary Education
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CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system of primary, secondary, and tertiary training (Nsubuga, 2003). Since education is an investment, there is a significant positive correlation between education and economic-social productivity. When people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values, ideas, attitudes and aspirations important for natural development.

The straightforward linkage between education is through the improvement of labor skills, which in turn increases opportunities for well paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively.

In Uganda, formal education is based on seven years of primary and six years of secondary education. Vocational, technical and academic courses are offered through post primary education and training institutions. The education system, particularly secondary education, is still centrally managed by the Ministry of Education and Sport (MoES) whilst primary education is managed by local district administrations. Uganda has consistently developed its education system, since it returned to stable government. Gross enrollment rates in primary schools at present is over 100%, because both underage and over age students are enrolled, as education is free. After the introduction of the policy of free Universal Primary Education (UPE), the enrolment in primary schools increased substantially. The number of learners graduating from
grade seven is set to more than double by 2010 and the selection of learners into secondary schools is becoming very competitive. The Government of Uganda developed a new policy on Post Primary Education and Training (PPET), which preceded the introduction of Universal Secondary Education (USE) to meet rising demand and increase access to secondary schools and beyond (MoES, 2006).

The goal is not only to increase equitable access, but also to improve quality and efficiency in the management of secondary schools. Mass participation will require new management approaches. Such policy reforms may need good leadership so that the government achieves its objective of access and quality education. The role and importance of secondary education in national development is of utmost importance. Failure to expand access at secondary education level will undermine efforts to sustain UPE, and the achievement of the education related Millennium Development Goals (MDGs). Transition rates into the lower secondary level may fall unless access to lower secondary schooling is expanded (World Bank Report, 1995).

In addition, the competitiveness, especially in high value added and knowledge based sectors of the economy, depends on knowledge, skills, values and competences associated with abstract reasoning, analysis, language and communication skills and application of science and technology which are most efficiently acquired through secondary education schooling (Lewin, 2006).

Mass education at secondary education level, however, may require new leadership approaches in order to enhance efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms; raising the learner teacher ratio, increasing teachers’ time on task, reducing repetition and improving accountability (Nsubuga, 2003). Through inefficiency much learning time is lost in many Sub-Saharan African (SSA) education systems. Twenty five percent or more of school days may be lost each year in poorly managed schools (Lewin, 2006). Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group’s tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it does not only
examine tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics like recognition, conditions of service and morale building, coercion and remuneration (Balunywa, 2000).

Thus, leadership incorporates the accomplishment of the task, which is an organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1998). Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively. Armstrong (2001) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. This is also described by Sashkin and Sashkin (2003) as visionary leadership.

However, according to them, the concept of leadership that matters is not being limited to those at the top of the organization such as the chief executive officer or principal/head teacher, but depends on certain characteristics of the leader. It involves much more than the leader’s personality in which leadership is seen as more of mutating followers to achieve goals (Sashkin, and Sashkin 2003:2). This is supported by Lav Tzu (as reported in Sashkin and Sashkin, 2003:7) that good leadership commits to doing less and being more. Good performance in any secondary school should not only be considered in terms of academic rigor, but should also focus on other domains of education like the affective and psychomotor domains. This should be the vision of every leader in such a school and the cherished philosophy, structures, and activities of the school could be geared towards the achievement of this shared vision. However, Cole (2002) defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.
What is performance then and how is it measured in the context of schools? Brumbach (1988), as quoted in Armstrong (2001), contends that performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In school environments therefore, performance should not only be defined in terms of test scores, examination results, students’ ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

School performance in the Ugandan context mainly entails; teaching consistently with diligence, honesty and regularity orchestrated by increased good results from students; setting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully and observing academic regulations and instructions (Uganda Teaching Service Commission Regulations, 1996). The feeling by many people, including the researcher, is that this is a shallow understanding of school performance. The researcher is of the view that performance of any school should not only be considered from the academic outcomes only, but should also focus on other education outcomes such as the affective domains and the psychomotor skills. Contextually, in Uganda today, there is a desire to ensure that the best school head teachers lead secondary schools, because of the rapid growth in secondary school education orchestrated by the successful implementation of the UPE program, which has grown tremendously since its inception in 1997.

The introduction of UPE led to increased enrolment in government aided primary schools from 2.9 million in 1996 to 6.8 million in 2001, up to 7.3 million in 2006 (MoES, 2007). This influx led to the need to increase access opportunities at the next level of secondary education. However, the increase in secondary education necessitates instituting responsible leadership in secondary education institutions (MoES, 2007). In addition, government adopted a policy to liberalize education services and since the late 1990s, many private secondary schools have mushroomed; most being run commercially for profit.
Since private schools have increased their intake levels, their school performance is of greater concern than ever before. This brings into perspective the prior thrust for an improvement in standards and performance, which the MoES (2007) is eager to attain.

The subsequent introduction of USE in 2007, aimed to ensure that this program does not only increase access, but also improves the schools’ education outcomes on an ongoing basis. However, improvement in performance requires that schools are well led by competent school heads. In fact, the MoES is posting people of the highest education management qualifications to head schools in the hope that these can better employ the best leadership principles. In addition, the MoES is frequently conducting workshops for head teachers and deputy head teachers on leadership, in order to help improve their leadership skills. However, despite the above, most schools’ performance is still wanting. In some secondary schools there is increasing poor performance in mainly the science subjects. Tables 1 and 2 highlight the comparison in academic performance of secondary schools in the Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) respectively from 2004 to 2006.

Table 1: Comparison in performance in science subjects in UCE from 2004-2006

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Distinctions and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27.2%</td>
</tr>
<tr>
<td>Physics</td>
<td>51.1%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>27.3%</td>
</tr>
<tr>
<td>Biology</td>
<td>25.6%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>56.8%</td>
</tr>
</tbody>
</table>

Source: Uganda National Examination Board, MoES

Table 1 indicates the percentage level of student academic performance in science subjects in UCE of secondary schools in Uganda from 2004 to 2006. The table shows that academic performance in science subjects has since deteriorated percentage wise despite steady increases in students from 147,585 in 2004 to 169,098 candidates in 2006, which is a growth of 63.8%.
Table 2: Comparison in performance in science subjects in UACE from 2004-2006

<table>
<thead>
<tr>
<th>Subject</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>48%</td>
<td>55.7%</td>
<td>38.4%</td>
</tr>
<tr>
<td>Physics</td>
<td>48.7%</td>
<td>48.5%</td>
<td>41.5%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>32.2%</td>
<td>37.4%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Biology</td>
<td>39.1%</td>
<td>36.0%</td>
<td>24.3%</td>
</tr>
</tbody>
</table>

Table 2 also indicates the percentage level of student academic performance in science subjects in UACE in secondary schools in Uganda since 2004 to 2006. The table shows that academic performance in science subjects has deteriorated percentage wise despite steady increases in student numbers from 59,329 candidates in 2004 to 72,147 in 2006.

Since teacher morale and welfare is so low at present many of them are forced to work at more than one school (Namirembe, 2005). Indiscipline in secondary schools is also on the increase, which affects the quality of education outcomes in schools. Namirembe (2005) argues that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership.

1.2 STATEMENT OF THE PROBLEM

Although it is the Ugandan government’s policy to ensure the delivery of quality education in secondary schools in Uganda, performance, particularly in Science subjects has remained poor, despite the various interventions by policy makers and implementers. Tables 1 and 2 indicate the status of the performance of students in science subjects at both advanced and ordinary levels Certificate of Education. Such a situation is alarming, bearing in mind that science subjects play a pivotal role in the development of any country. Equally important, are the overarching policies of Uganda’s education, which strongly emphasize the importance of science education in national development. For example, both the White Paper on Education and the Education Sector Strategic Development Plan focus on the promotion of science subjects as the way forward for the development of the country. Apart from poor performance in science subjects, performance in other areas of education is also poor. Schools do not perform well in other aspects of
education as well. Scholars, policy makers and school managers have resolved to address the poor academic performance in secondary schools by conducting research on its would be antecedents such as a lack of instructional materials, ensuring quality teachers, admitting good students, remuneration and the motivation of teachers, improving discipline and community participation in schools.

Furthermore, although all the above studies have been conducted, no study on leadership and school performance in secondary schools was encountered at the time this study was undertaken. However, a number of studies have been conducted on school performance in schools in Uganda. For example, Odubuker (2007) conducted a study to investigate the influence of the head teachers’ management competences on the management of primary schools in North Western Uganda in order to improve the teaching and learning process. The findings from the study revealed that the principals or head teachers’ management training was critical to the performance of the school. Similarly, Mpierwe (2007) conducted a study to examine the effect of management of instruction materials on teacher performance in primary schools in the Kampala district. The purpose of the study was to determine the influence of coordination of instructional materials on teacher performance and to assess whether teacher involvement in the selection of instructional materials has an effect on teacher performance. The findings from the study revealed that there was a positive relationship between instructional materials and teachers’ performance in schools.

However, at the time this study was conducted, not sufficient was known about the contribution of any single factor and indeed the relationship between leadership and school performance. Hence this study was intended to investigate the head teachers’ leadership style and the performance of secondary schools in Uganda. It was also thought that an investigation in this area would shed light on the factors affecting performance and in particular the effect of leadership styles on school performance.

On the basis of this background, the study proposed to ask the question:

**To what extent do the leadership styles adopted by head teachers have an influence on the school’s performance?**
1.3 AIMS AND OBJECTIVES OF THE STUDY

1.3.1 Aims

The study aimed to examine how leadership styles adopted by school head teachers influence the schools overall performance in secondary schools in Uganda.

1.3.2 Objectives

To investigate the relationship between leadership styles and school performance, the specific objectives pursued were to:

- establish the relationship between the demographic characteristics of head teachers and teachers and school performance;
- establish whether performance in secondary schools in Uganda is dependent on the autocratic leadership style of school head teachers;
- establish whether performance in secondary schools in Uganda is dependent on the democratic leadership style of school head teachers;
- investigate whether performance in secondary schools in Uganda is dependent on the situational or contingency leadership style of school head teachers;
- elicit the viewpoints of head teachers, teachers and students on the preferred leadership styles and
- to make recommendations for the improvement of schools on the basis of an analysis of leadership styles.

1.3.3 Hypotheses of the study

The hypotheses of the study included the following:

(i) There is a negative correlation between the autocratic leadership style of head teachers and school performance in secondary schools in Uganda.
(ii) There is a positive correlation between the democratic leadership style of school head teachers and school performance in secondary schools in Uganda.

(iii) There is no correlation between the laissez-faire leadership style of head teachers and school performance in secondary schools in Uganda.

(iv) There is a positive correlation between the situational leadership style of head teachers and school performance in secondary schools in Uganda.

1.4 DEFINITIONS AND CLARIFICATION OF TERMS

1.4.1 Leadership

According to the Oxford Dictionary (2006) to lead means: “to cause to go with one, especially by guiding or showing the way, or by going in front and taking a person’s hand, to guide by persuasion or example”. However, for the purposes of this study, “leadership” will refer to a process of inspiring individuals to give off their best in the pursuit of desired results (Armstrong, 2001). Leadership focuses on getting people to move in the right direction, gaining their commitment and motivating them to achieve their goals.

1.4.2 Leadership styles

Leadership styles are modes or methods of leadership adopted by various leaders. For the purposes of this study, the definition of leadership styles is per the United States of America Army Handbook which recognizes three styles of leadership namely: authoritarian or autocratic style; the participative or democratic style and the declarative or free reign leadership style. However, the study will also employ the behavioral approach, which affirms that leaders can be made or that behaviors can be learned (Stoner, 2002). The behavioral approach to leadership, according to Mullins (2002), consists of the employee and task oriented leadership styles. In the study, the employee and task-oriented styles will be used to refer to the democratic and autocratic leadership styles respectively.
1.4.3 School performance

In the context of this study, school performance encompasses the full range of activities that would characterize a school as being successful. This would, in addition to academic performance, furthermore also include well motivated and committed teachers, learner satisfaction and involvement, parental involvement, a clean orderly school environment and strong principal leadership, amongst others. The definition is thus wider than merely academic performance in terms of pass rates and success in national examinations.

1.4.4 Secondary schools

In Uganda, secondary education is divided into ordinary level and the advanced level. The ordinary level provides schooling for the age group of 12-15 years of age and takes four school years. The advanced level of secondary education provides education for the age group of roughly 16-19 years and takes two school years.

1.5 RESEARCH METHODOLOGY AND DESIGN

1.5.1 Methodological rationale

When undertaking any investigation it is pertinent to choose appropriate paradigms and methods of inquiry likely to yield the highest quality of data obtainable within the research context. Consequently, to examine and analyze leadership factors that affect performance in secondary education, a multi-pronged approach commonly referred to as triangulation (Cohen & Manion, 2001; Punch, 1998), combining both quantitative and qualitative research methods, was adopted. It was anticipated that the survey questionnaire would provide the breadth of coverage, which could be credibly applied, to a wider population from which the sample of the study was drawn (Brown & Dowling, 1998). Whilst quantitative methods tend to be relatively low in cost and time requirements (Punch, 1998) since they enable a large quantity of relevant data to be amassed and subjected to statistical analysis in a short space of time, the interview and documentary analysis would offer the depth and useful insights regarding leadership styles in secondary school management in Uganda. This is because directive, tightly focused and quantitative methods of
questioning may fail to get beneath the surface (Davies and Ellison, 1997), and also limit the range of possible responses. Indeed, when researching organizations and people working within them, one should attempt to mix methods, as triangulation provides greater insights into the phenomenon being investigated (Bryman, 2001).

Whilst qualitative methods raise methodological and ethical issues pertaining to the influence of the researcher on the data collected and the informants, the quantitative approach is limited to highly structured data extraction techniques, which often, as suggested by Cresswell (1994), do not accommodate maneuverability during the problem investigation phase. To avert the inherent weaknesses of each method, the research design adhered to a combination of quantitative and qualitative approaches. Indeed, Blease and Bryman (2001) supported the combination of both strategies within the same research design arguing that not only may two be mutually enhancing, but a sensitive merger may provide a more complete picture, which might be more satisfying and attractive to academics and policy makers alike. Besides, available evidence is increasingly supportive of qualitative and quantitative research methodologies as complementary, rather than opposing paradigms (Crossley & Vulliamy, 1997). Indeed, Firestone (1989) asserted that whilst quantitative research persuades the reader through de-emphasizing individual judgment and thereby leading to precise results; the qualitative strategy persuades the reader through rich depiction, hence overcoming abstraction. Such integration, therefore, is likely to elicit more robust or holistic data thereby providing a rich vein of analysis of different types of leadership styles in secondary schools and their influence on academic performance.

1.5.2 Population and sampling

The study was conducted in three of the five traditional regions in Uganda. The sample of 625 included: 24 head teachers, 200 teachers, 351 students, 40 parents and 10 officials of the MoES. Purposive cluster sampling was used for the purposes of the study. Gay and Airasian (2000) define purposive sampling as one which involves selecting a sample based on experiences or knowledge of the group to be sampled.
Cluster sampling was used to select three regions from the whole Uganda. Geographical regions are natural groupings (Gall, 1989; Babbie, 1990; Fowler, 1988) which can be grouped into clusters. Then using stratified random sampling the three regions were divided into sub groups called strata. The strata’s comprised districts from which two schools from each district were selected.

Head teachers were selected because they are directly responsible for the day-to-day leadership of the schools. The teaching and non-teaching staff was chosen for the study, since they are the subordinates who are led by head teachers of schools. The learners were also selected since they experience the impact of leadership in the schools. Lastly, ministry officials were selected because they initiate policies and regulations regarding many administrative issues like leadership in schools.

1.5.3 Data collection strategies

For the purposes of this study, data collection strategies included interviews, documentary survey, questionnaires, focus group discussions and observational visits to selected schools. Consistent with the notion that the methods and instruments chosen depend largely on the extent to which they can serve the purpose of the study, and address the research questions posed (Siedman, 1991), questionnaires and interviews proved to be appropriate instruments for data collection.

1.5.3.1 Interviews

Visits were arranged to secondary schools to conduct interviews with the staff members. The aim of the visits was to investigate and acquire a clear understanding of the management and leadership styles employed by the schools’ head teachers and to observe how the staff and learners perceive the head teachers’ leadership styles and respond to school rules and regulations. For the purposes of this investigation, the head teachers and selected teachers as well as learners were interviewed. The interviews were conducted as informally as possible, with each informant provided with the freedom to choose convenient times, which suited them. The interviews were
tape-recorded for future reference and in-depth analysis. According to Drew, Hardman and Hart (1996:174), the advantage of the interview techniques is that it enables the participants to enlighten the researcher about unfamiliar aspects of the setting and situation.

1.5.3.2 Questionnaires

Questionnaires were chosen and considered appropriate because they would cover a large sample of respondents, thereby allowing a reasonable degree of generalizability of the findings. Both open and close-ended head teachers’ and student questionnaires were designed and distributed among the selected schools in order to elicit their views concerning leadership styles of the head teachers of the schools. The use of open-ended questions enabled the respondents to feel free and afforded them the opportunity to provide in-depth responses, whereas the close-ended questionnaires provided guided responses.

1.5.3.3 Documentary review

The researcher sought permission to access documents from the MoES and from other educational institutions, namely Makerere University and the Uganda Management Institute. The documentary review focused particularly on government policy documents relating to secondary education, government statutes, strategic plans and reports. Dissertations, journals and newsletters from the above mentioned education institutions were also used as references.

1.5.4 Data analysis

The questionnaires were analyzed statistically according to the Pearson Correlation Coefficient, whilst the semi-structured interviews were tape recorded and analyzed according to themes. The data collected on the basis of multiple methods were used to back up various claims and conclusions reached.
1.5.5 Observation

Observations were done during school visits to establish the overall performance of the school. This involved observing the physical appearance of the school, reception, attitudes of staff and learners, behavior of learners and interpersonal relationships.

1.6 ETHICAL CONSIDERATIONS

The researcher sought permission from the MoES to gain access to the schools (see Appendix A1). This was followed by officially writing to the head teachers of the selected schools to negotiate access to their schools. A consent form was designed and distributed amongst all the participants in this study (see Appendix F). By the use of the consent forms, the researcher was able to gain the informed consent of all the participants. The researcher also agreed with the participants that they had the right to withdraw from the study at any point in time, and that it was their choice to participate or not. Pseudonyms were used in respect of the participants and the schools that were selected for the purpose of this study. It was stipulated in the consent forms that any information so obtained from the participants would remain confidential between the two parties. The purpose of this was to ensure that anonymity and confidentiality were strictly adhered to. During the time of data collection, analysis was safeguarded as data were locked up in the researcher’s office on the computer by using data protection passwords. The purpose of this was to make sure that nobody had access to it.

1.7 LITERATURE REVIEW

For the purposes of this study a wide range of relevant literature was consulted with special reference to literature pertaining to management approaches, leadership approach models, theories and styles and factors affecting school performance. Special reference was made to literature relating to management of secondary schools. A variety of sources such as textbooks, journals, official documents, seminar papers and websites were consulted. Magazines, newspapers and unpublished thesis were also used for the purposes of the literature review.
1.8 PROCEDURE AND FIELD ADMINISTRATION

The researcher commenced the study by seeking permission from the Permanent Secretary of the MoES to access and use official documents and to visit the schools for the purposes of the study (see Appendix A1). Permission was granted (see Appendix A2). However, due to time and financial constraints and given that the three selected regions are far apart, the researcher considered it prudent to select district co-ordinators in each district. The co-ordinators selected were the district chairpersons for the secondary schools head teachers association of Uganda. The co-ordinators were invited and trained in data collection and administration of the questionnaires. Thereafter, questionnaires (see Appendix C, D & E) were distributed among the schools through the co-ordinators and arrangements were made to visit schools for the interviews. The data collected was collated and analysed.

1.9 VALIDITY AND RELIABILITY

1.9.1 Validity

In order to ascertain face validity, the instruments were designed and handed to the supervisors and to senior educationists in the School of Education, in one of the oldest universities for analysis and the provision of feedback. Thereafter, they were revised according to their comments. In addition, a content validity was also sought by requesting two experts in the field to provide their comments on the relevance and suitability of the items on the instruments. The results of their indications were analyzed to establish the percentage representation using the content validity index.

1.9.2 Reliability

Reliability refers to the level of dependability of the items in the research instrument, and the consistency of the research instruments in tapping information from more than one respondent. The items were tested during a pilot study, which administered how consistent they were in responding to questions using the pilot study schools. These schools were not part of the study.
The reliability was measured by using the Cronbach-Alpha Coefficient. A pilot study was administered against schools to test reliability.

1.10 SIGNIFICANCE OF THE STUDY

The findings of the study will be useful to the education policy makers and implementers in the various fields of education. The study will shed light on the relationship between leadership styles of head teachers and the schools’ performance. This will be useful to authorities who appoint and deploy school head teachers as well as those who monitor the performance of secondary schools.

The findings will also be used by those involved in support supervision and monitoring of schools, where special emphasis will be placed on the factors which influence the school performance in secondary schools. The political leaders in the MoES may also benefit from the study, because the findings may guide them in prioritizing the allocation of resources.

By focusing on the specific leadership factors which influence school performance, the study might motivate future researchers to identify others factors with a view to establishing the role each factor plays in the overall school performance in the school. In terms of the system of performance appraisal of school managers, the findings of the study will also indicate the strength of leadership styles, and their contribution to the welfare and performance of the schools.

For those responsible for organizing induction courses for newly appointed school managers, the study would provide some lessons to draw on. The study will also shed light on the view of leadership as involving more than the leader’s personality and focusing on leaders as dominated by headship.
1.11 LIMITATIONS AND DELIMITATIONS OF THE STUDY

1.11.1 Limitations of the study

Although it would have been useful to include more schools to attain a broader understanding of the relationship between leadership styles and school performance in secondary schools in Uganda, in this study it was not possible due to inadequate resources. Consequently, only 24 schools from 3 regions were sampled.

Another limitation was the scarcity of recent literature relating to the relationship between leadership and performance of schools in the Uganda context. Most of the recent literature that was accessible was from western countries, which was not always relevant to the local situation in Uganda.

The study was also limited to a representative sample due to the high expenses involved in terms of time and funds if a longitudinal study had to be conducted. Furthermore, the representative sample used was limited in scope to enable the generalization of the findings from the study on the effect of leadership styles on school performance in secondary schools. The findings of this study may consequently not be generalized to all schools in the country, since different geographical areas may have their own peculiar characteristics in terms of location, the socio-economic status of parents and the culture of schools.

1.11.2 Delimitations of the study

The study was delimited to only three regions and only to secondary schools. In those three regions, primary schools and tertiary institutions were not investigated in this study. The target population for the study comprised only head teachers, teachers and students. Other stakeholders such as deputy head teachers, parents and members of the Parent Teachers Association (PTA) would have been involved if there was ample time and resources.
1.12 SUMMARY

This chapter provided a brief background to the issues of management and leadership in relation to performance in secondary schools in Uganda. The problem statement, justification for the study detailing concerns of poor school performance, the problem statement, aims and objectives were highlighted, and the chapter also provided a brief outline of the research design, the procedures involved in the data collection process, measures adopted for the purposes of validity and reliability and the significance of the study, and limitations and delimitations of the study.

1.13 OVERVIEW OF THE STUDY

This study is divided into seven chapters as follows:

**Chapter One** provided a brief background to the study, statement of the problem, aims and objectives, and provided an overview of the research methodology adopted for the purposes of this study.

**Chapter Two** will provide a theoretical framework within which the research was conducted, as well as the theories associated with leadership and school performance. It will focus on studies of leadership and school performance in secondary schools.

In **Chapter Three**, the research methodology and design will be discussed in detail.

In **Chapter Four**, the research findings and analysis will be presented.

In **Chapter Five**, the discussion of the findings that emerged from the study will be highlighted.
**Chapter Six** will provide an outline of the key findings and conclusions and make recommendations based on these findings.

**Chapter Two**, which follows, will focus on an in-depth analysis of the literature related to the study. In addition, the conceptual and theoretical framework of the study will also be discussed in this chapter.
CHAPTER TWO
LEADERSHIP AND SCHOOL PERFORMANCE

2.1 INTRODUCTION

This chapter focuses on a review of the literature related to a study of leadership styles and school performance. The review aims to focus on the definition, nature, evolution and conceptualization of leadership. It will also focus on leadership theories and styles with special reference to styles that relate to educational institutions. Leadership practices and leadership styles of head teachers in the realm of secondary education in Uganda will be highlighted. A summary of the literature highlighting the possible gaps in the review and the lessons learned will be provided.

2.2 DEFINITION OF LEADERSHIP

Curving out a succinct definition for leadership is very tricky. Different scholars have interpreted the concept of leadership differently. Yukl (1989) and Omar (2005) describe the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, political, legal and psychological ones. In addition, Omar (2005) argues that leadership is a subject of much published work produced annually. Over 7000 books, articles or presentations on leadership were produced in 1990 (Bass, 1990; Hogan, Curphy & Hogan, 1994). In addition, its definitions, taxonomies and topologies are numerous, at one time; leadership was noted as having over 350 definitions (Bass, 1990; Bennis & Nanus, 1985). It is actually difficult to achieve only one definition that is acceptable to all (Bass, 1985; Cheng, 2003).

A study in leadership is enticing and has been a preoccupation of human beings since the beginning of life (Bass, 1990). It provides a springboard for aspiring leaders to be able to rate themselves against great individuals who have worn the title of being great leaders. According to Burns (1978:3) leadership “is one of the most observed phenomenon on earth and one of the least understood”. He further asserts that the different scholars, who have attempted to define, categorize and to attribute the study of leadership to particular situations, have only added to its
confusion and incomprehensibility. According to Adlam (2003:2004), leadership is a rather complex concept. This is due to the fact that several approaches have been employed to provide meaning to the term leadership and is effectiveness.

The following are some of the definitions that have been rendered; leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement (Stogdill, 1986). Lipman and Blumen (1994) defines leadership as the initiation of a new structure or procedure for accomplishing an organization’s goals and objectives and according to Kenzevich (1975), leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals. Jacques and Clement (1991:4-5) define leadership as a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

According to Oyetunyi (2006), this perception of leadership signals a shift from bureaucracy (in which the leader tends to direct others and make decisions for them to implement) to non-bureaucracy where the emphasis is on motivation, inclusion and empowerment of the followers. Along the same lines, Hannagan (1995) and Botha (2005) define leadership as the process of motivating people to achieve specific goals. Hannagan, however, falls short of mentioning those motivational procedures that leadership offers to effect organizational change.

Basing his definition on the contemporary context, Dubrin (in Oyetunyi, 2006) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. For the purposes of this study, this definition will be applied more than others, for it has a lot to do with change, inspiration and motivation, the ingredients of which are critical for school performance. Further to that, Oyetunyi (2006) infers that the leader’s task is to build the followers confidence in their jobs so as to be effective and that it is a leader’s responsibility to communicate the picture of what the organization should be, to convince followers and to channel all activities towards accomplishing it. Along the lines of the contemporary approach, but from a more recent perspective, Sashkin and Sashkin (2003:39) define leadership as the art of transforming people and organizations with the aim of improving the organization.
2.3 THE IMPORTANCE OF LEADERSHIP

Educational practitioners have recognized leadership as vitally important for education institutions, since it is the engine of survival for the institutions. This recognition has come at a time when the challenges of education development worldwide are more demanding than ever before (Nkata, 2005).

The rapid growth of educational institutions and the ever-increasing enrollment will require improved management. Mass education at different levels will also require new leadership approaches in order to enhance efficiency and effectiveness. Schermerhorn, Hunt and Osborn (2000:287) maintain that leadership is the heart of any organization, because it determines the success or failure of the organization. Oyetunyi (2006) posits that in an organization such as a school, the importance of leadership is reflected in every aspect of the school like instructional practices, academic achievement, students’ discipline, and school climate, to mention but a few.

Building a sense of educational development in school structures leads to the realization that a shared vision focusing on the relationship between school leadership and performance of schools, is the only prerequisite for effective standards. Blazing the trail and dominating the field in this direction, scholars and researchers like Mullins (2002), Steyn (2005) and Maicibi (2005) note that the study of school leadership is necessary to make school activities effective.

This argument is further augmented by Sashkin and Sashkin (2003:8) who contend that leadership matters, because leaders help reduce ambiguity and uncertainty in organizations. School leadership can be situated within the larger framework of institutional leadership where leadership skills are necessary for effective management and performance. Linda (1999:17) has this to say on the influence of school leadership and management on teachers’ attitudes to their jobs: “Research findings indicated that there is a positive relationship between teacher morale, job satisfaction and motivation on the type of leadership in schools” (ibid). Indeed, head teachers have the capacity to make teachers’ working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to exit the profession.
Linda (1999:27) quotes one of the teachers he interviewed in his research and who had this to say about her head teacher:

"I don’t know what it is about her, but she made you want to do your best and not just for her, but for yourself … You are not working to please her, but she suddenly made you realize what was is possible, and you, kind of, raised your game”.

The key question is what is it about the head teacher to whom she referred that made her leadership so charming and hence effective.

It therefore goes without saying that if the secret of effective staff management lies in the leadership style that is adopted, then it is clearly important to identify the features of such a style. This study will therefore seek to analyze the different leadership styles of head teachers with a view to determining the most effective ones in terms of enhancing school performance. Some heads of schools who employ the task-oriented philosophy of management confer it upon themselves that teachers and students are naturally lazy in achievement. They need to be punished in order to stir up their enthusiasm, commitment and support. The task-oriented style explores styles such as the autocratic and the bureaucratic leadership styles. The autocratic head teacher is concerned with despotic principles of management which concentrate leadership on the top rather than from the bottom, whilst the bureaucratic head teacher, on the other hand, is concerned with the rules of the game, procedures, and regulations as a way of transforming productivity.

The employee oriented school head focuses upon putting the subordinate at the centre of progress, with a view to tying the organization’s success on the shoulders of the subordinates. Hence, the subordinate is treated with compassion, care, trust and consideration that place him in the realm of school governance. Consequently, subordinates’ inputs in school functions are often high as a result of high morale and motivation. The behavioral leader explores styles such as the democratic, participative and laissez faire leadership styles. According to Muyingo (2004), the democratic style of management regards people as the main decision makers. The subordinates
have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affairs.

2.4 LEADERSHIP APPROACHES AND MODELS

The ways in which leaders behave, and the specific acts by which they play out their leadership roles are based on certain assumptions about human nature. Consciously or unconsciously, leaders operate on the basis of some personal theory of human behavior; a view of what their subordinates are like as people.

2.4.1 Scientific management approach

Scientific management was a management philosophy concerned with increasing productivity among workers. It regarded workers as extensions of the machines they operated. It was first expounded by Frederick W. Taylor, who was an engineer in the early 20th century, and a foreman or the first level supervisor. He argued that no consideration was accorded to employees as human beings, or as people with different needs, abilities, and interests. Workers were considered to be lazy and dishonest and to have a low level of intelligence.

2.4.2 The human relations approach

This is an approach to leadership that regards employees’ needs as a legitimate responsibility. It arose in the 1920s and 1930s under the impact of the Hawthorne studies, which focused attention on workers instead of production. In the Hawthorne experiments, a new approach emerged where a new type of supervisor acted differently, allowing workers to set their own production pace and to form social groups. They were permitted to talk to one another on the job, and their views about the work were elicited. The new supervisor treated them like human beings.
2.4.3 Theory X and Theory Y approach

The scientific management and human relations approach to leadership behavior were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction.

In such institutions, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort.

Theory Y is compatible with Maslow’s view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of Theory Y is management by objectives.

2.5 LEADERSHIP PERSPECTIVES

In terms of leadership perspectives, Cheng (2001) proposed a layer perspective of leadership in response to the complexity and multiplicity in the current context of educational management. He asserted that leadership could be conceptualized as a layer including three levels of leaders and three domains of leadership influence. The three levels of leaders he suggested are namely individual, group and the institution head/individual staff, or a group of staff members, or all members in the educational institution may provide whole-institution leaders. Cheng (2002)
further postulates that in the layer conception, the leadership process is an influencing process from the whole leader layer to the various constituencies or stakeholders.

2.6 SITUATIONAL / CONTINGENCY APPROACHES TO LEADERSHIP

There are diverse, complex situations in schools that demand diverse leadership skills (Oyetunyi, 2006:39). The head teacher with adequate skills will assess the situation and choose the appropriate leadership style that will be effective for a situation rather than try to manipulate situations to fit a particular leadership style. Dunklee (2004:4) claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. The essence of a contingency approach as reported by Oyetunyi (2006) is that leaders are most effective when they make their behavior contingent upon situational forces, including group member characteristics. In other words, the type of group and some other factors determine the behavior of the leader. Thus, situational/contingency theory emphasizes the importance of situational factors, such as the nature of the task and the characteristics of subordinates. This means that the best style of leadership is determined by the situation in which the leader works (Tannenbaum & Schmidt, 1973:178).

Under the situational/contingency leadership approaches, there are five models/theories namely: the Tannenbaum and Schmidt Leadership Continuum, Fiedler’s Contingency Theory, the Path-Goal Leadership Model, the Vroom-Yetton-Jago Normative Contingency Model and the Hersey-Blanchard’s Situational Theory (Oyetunyi, 2006:39). It was therefore imperative to establish whether the contingency leadership theory exists in schools.

2.6.1 The Tannenbaum and Schmidt’s Leadership Continuum

This model highlights two major ways in which a leader can influence his/her followers. It is believed that a leader either influences his/her followers by telling them what to do and how to do it, or by involving them in planning and the execution of the task (Hersey & Blanchard, 1988:117-118).
Two related explanations of the leadership continuum are examined: the boss-centered versus employee-centered and the autocratic-participative-free-rein continuum. Tannenbaum and Schmidt’s Leadership Continuum (in Oyetunyi, 2006) is one of the most significant situational approaches to leadership. They suggest that managers choose a leadership pattern among a range of leadership styles. The choice is made along a continuum of boss-centered versus employee-centered and autocratic-participative-free-rein leadership. For the leader to choose the most appropriate style, he/she needs to consider certain forces in the manager, the subordinates and the situation.

2.6.2 The Vroom-Yetton-Jago Normative Contingency Model

Oyetunyi (2006) quotes Vroom and Jago (1988:1) who assert that this model, like the path-goal theory, describes how a leader should behave in certain contingencies to enhance effectiveness. It is based on one aspect of the leader’s behavior and focuses on the subordinates’ involvement in decision-making. The authors assume that a leader may exhibit different leadership styles; this is particularly important when it relates to the decision-making process. The leader should be able to know when to take charge and when to allow the group to take decisions (Vroom & Jago, 1988:1). Vroom and Jago (1988:54) assert that there is no leadership style that is appropriate for all situations. It therefore follows that a leader develops a series of responses ranging from autocratic to democratic and laissez-fair consultative and applies the leadership style that is appropriate to the decision situation.

The assumption is that the leader has to adapt his/her style to the situation. These authors suggest five decision-making styles, each requiring a different degree of participation by the subordinates. The styles are based on two variable factors: individual or group decisions and time-driven or development-driven decisions. Time-driven factors require a leader to make effective decisions as quickly as possible and development-driven factors are used when a leader is focuses on developing subordinate’s capabilities in the area of decision-making (Oyetunyi, 2006). The study therefore intended to establish whether leaders in schools, exhibit different leadership styles depending on the decision-making processes in schools.
2.6.3 Path-goal Leadership Model

According to Okumbe (1998:93), as reported in Oyetunyi (2006), the fundamental principle of this model is that leadership behavior should be motivating and satisfying to the extent that it increases goal attainment by subordinates and clarifies the behavior that will lead to these goals/rewards. The authors of this model, House and Mitchel, use it to explain how a leader’s behavior influences the performance and satisfaction of the subordinates. Unlike some contingency leadership models, this model does not have a leader trait and behavior variable. It therefore, allows for the possibility of adapting leadership to the situation.

2.6.4 Charismatic Approach

Hoy and Miskel (2001:410) and Lussier and Achua (2001:375), as reported in Oyetunyi (2006), state that Max Weber initiated the charismatic leadership approach in 1947. According to these scholars, Weber used the term ‘charisma’ to explain a form of influence based on the followers’ perceptions that a leader is endowed with exceptional characteristics. Oyetunyi (2006) defined charisma as the process of influencing major changes in the attitudes and assumptions of organizational members and building commitment for the organization’s objectives. In the same vein, Lussier and Achua (2001:375) describe charismatic leaders as leaders who have distinguished qualities to inspire and motivate subordinates more than they would in a normal situation. Hoy and Miskel (2001:411), quotes House and his colleagues who contend that personality characteristics do not make a leader charismatic. But rather they contribute to the development of charismatic relationships (Oyetunyi, 2006). On the other hand, Sashkin and Sashkin (2003:69) observe that charismatic leaders seek control by controlling others; they initiate a kind of relationship that is meant to cause other people to be dependent on them. Oyetunyi (2006) posits that charismatic leaders are not concerned about the followers and the organization but about themselves, and so many of them make life unbearable for those who deal with them.
Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives. Schermerhorn et al. (2000:287) and Hoy and Miskel (2001:409) categorize trait, behavioral and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives.

According to Nkata (2006), leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviors of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs.

Leadership, as studied through the traditional theories such as the Ohio State University studies, (Halpin, 1996), the managerial grid model (Blake & Mouton, 1985), and the contingency theories (Fielder, 1978; Kerr & Jermier, 1978), is often assumed to occur between a leader and the followers (Cheng, 2002). However, most leadership theories are explored on the trait, behavioral, and contingency approaches (Balunywa, 2000; Mullins, 2002; Armstrong, 2001).

As such, the following leadership theories provide scholars with a vision and introduce leadership behaviors that may assist head teachers and leaders of educational institutions to better manage their institutions in different situations.

2.7.1 Trait theories

Trait theories are part of the traditional leadership theories that focus on the transactional process in which a leader gives something to followers in exchange for their satisfactory effort and performance in the task (Cheng, 2002).
Trait theories investigate the personal characteristics of successful leaders. These theories consider the innate qualities or traits characteristic of good leaders. Such theories are based on the opinion that leaders are right and leadership is rooted in the authority of their righteousness (Oyetunyi, 2006). Like the theories associated with great men, the trait perspective assumes that great leaders are born with distinguished traits/characteristics that make them different from other people. Successful school leaders were described by Omar (2005) in terms of their personal attributes, interpersonal abilities, and technical management skills. Personal attributes include humor, courage, judgment, integrity, intelligence, persistence, work ethic, vision, and being opportunity conscious; interpersonal abilities include being outgoing, team builder and compassionate. Technical management skills include producing results, resolving conflicts, analyzing and evaluating problems, the ability to enhance the work environment, and goal oriented (Bensimon, Neumann & Birnbaum, 2000). Stogdill (in Sashkin & Sashkin, 2003:19) also found that leaders were a bit more intelligent, outgoing, creative, assertive, responsible and heavier than average people, although he contradicted himself later by concluding that a person does not become a leader because of a combination of traits since the impact of traits differs according to situation. However, while the early emphasis on individual personality and talent is no longer viewed as the sole determinant of a good leader, an appropriate combination of personal characteristics is seen as an important contribution to effective leadership.

According to Rowley (1997), the following characteristics are generally viewed as being important: intelligence, initiative and self-assurance. From the study of traits/characteristics, it can be inferred that the trait theory framework can be used to identify potential leaders.

2.7.2 Behavior theories

Behavior theories examine whether the leader is task oriented (initiating structure), people oriented (consideration), or both. Studies conducted at the University of Michigan and Ohio State University in 1945, established two major forms of leader behavior namely: employee-centered/consideration and production-centered/initiating structure (Hersey & Blanchard, 1988:92). The study therefore intended to explore whether this exists amongst leaders in schools.
An employee-centered leader is sensitive to subordinates’ feelings and endeavors to fulfill their concerns. On the other hand a production-centered leader has, as the major concern, accomplishment of the task. While it is desirable that a leader be high on both considerate and initiating structure, Hoy and Miskel (2001:401) assert that it may be difficult to match a leader’s behavior with effectiveness if appropriate behavior cannot be linked to different situations, as situational factors affect the effectiveness of the leader’s behavior. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories.

Under the behavioral theories are leadership styles expounded in Blake and Mouton’s leadership grid and Likert’s Management System. Likert’s research in Oyetunyi (2006) which studied various firms and organizations, including schools and universities, involving many managers and employees, head teachers and teachers; revealed four basic styles of management on a continuum from system one to four: System I: Authoritative-Coercive; System II: Authoritative-Benevolent; System III: Consultative; and System IV: Participative.

The managerial grid also known as leadership grid (Oyetunyi, 2006) was developed to clarify the dynamics of the three dimensions of organizational leadership: concern for production as in Blake and McCanse (1991:25-26), concern for people and motivation behind the leader’s behavior. Blake and Mouton (1985) also adapted their managerial grid into an academic style and applied it to higher education. Their model suggests five styles of academic administration: 1) care-taker, 2) authority-obedience, 3) comfortable-pleasant, 4) constituency-centered and 5) team oriented. The optimum style is identified as team administration, which is characteristic of leaders who scored high on both concern for institutional performance and concern for people (Bensimon et al., 2000).

2.7.3 Power and influence theories

There are two types of power and influence theories namely: 1) theories that consider leadership in terms of the influence or effects that leaders may have on their followers (social power theory and transformational leadership theory) and 2) theories that consider leadership in terms of
mutual influence and reciprocal relationships between leaders and followers (social exchange theory and transactional leadership theory).

2.7.3.1 Social power theory

From this perspective, effective leaders are those who can use their power to influence the activities of others. The most likely sources of power for academic leaders are expert and referent power over legitimate, coercive, or reward powers (Bensimon et al., 2000). College presidents can exert influence over their campuses through charismatic power. This particular perspective maintains that academic leaders can cultivate charismatic power by remaining distant or remote from constituents, by attending to their personal appearance and style, and by exhibiting self-confidence. Similarly, head teachers of secondary schools exert influence over their subordinates through the legitimate powers placed on them by the force of the law together with the financial clout they wield. In this regard, the study thus hoped to establish whether head teachers in schools use their powers to influence others in schools.

2.7.3.2 Transformational theory

As a way of responding to shortcomings of the traditional theories, an alternative perspective that emphasizes transformational leadership emerged. From this perspective, a leader in an educational institution is one who not only adapts his or her behaviors to the situation, but also transforms it (Cheng & Chan, 2002).

Transformational theory suggests that effective leaders create and promote a desirable vision or image of the institution. Unlike goals, tasks, and agendas, which refer to concrete and instrumental ends to be achieved, a vision refers to altered perceptions, attitudes, and commitments (Omar, 2005). The transformational leader must encourage the college community to accept a vision created by his or her symbolic actions (Bensimon et al., 2000). Cheng & Chan (2002) also adds that a transformational leader must be proactive about the organizational vision and mission, shaping members beliefs, values, and attitudes and developing options for the future, while a transactional leader is reactive about the organizational goals, using a transaction
approach to motivate followers. Numerous ongoing education reforms in many countries in the Asia-Pacific region, Europe and America are requiring transformational leadership at both systems and institutional levels and from kindergarten to secondary vocational and higher education (Cheng, 2002; Townsend, 2000).

The need for management of change in a school setting is well highlighted by Oyetunyi (2006), when she asserts that our society is characterized by change, which also affects the school as the expectations of the stakeholders change from time to time. Norris, Barnett, Basom and Yerkes (in Oyetunyi, 2006:85) state that transformational leadership focuses on a different kind of leader’s influence that encourages followers to emerge as leaders. They create organizational conditions in which followers can develop their own leadership capabilities. Oyetunyi (2006) also quotes Sergiovanni (1998:86) and Wilmore and Thomas (2001:116) who hold that transformational leaders share power with followers rather than exercise power over followers and by so doing, transformational leadership empowers followers to be able to accomplish what they think is important. Consequently, followers are exposed to responsibilities that release their potential while leaders are more concerned with what followers are accomplishing rather than what they are doing. However, Owens (1998:214) observes that conventionally, schools have always been places where adults have had difficulty in sharing collegiality, which is important to leadership and teachers’ empowerment. For, according to him, empowering teachers to establish a system for shaping the vision and mission of the school and indicating the importance of its accomplishment is the core of the head teacher’s leadership. Resultantly, head teachers should exhibit unequivocal interest in fostering collegiality and collective leadership. The study thus intended to establish whether there are such transformational and transactional leaders in schools.

2.7.4 Transactional leadership theory

Bass (1998:121) as reported in Oyetunyi (2006) asserts that transactional leadership is largely based on exchanges between a leader and group members, such as using rewards and punishment to control behavior. Bass (1998:121) argues further that each party enters the transaction because of the expectation to fulfill self-interests and their leader is supposed to maintain the status quo by satisfying the needs of the subordinates. This type of leadership emphasizes process in which
the leader defines needs, assigns tasks, gives rewards to followers for good performance, or punishment for mistakes (Ubben, Hughes & Norris, 2001:14-15). For instance, the head teacher observes what the teachers want from work and tries to provide them with what they want depending on their performance. He/she exchanges rewards and promises of rewards for their efforts and responds to their immediate self-interest. Otherwise, he/she uses threats or punishment for their mistakes. Cunningham and Cordeiro (2000:185) opine that a transactional leader has a command and control mentality.

2.7.5 Contingency theories

Contingency theory is an approach to leadership in which leadership effectiveness is determined by the interaction between the leader’s personal characteristics and aspects of the situation. In other words, contingency theories assume that the relationship between leadership style and organizational outcomes is moderated by situational factors, and therefore the outcomes cannot be predicted by leadership style, unless the situational variables are known (Cheng & Chan, 2002). Control is contingent on three factors namely the relationship between the leader and followers, the degree of the task structure and the leaders’ authority, position or power. From this approach, effective leadership requires adapting one’s style of leadership to situational factors. Situational variables in Fiedler’s (1967) contingency model and in House’s (1971) path-goal theory prescribe a task-oriented leader who would do whatever is necessary to help staff to achieve a desired goal. According to the theory, the task-oriented leader will be more effective in extremely favorable or extremely unfavorable situations. When the situation is moderately favorable, the person-oriented leader will be more effective. Balancing work concerns and human concerns is difficult under ideal circumstances. Fiedler (1967), who called these dimensions task-orientation and relationship-orientation, believed that leaders would be able to focus on either one or the other, but not both simultaneously. Fiedler (1967) saw task-orientation and relationship-orientation as two ends of a continuum, and believed it logically impossible to be at both ends of the continuum. His research on contingency theory ascertained that leaders who described their least preferred co-worker in positive terms were human relations oriented, whereas those who described the least preferred co-worker in negative terms were task-oriented (Mazzarella & Smith, 1989).
2.7.6 Fiedler’s Contingency Theory

Fiedler (in Lussier & Achua, 2001:66) was the first to develop this leadership theory, which shows that a situational variable interacts with a leader’s personality and behavior. He believes that leadership style is a reflection of the underlining need-structure that prompts behavior. Fiedler (1967:36) is of the opinion that leadership styles are constant. Thus, leaders do not change styles, but they change the situation. The bone of contention here is that a leader’s effectiveness depends on the situation (Fiedler, 1967:147). This implies that a leader may be effective in one situation or organization, but not in another. This theory is used to establish whether a person’s leadership style is task-oriented or relationship-oriented and if the situation (leader-follower relationship, task structure and level of authority) matches the leader’s style to maximize performance.

Leadership is largely determined by the favorableness of the situation at hand, which implies the extent to which the situation allows the manager to exert influence on the subordinates (Fiedler, 1967:147). Fiedler (1967:145-147) further conceptualizes the situation in terms of its favorableness for the leader, ranging from highly favorable to highly unfavorable. He states that the greater the control exercised by the leader, the more favorable the situation is for him/her. The favorableness of the situation is determined by three factors. In the order of importance, leader-follower relations come first. This measures how well the followers and the leader get along, and how he/she is accepted by the followers. A high degree indicates good leader-follower relations and a low degree indicates poor leader-follower relations (Fiedler, 1967:146).

The second factor is task structure, which measures the extent to which the tasks clearly specify goals, procedures and standard of performance. A structured task is routine, simple and easily understood. It is perceived to be more favorable because the leader needs not be closely involved whereas unstructured task is ambiguous and complex and this is not favorable for it demands the leader to guide and direct the activities of the staff members (Fiedler, 1971:11). The last one is the level of formal authority to punish or discipline, promote, assign work, recommend for promotion and to fire. If the level of authority is high, the situation is favorable, but if the leader’s ideas especially, with regard to reward and punishment have to be approved by someone
else, it means the situation is not favorable (Fiedler, 1971:11). Fiedler (1971:13) believed that a good relationship, a structured task and either high or low position of power leads to a very favorable situation for the leader, but a poor relation, an unstructured task and either high or low position of power create very unfavorable situations for the leader.

According to Fiedler (1971:13), a task-motivated leader is suitable for very favorable as well as very unfavorable situations. The theory suggests that if a leader-follower relation is poor, the task is unstructured and if the leader’s position of power is low, a task-oriented leader will be effective.

Also, a task-oriented leader is said to be appropriate for a situation where the leader-follower relation is good, the task is structured and the leadership position is high. Moreover, in the case of intermediate favorableness, it is suggested that a person-oriented leader is suitable. It is assumed that this kind of leader would improve leader-follower relation and thereby increases productivity (Fiedler, 1971:13). It is, however possible to have situations where the leader’s style does not match the situation. In this respect, Fiedler (1967:151) suggests that to be effective, the leader should either adapt his/her leadership style or change the situation by modifying the group task situation.

Fiedler’s contingency theory has alerted leaders to the importance of sizing up the situation to gain control. All the same, matching the situation to the leader may create problems, because the amount of control he/she exercises varies from time to time. For example, if a relationship-motivated head teacher finds the situation too favorable (good leader-follower relation) for exercising control, it is almost certain that he/she would attempt to make the situation less favorable. Thus, the set goals may not be accomplished by such a leader (Dubrin, 1998:137). Dubrin (1998:137) holds that a good relationship between the leader and follower is the most important factor that makes life easy for the leader in terms of influencing and exercising control over his/her situation. It appears that Fiedler’s theory suggests that there are two main leadership behavior styles: task-oriented and relationship-oriented, otherwise, there are indications that the leader who is high on task behavior may or may not be high or low on relationship behavior.
However, any combination of those two is possible. It has been observed that leaders who are people-oriented create a positive climate in their schools (Lussier & Achua, 2001:66-67).

In contrast, Hersey and Blanchard’s life-cycle theory and the Vroom-Yetton decision process theory as reported in Oyetunyi (2006) identify individuals with a delegating and participative style of leadership. This theory is based upon the ability of the leader or manager to diagnose the group environment or situation with the purpose of adjusting the leadership style, the group situation, or possibly both. An application of the Vroom-Yetton model to the study of decision-making among department chairs concluded that they frequently chose autocratic styles of decision-making in situations where a consultative style would have increased the likelihood of the faculty’s acceptance of the decision (Bensimon et al., 2000). Hersey and Blanchard’s theory was used to develop a questionnaire that would help department chairs determine departmental level of maturity and select a corresponding style of leadership (Tucker, 1984).

Analyses of studies on the behavior of leaders by Dill (2000) suggested that when given a choice of leadership roles, faculty members consistently preferred the leader to be a facilitator, or one who solved problems and who sought to provide the resources necessary for the research activities of faculty members.

In describing situational leadership theory, Hersey and Blanchard (1988) theorize that there is a curvilinear relationship between task behavior (initiating structure) and maturity. More accurately, as the leaders are able to assess the leadership situation with which they must deal, the leaders should adjust their behavior or style to be compatible with the situation. As the maturity of the group increases, the leader should reduce task directed behavior and increase relationship behavior. Maturity is seen as the degree to which the group is able to increase their level of aspirations and accomplishments. In the very mature state, a group essentially self-actualizes and a leader operates with a high degree of delegation.

Generally, contingency theories found their greatest applicability in the study of leadership in academic departments, because decision-making at this level is less equivocal than at higher levels of the academic organization (Bensimon et al., 2000). In spite of in depth research, into
the contingency theory the validity of this theory remained in dispute. In response to these criticisms, Fiedler (1967) formulated the cognitive resource theory of leadership.

2.7.7 Cognitive Resource Theory

Cognitive resource theory is an approach to leadership that focuses on the interaction between leaders’ cognitive resources like intelligence, technical competence, job-related knowledge and job performance and stress. The level of the leader’s cognitive ability is related to the nature of the plans, decisions and strategies that will guide the actions of the subordinates. The better the leader’s abilities, the more effective the plans, decisions and strategies. If the subordinates support the leader’s goals and if the leader is not under inordinate stress, then the leader’s programs are likely to be implemented. Cognitive theories have important implications for perceptions of the leader’s effectiveness. In many situations, leaders may not have measurable outcomes other than social attribution, or the tendency of their constituents to assign to them the credit or blame for unusual institutional outcomes. From this perspective, leaders are individuals believed by followers to be responsible for particular events. Leaders themselves, in the absence of clear indicators, are subject to cognitive bias that can lead them to make predictable errors of judgment and to over-estimate their effectiveness (Bensimon et al., 2000).

This theory depicts an approach to leadership in which leadership effectiveness is determined by the interaction between the leader’s personal characteristics and aspects of the situation. According to Hoy and Miskel (2001:403), quoted in Oyetunyi (2006), this approach proposes two basic hypotheses: that leadership traits and situational factors have a direct effect on school effectiveness. Referring to the school situation, as quoted by Oyetunyi (2006), these scholars explain further that the level of motivation and ability of both teachers and students are related to the goal attainment of schools. Also, the socio-economic status of students in a school relates to the students’ achievement on standardized tests. Hoy and Miskel (2001:403) uphold the fact that it is likely that the situational characteristics of a school have greater influence than a leader’s behavior on leadership effectiveness. Thus, it is concluded that it is possible for one type of leader to be effective in one set of circumstances and ineffective in another, while under another set of circumstances, a different type of leader is effective.
The cognitive resources theory as quoted in Odeat (2000) is based on the following hypotheses:

1. When leaders are under stress, their cognitive abilities are diverted from the task and they focus instead on problems and activities that are less relevant. As a result, group performance will suffer.

2. The cognitive abilities of authoritarian leaders will show a higher positive correlation with group performance than will the cognitive abilities of non-authoritarian (directive) leaders.

3. Plans and decisions cannot be implemented unless the group complies with the leader’s directives. Therefore, the correlation between a leader’s cognitive resources and group performance will be higher when the group supports the leader than when it does not.

4. The leader’s cognitive abilities will enhance performance only to the degree to which the task requires those abilities: that is, the degree of task is intellectually demanding.

5. The leader’s directive behavior will be partly determined by the nature of the relationship between the leader and followers, the degree of task structure, and the leaders’ control over the situation.

Through stress management techniques, a leader’s cognitive resources can be developed and applied more effectively. A major source of stress for leaders arises from their own superiors in the organization. Similarly, leaders can also be another major source of stress to those they lead; as in one study Linder (1999) a teacher was quoted complaining about how her school’s management was a constraint on her doing her job, including her implementation of the national curriculum: “You ask yourself, Why am I bothering? Why am I giving up time to do work which is ignored?” When workers have a stressful relationship with their boss, they tend to rely on responses or behaviors that worked for them in the past, rather than on their cognitive resources (Nsubuga, 2003). When leaders are free from stress, they rely on their intelligence instead of being constrained by past experiences.
2.7.8 Path-Goal Theory

Path-Goal theory is the leadership theory that focuses on the kinds of behaviors leaders should exercise to allow their subordinates to achieve personal and organizational goals. Leaders can increase their subordinates’ motivation, satisfaction and job performance by administering rewards that depend on the achievement of particular goals. Effective leaders will help employees reach personal and organizational goals by pointing out the paths they should follow and providing them with the means to do so (Evans, 1999:8-20). Under this theory there are four leadership styles that leaders can adapt to facilitate employee attainment of goals:

1. Directive leadership where the leader tells subordinates what they should do and how they should do it.
2. Supportive leadership where the leader shows concern and support for the subordinates.
3. Participative leadership where the leader allows subordinates to participate in decisions that affect their work.
4. Achievement-oriented leadership where the leader sets challenging goals for subordinates and emphasizes high levels of job performance.

However, under this theory, the leadership style that will be most effective depends on characteristics of the situation and of the subordinates, although in most instances leaders must be flexible and adopt whichever style is called for. It was therefore imperative to establish whether this was the case amongst school head teachers in Uganda.

2.7.9 Normative Decision Theory

Normative Decision Theory is a theory of leadership that focuses on the correct norms or standards of behavior for leaders to follow. Although it focuses on correct norms in decision-making, it is concerned with the extent to which leaders allow their subordinates to participate in decision-making. It proposes five styles of leader behavior ranging from the autocratic style in which decisions are made solely by the leader to complete participation by subordinates and
during which decisions are reached through consensus. Under this theory, the most effective style of leadership depends on the importance of the decision, the degree to which subordinates accept it, and the time required making the decision. Leaders must be flexible in selecting the decision making approach that yields maximum benefits in terms of quality, acceptance and time constraints.

2.7.10 Cultural and Symbolic Theories

Occasionally, effective leaders give symbolic meaning to events that others may regard as perplexing, senseless, or chaotic. According to Omar (2005), these leaders do so by focusing attention on aspects of college life both familiar and meaningful to the college community. Leaders may play an important role in creating and maintaining institutional sagas. The role of academic leaders in the preservation of academic culture may be even more critical today than in the past, because increased specification, professionalism, and complexity have weakened the values and beliefs that have provided institutions with a common sense of purpose, commitment, and order. Although leaders may not be able to change the current culture through management, their attention to social integration and symbolic events may enable them to sustain and strengthen the culture that already exists (Bensimon et al., 2000). Strategies of change that make sense to institutional members, and are therefore likely to elicit acceptance and support may depend upon leaders’ understanding of an organization from cultural perspectives. These leaders may be required to act as anthropologists uncovering the organizational culture by seeking to identify metaphors embedded in the language of the college community.

Leaders may become more effective by using symbols that are consistent with the institution’s culture (Bensimon et al., 2000). A critical analysis of the leadership theories bring to the fore the significance of leadership styles in the effective management of education institutions. Theories of leadership styles are of much value to leaders attempting to improve their performance in different organizations, some of which, like in a school setting, are to raise the motivation of teachers and other staff, help them accept changes, improve morale, diminish stress, reduce workload, increase innovation, and improve human relations.
Leadership style has already been defined in this study. It should be noted however, that leadership styles are as many and diverse as there are definitions and concepts of leadership. Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). According to Oyetunyi (2006:31), leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job.

The leader’s emphasis on either the task or human relations approach is usually considered central to leadership style. Ball (1987) as reported in Linda (1999) identified the following leadership styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to “sound out ideas” and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all. Ball (1987) pointed out that this type of leadership style is particularly effective at satisfying teacher’s individual needs, and that grievances and staff turnover tends to remain low. On the other hand, he continues, head teachers with managerial styles adopt a leadership style that parallels that of a manager in industry: The use of management techniques involves the importation into the school structures, types of relationships and processes of organizational control from the factory. The managerial head is chief executive of the school, normally surrounded by a Senior Management Team (SMT). The head teacher relates to the staff through this team and through a formal structure of meetings and committees. Both these responsibilities and structures will be supported and outlined by written documentation, which specifies terms of reference and job descriptions (MoES, 2003).
Ball’s (1987) research revealed several deficiencies of a managerial leadership style, including a sense of exclusion from decision-making on the part of those teachers who are not part of the SMT, the creation of a “them and us” hierarchically-based division, and teachers’ derision for the management structure and its processes. The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Here headship emphasizes persuasion and commitment. Ball (1987:109) quotes teachers response to this style of leadership during a focus group discussion as follows. Some staff will be unable or unwilling to participate in this form of organizational discourse. Some find it unhelpful, others are unwilling to devote the time and energy necessary to get their points of view across. Ball (1987) depicted authoritarian leadership as being distinct from adversarial leadership by its focus on asserting rather than persuading as quoted here under. Such a head takes no chances by recognizing the possibility of competing views and interests. Opposition is avoided, disabled or simply ignored. No opportunities are provided for the articulation of alternative views or the assertion of alternative interests, other then those defined by the head as legitimate. Indeed the authoritarian may rely, as a matter of course, on conscious deception as a matter of organizational control (Ball, 1987:109).

Linda (in Halpin, 1996) revealed two extremes of six organizational climates, which he referred to as “open” and “closed” climate. The open climate head teacher is described as typically very enthusiastic, conscientious and hardworking, well balanced in temperament, not aloof, and very much in control. This sort of climate is reported to be conducive to good performance, because teachers therein are described as manifesting high morale, working collaboratively with little to complain about. On the other hand, schools with closed climates are the ones led by head teachers who are highly aloof and impersonal, who emphasize the need for hard work, but who themselves fail to work hard and who say one thing and do another. Teachers working in closed climates, according to Halpin, do not work well together, derive little satisfaction from their work, and dislike their head teachers. Such head teachers are similar to what Kouzes and Posner (2002) describe as leaders. Linda (1999) also reported a good study in respect of teachers’ job satisfaction in which Nias (1980) in Linda (1999) identified three dimensions of leadership styles: initiating structure, consideration and decision-centralization. She defined these to refer respectively to the extent to which leaders define and structure their own and their subordinates’
roles towards attaining goals, the extent to which leaders manifest concern, support for their staff, and the extent to which leaders influence group decisions. Nias (1980) found that the individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed what she categorized as three leadership styles: the passive, positive, and Bourbon types, which she describes as thus: One leadership type, the ‘passive’, gave teachers more freedom than they desired. They perceived themselves as totally free to set their own goals, under heads whose professional standards did not match their own, and who offered neither coherent to the school as a whole nor support and guidance to individuals.

The second, the ‘Bourbon’, was characterized by social distance, authoritarian professional relationships, and administrative efficiency. The third described as ‘positive’; set high professional standards for the teachers, adopted a dynamic, but consultative policy towards decision-making, and actively supported the professional development of individuals” (Nias, 1980:261). Subsequently, in relation to teachers’ job satisfaction, Nias found ‘passive’ and ‘Bourbon’ heads to have the most negative, and ‘positive’ heads the most positive, influence. A positive style provided the context in which a keen teacher could get on with her chosen work and therefore contributed considerably to his/her job satisfaction (Nias, 1980:270). But these foregoing leadership types leaves one wondering; which of the said leadership styles seems most likely to foster positive attitudes in teachers and hence enhance academic and overall school performance? Which, in particular, seems to have the greatest motivating potential?

Leaders express leadership in many roles, amongst others, formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh, 2002:11).

Gewirtz (2002), while discussing a handout adapted from Goleman, gives six types of leadership styles, which are:
1. **Coercive Style**

The coercive style often creates a reign of terror, bullying and demeaning his/her executives, roaring with displeasure at the slightest problem. Direct reports get intimidated and stop bringing bad news or any news, in fear of getting blamed for it, and morale plummets.

This leadership style is least in most situations, and has a negative impact on organizational climate. The extreme top-down decision-making kills ideas on the vine, their sense of initiative and ownership plummet, so they feel little accountability for performance.

The coercive style should be used with extreme caution, as in during a crisis term, for its impact is ruinous to the group.

2. **Authoritative Style**

Vibrant enthusiasm and clear vision are the hallmarks of the authoritative style. This leadership, the research has shown, drove up every aspect of the organizational climate.

This leader motivates people by making it clear to them how their work fits into the larger vision of the organization. People understand that what they do matters and why, thus maximizing commitment to the organization’s goals and strategies.

The standards for success and the rewards are clear, but people have great freedom to innovate and flexibility in accomplishing the goals.

This style works well in almost any business situation. It works best when the organization is adrift and the authoritative leader charts a new vision.

A limitation is if the leader works with a group of experts or peers who are more experienced. They may see the leader as pompous or out of touch. If the leader becomes overbearing, s/he may undermine the egalitarian spirit team.
3. Affiliative Style

The coercive leader says “Do what I say”. The authoritative leader says “Come with me”. The affiliative leader says “people first”.

The affiliative leader is a master at creating a sense of belonging and building relationships. He tries to create harmony and build strong emotional bonds, which all have a positive effect on communication and loyalty. This style has a positive impact on flexibility, as people talk, trust and share information with each other.

The affiliative leader gives people freedom to innovate, and positive feedback that is motivating. The affiliative leader tends to have feelings of his/her people and is open with their own feelings.

This style works well in general, and is particularly good when trying to build team harmony, increase morale, improve communication or repair broken trust. When people need directives to navigate through complex challenges, this style can tend to leave people feeling rudderless.

Alternating the authoritative style of creating a clear vision road map, with the caring nurturing approach of the affiliative leader, and you have a potent combination.

4. Democratic Style

By spending time getting people’s buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high.

Its impact on climate is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless.
This style works best when the leader is uncertain about direction and needs guidance or for generating fresh ideas for executing the vision. In times of crisis, consensus may not be effective.

5. **Pacesetting Style**

This style, like coercive, should be used sparingly. The leader sets high expectations, exemplifies them by him/her self, and is obsessive about doing things faster and better, and expects that of every one else. Poor performers get replaced, yet this style destroys climate.

Morale drops when people feel overwhelmed by the demands for excellence. Although guidelines may be clear in the leader’s head, they are not clearly articulated so that people understand them. People often do not feel that the leader trusts them to work in their own way, so flexibility evaporates and work becomes task focused.

This approach works well when employees are highly skilled, and self-motivated professionals like R&D groups or legal teams. Given a talented team, they get the job done on time.

6. **Coaching**

This style is used the least often, since leaders say they do not have the time to help people grow. This is a powerful tool, and has a positive impact on climate. Coaching improves results, even though the focus is on self-development, because it has a way of pushing up the drivers of climate.

Coaching helps commitment, because of the message that the leader believes in you. Flexibility and responsibility are up, because people feel cared about and free to experiment and get feedback. This style is not effective when people want to be coached, and want to improve performance.
This style makes little sense when some one is resistant to changing their ways. In some companies, a part of the annual bonus is tied to leader’s development of direct reports.

Under the Likert’s management model, four basic styles of management are given:

**System I: Authoritative-Coercive** – This kind of leadership style portrays the manager as an authoritative leader. He/she demands compliance with orders without explaining the reason behind them. He/she uses threats and punishment to instill fear in the employees, sets goals for the school and his/her decisions has to be accepted without questioning.

The manager does not have confidence in his subordinates. As a result, they are monitored at all times, and he/she focuses on followers’ mistakes rather than on what they did well. Employee-management interaction is limited and it is characterized by fear and mistrust (Hersey & Blanchard, 1988:105) and he/she rarely praises; rather he/she criticizes a lot, leading to followers’ loss of confidence in him/her and become less committed to their work (Goleman, Boyatzis & Mckee, 2002:77).

Likewise, DuFour and Eaker (1998: 26) confirm that the top down coercive method of running a school leads to a lack of commitment on the part of the teachers. Teamwork does not exist; teachers are used to achieve goals. They have no say in how they should perform their work and they are expected to work hard to achieve the goals set by the managers. Even though teachers overtly accept their responsibilities because of fear, they resist covertly.

As a result, employees disregard the process in a subtle way by giving excuses when they have to carry out their duties. Teachers are dissatisfied with their work and this leads to informal grouping for the purpose of opposing the goals of the school (Hersey & Blanchard, 1988:105). Paisey (1992:146) warns against this type of leadership behavior as managers of successful organizations emphasize consultation, teamwork and participation.

**System II: Authoritative-Benevolent** – Even though the manager is authoritative, he/she allows a bit of participation by the staff. He/she makes the bulk of decisions, but subordinates are allowed
to make decisions within a prescribed framework for example head teachers would allow the Heads of Departments (HODs) to make financial and budgeting decisions at that level. Rewards or punishment are used to motivate the workers. Employee-management interaction is characterized by fear, caution and pretence. Thus, employees’ motivation is very low and they are dissatisfied with their job (Hersey & Blanchard, 1988:105).

**System III: Consultative** – The manager has substantial but not complete confidence and trust in the employees. Although the manager makes general decisions, he/she seeks the opinions of the employees, but he makes the final decision. The employees have positive attitudes toward the organization, the manager and their work. When the employees feel that adequate consultation has not taken place, they publicly accept orders from the manager, but sometimes covertly resist the order by insubordination, especially when the manager decides on majority rules principle (Owens, 1991:207).

**System IV: Participative** – The manager has complete confidence and trust in the employees. Thus, the workers are involved in the management of the organization. The workers are highly motivated by their involvement in the setting of goals, improving methods and appraising progress toward goals. There is good employee-management relationship and the workers see themselves as part of the organization by exhibiting a high degree of responsibility and commitment (Hersey, Blanchard & Johnson, 1996:110).

The employees work together as a team. This is because the manager creates a situation where everybody participates fully in the activities of the organization. Everybody strives to make the organization a better place to work in and communication flows to and from the hierarchy, and also among colleagues. This is because the subordinates are involved in decision-making. The manager’s behaviors include coaching team members, negotiating their demands and collaborating with others. The manager still assumes the responsibility of whatever decision taken. Informal grouping does exist, which works to the achievement of the organization’s goals (Hersey et al., 1996:110).
Oyetunyi (2006) posits that the four leadership styles under the Likert’s management model are derived from the four management functions of planning, decision-making, communicating and controlling. Oyetunyi (2006) further argues that Likert’s proposition is that a manager be categorized as authoritative-coercive, authoritative-benevolent, consultative or participative based on how he/she makes decisions, communicates, organizes and carries out other management functions and the amount of involvement he/she allows from followers in the decision-making process. While according to Oyetunyi (2006), the participative style is the most effective, Goleman et al. (2002:76-77) indicates that the authoritative-coercive management style is the least effective in most situations, as followers are emotionally affected by intimidation and therefore, the school climate is affected negatively. Naturally when the climate is negative, teaching and learning is impaired and hence the resultant academic performance is poor.

Oyetunyi (2006) identifies five leadership styles namely: 1,1 referred to as impoverished; 9,1 called authority compliance; 1,9 is country club; 5,5 is middle of the road; and 9,9 is called team leader (Blake & McCanse, 1991:29).

1. The impoverished leader (1,1)

This type of leader has low concern for production and the people. The leader using this style is not really involved in the organization’s affairs and contributes little to it. He/she uses the minimum effort to get work done and shows little concern for followers (Oyetunyi, 2006). Owens (1991:141) projects the leader as one who is ‘going through the motions’ because he/she has nothing to offer as a leader as well as an individual. Thus, the required tasks are not done effectively. Invariably, such a leader is frustrated by his/her inability to lead and manage effectively. It has been observed that the head teacher’s inability to manage effectively leads to conflict, especially among followers. This is because some followers are intrinsically motivated and want to work when there is no motivation coming from the leader.
2. The authority-compliance leader (9,1)

The leader has a high concern for production and a low concern for people. He/she concentrates on getting the tasks done by exercising power and authority, and by dictating to subordinates because he believes that the organization’s needs do not usually agree with the followers’ needs. As a result, the latter are ignored in order to attain the former or it may be the belief that production objectives can only be attained when followers are driven to accomplish the required task (Blake & McCanse, 1991:54). This type of leader knows what has to be done and directs followers towards the achievement of the goals. Blake and McCanse (1991:54) state that for the purpose of efficiency, working conditions is arranged in such a manner that human elements interfere to a minimum degree.

3. The country-club leader (1,9)

Blake and McCanse (1991:78) portray this leader as an individual who has a high concern for people and a low concern for production. According to them, he/she does everything possible to maintain a relaxed friendly atmosphere with no regard for production. The leader using this style believes that if followers are happy, they will be productive. Thus, he/she is less concerned directly with results, but strives to maintain satisfying relationships with followers; so he/she avoids ways of getting into conflict with the followers. There is excessive familiarity between the leader and the followers. Consequently, he/she neither evaluates followers’ performance nor treats issues like late coming and absenteeism as unprofessional. Conflicts are usually ignored as the focus is on the emotional needs of followers even at the expense of achieving results and therefore production suffers (Blake & McCanse, 1991:78).

4. The middle-of-the-road leader (5,5)

The leader believes that adequate organization performance is possible if there is a balanced medium concern both for production and people. In this situation, the leader keeps to the middle of the road, so he/she moderately emphasizes achieving results to maintain the morale of staff members at a satisfactory level. This is because the leader believes that excessive emphasis
promotes conflict and it should therefore be avoided. The leader is satisfied with whatever happens in the organization whether success or failure. There is a lack of a clear vision for the long-term goals of the organization (Blake & McCanse, 1991:152-153).

5. The team leader / high-high (9,9)

Blake and McCanse (1991:209) describe this leader as a person who has a high concern for both production and people. The two concerns of the leader influence the leader’s thinking, feelings and actions while leading. Unlike other leadership perspectives 9,9 approach believes that there is no conflict between the organization and followers’ needs to be productive. Therefore, followers are involved as much as possible in determining the methods of work and accomplishment. This to a great extent ensures that the followers understand what is to be done and why it should be done. Thus, the leadership style is a goal-oriented team approach that seeks to achieve maximum performance through participation, involvement and commitment. The leader delegates tasks to followers and are given freedom to utilize their initiatives to accomplish set objectives. Involving followers in all the organization’s activities create a tension-free atmosphere and team spirit is emphasized. Thus, followers are motivated to believe in the organization’s mission and work towards the achievement of the organizational goals. Personal problems are attended to and there is elements of trust and respect within the organization (Blake & McCanse, 1991:210).

Blake and McCanse (1991:234) conclude that the 9,9 grid style is the best way to obtain results. Goleman et al. (2002:64) observe that even though the country-club leadership style 1,9 has limited direct impact on performance, it also has a positive impact on school climate, because it recognizes workers as people and therefore offers emotional support when things get tough in their private lives. Thus, it builds tremendous loyalty between the leader and followers in the organization. Paisey (1992:146) asserts that schools that are normally held to be successful are those whose management involve and emphasize consultation, teamwork and participation. According to him, the focus is usually on unit, in a situation where some staff members do not agree with the policies and practices which have been accepted by a good percentage of their colleagues, they usually give their support. In other words, consultation, teamwork and
participation are the common key characteristics of successful schools. House and Mitchell (as reported in Oyetunyi, 2006) suggest that a leader can behave in different ways in different situations. The following are the four kinds of leaders’ behavior:

(a) Directive leadership style

Directive leadership style is similar to the task-oriented style. The leader who uses this type of leadership style provides teachers with specific guidelines, rules and regulations with regard to planning, organizing and performing activities. This style is deemed to be appropriate when the subordinates’ ability is low and or the task to be performed is complex or ambiguous. Job satisfaction is increased when the leader gives more directives (Hoy & Miskel, 2001:408).

(b) Supportive leadership style

Supportive leadership style is more of a relationship-oriented style. It requires the leader to be approachable and friendly. He/she displays concern for the well being and personal needs of the subordinates. He/she creates an emotionally supportive climate. This style is effective when subordinates lack self-confidence; work on dissatisfying or stressful tasks and when work does not provide job satisfaction (Hoy & Miskel, 2001:408).

(c) Participative leadership style

The leader who employs this style consults with subordinates for ideas and takes their ideas seriously when making decisions. This style is effective when subordinates are well motivated and competent (Lussier & Achua, 2001:175).

(d) Achievement-oriented style

In this style, the leader sets challenging but achievable goals for the subordinates. He/she pushes work improvement sets high expectations for subordinates and rewards them when the expectations are met. That is, the leader provides both high directive (structure) and high
supportive (consideration) behavior. This style works well with achievement-oriented subordinates (Lussier & Achua, 2001:175).

Under the Vroom-Yetton-Jago model, Vroom and Jago postulate that there is no leadership style that is appropriate for all situations. It therefore follows that a leader develops a series of responses ranging from autocratic to consultative and applies the leadership style that is appropriate to the situation.

The authors as reported by Oyetunyi (2006) suggest five decision-making styles, each requiring a different degree of participation by the subordinates. The styles are based on two variable factors: individual or group decisions and time-driven or development-driven decisions. Time-driven factors require a leader to make effective decisions as quickly as possible and development-driven factors are used when a leader is focused on developing subordinates’ capabilities in the area of decision-making (Dubrin, 1998:148). Two of the following five decision-making styles are autocratic (AI and AII); two are consultative (CI and CII) and the last one is group-directed (GII).

2.9 THE LEADERSHIP STUDIES RELATED TO HEAD TEACHERS

A considerable amount of research has been conducted into the impact on staff of different leadership styles. Classic studies of different organizational climates in American schools incorporate consideration of the leadership styles that were found to be integral to the open and closed climates (Halpin, 1966 in Evans, 1999). The open head teacher was described as typically very enthusiastic, conscientious, hard working, well balanced in temperament, not aloof and very much in control albeit in a subtle manner. In this climate head teachers are described as typically manifesting high morale and working collaboratively. Schools with the closed climates are typically led by principals who are aloof and impersonal and who emphasize the need for hard work. Teachers working under such a system normally dislike their head teachers.

In a research study conducted by Ball (1987) in Evans (1999), four leadership styles were identified in the British secondary schools. These included the interpersonal and the managerial
styles and the political style, which he subdivided into the adversarial and authoritarian styles. The interpersonal head was described as typically “mobile” and “visible”, with reference to consulting with individuals rather than holding meetings. Such heads of schools tend to sound one idea and gather opinions (ibid). Such heads frequently reiterate to staff the importance of bringing complaints and grievances to them first. They use the open door policy (Ball, 1987 in Linda, 1999). This style of leadership is particularly effective at satisfying teacher’s individual needs and usually staff turn over is low but decision-making is not focused and teachers may feel very frustrated and insecure. This kind of leadership may create a sense of exclusiveness from decision-making on the part of the teachers who are members of the SMT. This might bring about the isolative culture in schools, which is frequently referred to as the “us” and “them” hierarchical structure in schools (ibid).

The adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance, the emphasis is upon persuasion and devotion (Ball, 1987 in Evans, 1999). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures. They typically focus on quality of education provided and whether the institution is fulfilling its purpose (Ball, 1987 in Linda, 1999).

Authoritarian leadership is distinct from adversarial leadership by focusing on asserting rather than persuasion. In this kind of leadership, Ball found that teachers are typically acquiesced because they feel intimidated or confront head teachers. This kind of leadership is associated with disputed decisions. In some cases there were limited chances of success on the part of the teachers since one of the key features of authoritarian leadership is posing challenges to policy and decision-making (Ball, 1987 in Evans, 1999).

In her study of British primary school teacher’s job satisfaction, Nias (1980) in Evans (1999) identified three dimensions of leadership styles. These were the initiating, the considerate and decision centralization. These referred respectively to the extent to which leaders defined their own and their subordinate roles towards attaining goals; the extent to which leaders influence group decisions. Nias (1980) found that individual school leaders in her study could be
positioned differently along each of these three dimensions, and that the resulting spread revealed three categories of leadership styles that is the passive, positive and bourbons types which she described as follows. The passive gave teachers more freedom whilst the bourbons were characterized as being socially distanced, and authoritarian in nature. The positive ones were known for setting high professional development standards for teachers. In relation to job satisfaction, it was discovered that the passive and bourbons had the most negative and positive heads and the most positive influence. A positive style provided the context in which a keen teacher could get on well with work and therefore contribute significantly to school improvement (Nias, 1980 in Evans, 1999).

Locally in Uganda a few studies have been conducted on the subject of leadership styles in the various education institutions but not necessarily in secondary schools. For example, Ogwenge (1995) carried out a study to investigate the leadership styles that were practiced in the Ugandan colleges of commerce and to determine whether the democratic or autocratic leadership style had an impact on job satisfaction of staff in these colleges. It was established that there was a significant difference in the leadership styles practiced in the Uganda Colleges of Commerce. The democratic leadership was associated with leaders showing confidence and trust in subordinate staff. The staff was free to talk to their leaders, while leaders were willing to listen to ideas from staff, and did not use fear to make staff implement policy. It was also found that the democratic or autocratic leadership style had a significant impact on job satisfaction of the staff. Where the democratic leadership style was used, staff did not use negative behavior or ways of making their dissatisfaction or frustration felt and vice versa whilst the autocratic style was associated with the negative behavior and such behavior included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism.

Mumbe (1995) conducted a study to investigate the head teacher’s leadership style and job satisfaction of teachers in primary schools in Busia, sub-district of Uganda. In this study, the researcher concluded that the democratic style affected the teacher’s job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic leadership style on the other hand was found to have a negative impact on the teachers’ job satisfaction. Conversely the laissez-faire leadership style did not affect the teachers’ job
satisfaction. In this study it was also concluded that teachers in Busia town were in favor of the democratic leadership style.

This study not only focused on the head teacher’s leadership style and performance, but also on the relationship between the head teacher’s leadership style and job satisfaction of teachers. In addition, the study focused on primary schools, not secondary schools. This therefore necessitated a study to focus on secondary schools. Hence the need to design a study specifically to investigate the impact of the head teachers leadership style on the performance of secondary schools.

Many studies were conducted in Uganda on leadership in schools. However, the researcher only discovered one on the relationship between leadership and school performance. Ddungu (2004) conducted a study entitled “Patterns of leadership and performance of secondary schools in Uganda”. The purpose of the study was to investigate patterns of leadership responsible for the different levels of performance achieved by secondary schools in Uganda. According to the author, the secondary school performance varied across schools in the country. Whilst some schools were consistently performing well, others made no progress whatsoever and others were completely inconsistent. The findings of the study revealed that the majority of school head teachers demonstrated authoritarian leadership patterns, which most subordinates associated with ineffective performance in schools.

In the subsequent section, the studies pertaining to the leadership styles of head teachers of secondary schools in particular are reviewed. The delivery and quality of secondary education will depend to a large extent on effective leadership demonstrated by head teachers in the execution of their tasks. Secondary education in Uganda, like elsewhere, requires such leadership that will inspire collective responsibility, hard work and commitment from the teachers. The role of head teachers as effective leaders in the promotion and development of secondary education cannot be overemphasized.

Different studies have indicated that for excellent academic performance the schools need committed, hardworking and well motivated staff. It takes good leadership to get the best out of
the teachers. According to Linda (1999), if school leaders and managers are to get the best out of
the teachers whom they lead and manage, they need to understand what makes teachers tick.
They need to appreciate what kind of things enthuse and challenge teachers, what gives them a
“buzz”, what interests and preoccupies them, what has them walking six inches off the ground,
what sends them home happy and satisfied. They also need to know what irritates and angers
teachers, what hurts them, what makes them dread going to work, what makes them desperate to
change jobs, and what frustrates and demoralizes them. The importance of leadership and
collegial support as motivators has been emphasized in many studies. Where these factors are
reported as sources of satisfaction or motivation, it is evidently the recognition and approbation
which they provide for teachers that is important. Linda (1999) reported interviews by Nias
(1989), of three teachers as follows:

“The head teacher is a tremendous force in the school, she can
be a real demon and sometimes the tension gets you down
because you know she is watching you all the time, but you feel
really pleased when she pats you on the back”.

“The head says he is pleased with what I have done so far and
that is given me confidence that I am on the right track”.

“We have a new head and she is made us all feel much better
about things because she takes a real interest in what we are
doing - comes around and has a look, talks to the children about
their work, asks us before she buys equipment, all that sort of
thing”.

2.10 THE ROLE OF HEAD TEACHERS IN EFFECTIVE SCHOOL
MANAGEMENT AND PERFORMANCE

According to the Education Board of Governors (BOG) regulation in a statutory instrument
supplement (1991 in Uganda), the head teachers of a school shall inter alia:
(a) Be the academic and administrative head of the school and have the charge and custody of and be responsible for all books, deeds, records, documents and all other property of the school, both movable and immovable;

(b) Exercise the functions of the Board as they may delegate to him subject to the general directions of the Board and any act done or omitted to be done by him in the exercise of those functions shall be deemed to have been done or omitted to be done by the Board;

(c) Be personally responsible to the Commissioner for Secondary Education for the academic, social and domestic organization and conduct of the school;

(d) Arrange the academic curriculum and syllabus of the school subject to the directions of the Director (Education Standards Agency);

(e) Arrange the admission of students to the school in accordance with the directions issued by the Ministry from time to time;

(f) Be responsible for the day-to-day expenditure of the school and present an account of such expenditure to the Board as from time to time required by it;

(g) Present a financial statement at every ordinary meeting of the Board and a final balance sheet and the auditor’s report for the annual accounts at every Annual General Meeting;

(h) Report or recommend to the Commissioner for Secondary Education any disciplinary measures to be taken against a member of staff who is a public officer and inform the Board accordingly;

(i) Through school religious activities or other means, ensure that moral values are taught and upheld in the school;

(j) Ensure that:

   i. The school possesses the National Flag which shall be hosted once a week accompanied by the singing of the three verses of the National Anthem;

   ii. The school conducts a general assembly once a week during which the members of staff shall brief the students on major national and international events;

   iii. The students participate in cleaning the school premises once a week;
iv. The school community participates in the general maintenance and up keep of the school on a daily basis;

v. Once a month, the students participate in community help work outside the school premises; and

vi. The school holds an open day once each year during which the school community may conduct cultural performances, exhibitions, sports activities and any other activity to entertain guests.

Successful implementation of these functions of the head teachers will depend on the form of leadership and leadership style, the head teachers adopt. In terms of the form of leadership, the head teachers can decide to distribute leadership to his deputies and HODs as well as by promoting teacher leadership by empowering his teachers.

The head teachers manage tasks professionally which include:

- Setting achievable objectives for education, seizing new opportunities and coping with change, maintaining a committed staff, managing effective teams, developing an effective communication system, allocating and managing resources effectively, participating effectively, staff management, managing time effectively, evaluating the school curriculum (Tekamura, 2008).

Improved students’ learning and achievement is strongly related to the way in which schools are managed. Research on effective management of schools identifies a number of factors which affect school performance but single out the role of the school principal as the most critical ingredient.

Schools, as learning organizations, deserve to be led well and effectively. Head teachers need to be effective leaders if schools are to be good and effective. The head teachers should possess all good attributes of leaders and good quality leaders. Oyetunyi (2006) asserts that leadership matters because effective leaders make a difference in people’s lives; they empower followers and teach them how to make meaning by taking appropriate actions that can facilitate change.
The findings of Quinn’s (2002:460-461) study on the relationship between head teachers’ leadership behavior and instructional practices, supports the notion that leadership impacts on instruction and performance. Its findings indicate that the head teacher’s leadership is crucial in creating a school that values and ultimately strives to achieve academic excellence for students. Waters, Marzona and MacNulty’s (2004:50) research findings indicate that head teachers’ effective leadership can significantly boost students’ achievement.

The ability of the head teachers to relate to the teachers, to enable them to act and to improve organizational performance is critical for the smooth and effective operation of a school. Head teachers should motivate and encourage all staff members to feel that they are part of a team with a common mission. A good team is one that works in an atmosphere of mutual trust and concern for performance. The leader shares and delegates responsibility and ensures that individuals are not afraid to take initiatives and actions as needed.

Hurley (2001:26) asserts that head teachers are the answer to a school’s general development and improvement in the academic standard in that an effective head teacher creates an environment that stimulates enthusiasm for learning. This implies that if the head teacher is effective and uses an appropriate leadership style, he/she will create a positive learning atmosphere and inspire the staff to give off their best. The head teacher should involve the students in developing a reasonable code of discipline.

The students and their parents need to be brought on board by the head teachers to appreciate the vision and aspirations of their country, the ethics and values of the community and the school vision, mission and motto. Proper financial management is important for the development and performance of the school as a whole. Since the head teachers are pivotal in this process they need to put into place and implement a proper system for control and management of the financial resources. But above all the head teachers need to ensure that there is transparency and accountability for the use of resources. Most of the aspects are directly related to the Head teacher’s style of leadership/management. The role and proper functioning of the BOG and PTA also depends heavily on the leadership style of the head teachers. When the BOG functions well, the school is well supervised and performs well.
The BOG is important in the governance and management of the school for several reasons which include, but are not limited to, the following: liaising with the head teachers in upholding the culture of the school, maintaining school ethics and discipline and management of school funds, management of the general welfare of the school’s staff and learners, soliciting support for the school from the community and developing the quality and standards of education (BOG Regulations, 1991).

2.11 THE CONCEPTUAL FRAMEWORK ON LEADERSHIP AND SCHOOL PERFORMANCE IN SECONDARY SCHOOLS

The ideal conceptualization of leadership and performance in secondary schools is built on the idea that leadership is power and influence that directs people to effectively perform as illustrated in Figure 1.
2.11.1 **Background variables**

The conceptual framework on leadership and performance is comprised of background variables, which denote the changes in the environmental conditions that affect leadership. These environmental conditions are globalization, privatization and the liberalization of education, education reforms and participation and the involvement of other stakeholders. In addition, the amount of school resources available and disciplinary problems may also influence the leadership styles of school head teachers. School discipline influences changes in leadership strategies, because a school where learners are undisciplined requires stricter leadership compared to a school where discipline is good.

The evolution of leadership throughout history has led to the advancement of a series of leadership styles. The characteristics of the school and its environment influence the kind of styles adopted. Parental participation, community involvement, partnership with other sectors like business, and accountability to the public are a necessity in educational management and leadership. In the new millennium there are potentially many types of stakeholders involved in the education management and leadership process, externally and internally, locally and globally in the new millennium (Cheng, 2002).

The involvement of different constituencies or partners may not only be at the individual or institutional and community levels, but also at the society and international levels as Cheng (2002:33) postulates: “Particularly we are making efforts to globalize our classrooms and institutions through different types of worldwide networking and information technology in order to allow our students and teachers to achieve world class-learning and teaching in the new millennium”. The effective school head of today will have to keep abreast of what takes place locally regionally and internationally.
The involvement of international constituencies for collaboration and partnership inevitably becomes a necessity. Cheng (2002) cites an example of more and more international education exchange programs and immersion programs organized at the tertiary and secondary levels in Australia, Hong Kong, Japan, United States of America and European countries. The direction of leadership extending influence on external constituencies has been repeatedly reflected in terms of environmental leadership or strategic leadership in some recent literature (Cheng, 2000).

The new trends in Human Resource Management as opposed to Personnel Management have also changed the relationship between leaders and their subordinates in the school’s setting.

2.11.2 Extraneous variables

In attempting to investigate the influence of leadership styles on school performance in secondary schools in Uganda, there are, however other intervening variables that affect school performance. These extraneous variables are inter-alia: the availability of instructional materials, funding, teaching methods, legislation and the students’ entry scores. The intention of identifying these possible extraneous variables is to control them so that they do not affect the study.

2.11.3 Dependent variables

The dependent variable in this study is school performance in secondary schools measured according to the school output delivered. For example, the outcome of student academic performance which is part of the overall school performance, can be in the form of passing examinations, tests, exercises, what the students can practically do, and how the society perceives the student in terms of the satisfaction they derive from the education obtained by the learners.

2.11.4 Measurement of school performance

It is not adequate to discuss the effect of leadership on school performance without examining some indicators of school performance. These indicators help us to gain a better understanding
of the relationship there in. Many studies conducted on school performance in schools, try to view it as a process of establishing shared understanding about school outcomes.

The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks. The accomplishment of tasks, in the context of the academic function of schools, refers to academic excellence or efficiency, which is measured in terms of student performance in class work, and national examinations. Teachers and students or even heads of schools with the intention of transforming the academic culture of the schools positively should aim to execute their tasks effectively. Effective school performance is further conceived as the ability to produce desired education outcomes in relation to the school’s goals. In the context of teaching, performance refers to the teacher’s ability to teach consistently with diligence, honesty, and regularity. To the student, performance would mean excelling regularly in the examinations and inter-class tasks. But the researcher wishes to add, however, that the school’s performance should not only be viewed in terms of the academic rigor, but should also focus on other domains of education such as the affective and the psychomotor domains. A school that has all three domains should by all means be regarded as an effective school with a very good standard of performance. All this is only possible if the school’s head focuses on the achievement of good results in all domains. Therefore, from this definition, one can deduce that the school’s performance is the response of the school to the needs of the stakeholders in terms of the education outcomes.

The focus of leadership on academic standards in the school will depend on the school’s dedication and commitment to effect academic changes in respect of the demands on the learners and the community at large. Focusing on teacher development initiatives is one of the ways in which academic standards can be maintained. The maintenance of this teacher development involves putting into place a leader who is committed to subordinate development.

Educationists have further defined academic performance, however, to include leaders-led performance which is a means of getting the best academic results from the teams that constitute the HODs, the Directorate of Studies, the teachers, learners and the parents. These should conform, lastly, to the schools goals and objectives. In order to achieve this performance, the
focus should be on the teaching process, examinations, tests and exercises, the availability of instructional materials, discipline and respect for the school’s culture. Campbell, Dunnette, Lawler & Weick (1990) believes that performance is something the person regards as an outcome of work, because they provide the strongest link to the strategic goals of the organization, customer satisfaction, economic and social contributions. To sum up, effective performance is concerned with results that impact on societal and organizational needs. The school head’s leadership efforts are the cause of increased academic performance outcomes punctuated by the strongest regard for the schools’ goals. It is thus apparent that effective school performance cannot be realized without authentic contributions from the school’s heads because they are the backbone of the school system. They have the powers to influence the outcome of events.

2.12 THE MODELS OF SCHOOL PERFORMANCE

DeCenzo and Robbins (1998) examine performance in relation to effectiveness and efficiency. According to them, effectiveness refers to goal accomplishment. For instance, a head teacher who takes over a stuck or a sinking school and who manages to rejuvenate it and improve performance might be referred to as an effective head teacher. Efficiency evaluates the ratio of inputs consumed to the output achieved. The greater the output for a given input, the more efficient you are. In a school, for example, a head teacher who provides education to learners from a low socio-economic status and manages to provide them with good education (holistic education) “against all odds” and with meager resources so that they qualify for the next level, may be referred to as an efficient head teacher. So in this case performance has been examined in terms of productivity (DeCenzo & Robbins, 1998). In addition, productivity, as measured in terms of efficiency and effectiveness, can also be used to describe an employee who not only performs well in terms of productivity but also minimizes problems for the organization by being at work on time, by not missing days and minimizing loss. In summary, satisfactory performance implies a combination of many things. It means doing a job efficiently and effectively (ibid).

Defining educational performance is difficult and yet also essential. Certainly it is not just academic achievement, but the social and emotional dimensions of the child’s overall development and the role of the school in the community (Genck, 1983). The arguments raised
by the author seem to be true. There is a tendency for people even in Uganda to look at performance in terms of the cognitive development or academic achievement only. The researcher regards performance in the context of this study in terms of the overall education outcomes. It is important for us to consider performance in terms of all three domains of education (affective, cognitive and the psychomotor domains). Therefore, a performing school should be able to score highly in all three domains, if it is to produce a holistic child. Similarly, Elliot (in Luyten, Visscher & Witziers, 2004) concludes that learning is an unpredictable process. A teacher’s responsibility is to create conditions, which enable a child to generate significant outcomes for themselves. According to him, school performance should not only rely on academic results, but on the teaching and learning process. Similarly, Scheerens (in Luyten et al., 2004) contends that the school’s financial resources and the professional experience of its teachers are the two categories of school inputs that significantly contribute to its performance. He claims that the factors above have a direct impact on the processes that determine the school’s performance. In addition, the nature of school leadership, teacher cooperation within the school and the school level characteristics also affect the student’s achievement directly or indirectly (e.g. the quality of instructions). The diagram below, which was adopted from Scheerens and Bosker (in Luyten et al., 2004), illustrates how the inputs and processes determine school performance.

Genck (1983) on the other hand identifies the following as the characteristics of good school performance:
1. Student learning which entails academic progress and general development.
2. Parent satisfaction, which entails sustaining public confidence, support and taking into consideration the students opinions.
3. Staff satisfaction, which has to do with program quality and performance, working conditions, productivity and morale.
4. Cost control which includes financial planning, management and control.

The pressure upon schools to improve and raise achievement is unlikely to recede over the next few years. Educationally, policy makers firmly focus upon securing increased pupil and school performance (Harris & Bennett, 2001). Similarly, good performance in a school entails teaching consistently with diligence, honesty and regularity orchestrated by increased good results from students, getting adequate written and practical exercises, ensuring effective marking, evaluating all exercises promptly and carefully observing regulations and instructions (Uganda Teaching Service Regulations, 1996).

The nature of academic performance can be based on two models, that is, the holistic and the integrative models. Armstrong’s (2001) holistic approach to academic performance is helpful in exploring a comprehensive view of the constituents of academic performance. The holistic theory focuses on what people do (work), how they do it (behavior), and what is achieved (results). In the context of leadership, an effective leader dedicates himself to knowing the academic task, how to accomplish it, and the results expected. Hence, he directs his effort and legitimate power towards addressing these elements for effective academic performance according to the holistic theory.

The integrative model on the other hand examines how academic performance is integrated into the way the school is managed, and should link with other key processes such as the business strategy, employee development, and total quality management processes in institutional development. This simply suggests that struggling to achieve academic excellence should be tied to other management efforts like teacher and school development. Academic performance can be linked to school inputs like the availability of funds, quality of teachers, students’ entry scores,
the education policy and strategy. In addition, it relates to the process of achieving academic performance in terms of parents’ participation and other stakeholders’ involvement.

Declining school performance is not usually identified by the inadequacy of traditional school administrative practices to meet today’s requirements. There is a tendency to link the causes to the techniques and materials. People seldom attribute the causes to the human related aspects of school management, and the impact of these on the people involved - teachers, administrators, parents, the school board and students (Genck, 1983).

2.13 INSTITUTIONAL LEADERSHIP IN CONTEXT

In order to understand the concept of leadership styles in secondary school management, there is a need to understand the term ‘institutional leadership’ uniquely from leadership associated with other organizational entities. The term institutional leadership can best be understood from the perspective of what a school head as a leader does to lead (Adair, 1983).

It can also best be understood by linking it to the purpose of leadership in an institution. Leadership in an institution can be perceived as the ability, through what ever means, to influence, direct and empower teachers, parents and students, to behave in a particular way perceived as desirable by the institution. In order to bring about positive increments in school performance, the following institutional elements should prevail:

- The leader should adapt the school’s purpose towards the attainment of a culture of academic excellence. This requires a sense of purpose and confidence engendered in followers.
- The followers (teachers, parents, students) should be motivated and encouraged to achieve institutional goals.

It is thus apparent that institutional leadership is nested in the feelings and actions of the teachers, students, parents and workers and in the achievement of the institutional goals (Adair, 1981). Effective leadership is thus pivotal to institutional success. The institutional head needs
influence, power, and the ability to use concepts to coordinate all school functions and resources towards excellence in academics. He does this through his/her ability to galvanize the efforts of followers, and always creates new ideas for the group.

According to Adair (1983), creating as a function of leadership, supplies valuable ideas, products, services, and methods for the institution to use in order to identify better means of achieving its goals and objectives. This will depend on creativity, planning, coordination and motivation. Without these aspects schools will neither excel in academic performance nor in other spheres. The school that fails to take creative leadership into account does so at its own peril, because it ignores the fact that a leader is made by creativity borne from the styles used. The absence of proper planning, coordination, creativity and motivation will thus ultimately lead to mediocre performance because these are the pillars of the management of schools.

It is imperative to note that the study of leadership is also a comparative analysis of different geographical experiences around the developed as well as the developing world. Since the beginnings of principalship in American education, educators have struggled to define a distinctive role of the position as school head teacher/leader. Scholars and analysts have repeatedly dissected the job in the larger social and educational context, urging principals in one generation to be task oriented and in another to be employee oriented and yet in another situational leaders (Murphy & Beck, 1995).

The lesson learnt here is that in the American education system, the leadership perspective changed from time to time resulting in new perceptions of the essence of leadership. However, the development of leadership from one generation to another provides educationists in Uganda with varied forms of the leadership approach that school heads could implement to improve academic performance and discipline in their school systems.

Like in Ugandan schools, principals in American schools serve as leaders in student learning. They must know academic content and pedagogical techniques. They must work with teachers to strengthen skills because leadership is about the provision of supportive systems. It is also
important to indicate that most American systems adopt the democratic style of leadership, which involves subordinates in real decision-making.

Historically, Odaet (2000) argues that during the Middle Ages people migrated from Europe to the new found lands of America. These new migrants became part of the founders of the American education system, which depended on the community aspect in education. It was meant to be free, involving, and democratic in character. This is why democratic thinking traverses boundaries in American schools.

2.14 INDEPENDENT VARIABLES

The different leadership styles adopted by school heads affect school performance of secondary schools in a number of ways. A variety of leadership styles have been highlighted in this chapter, but most of them can be categorized into four broad styles. These are the autocratic, democratic, laissez-faire and situational leadership styles.

2.14.1 Autocratic or authoritarian leadership and academic performance

This part of the thesis examines the relationship between the autocratic leadership style and school performance in secondary schools.

Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 1998:109) and is similar to Likert’s II and I leadership styles.

Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership
authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. However, under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated. This thesis sought to assess the effect of an autocratic school head on school performance.

In the case of secondary schools where autocratic leadership is practiced, its application is most likely to be characterized by arbitrary advances, arbitrary disciplinary measures, and termination of services. The effect has always been dissatisfaction with work on the part of the employees. Balunywa (2000) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of subordinates. As far as they are concerned the work and the accomplishment of the goals of academic success matter more than their concern for those being led.

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2002). According to Mullins (2002) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time. Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement. Research findings by Kasule (2007) on the effect of leadership styles on teacher productivity in private secondary schools in the Wakiso district indicate that autocratic leaders usually emphasize ‘authority’ as a means of having the work done. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Other studies by Storey (1993), however, noted that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.
2.14.2 Democratic leadership and academic performance

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership.

However, as Oyetunyi (2006) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He/she coaches subordinates and negotiates their demands (Dubrin, 1998:109-110).

This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization’s decisions are fully involved in the decision-making process. Good as it is, the concern expressed by Dubrin (1998:110-111) is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006).

However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees’ ways of doing things. Using this style is of mutual benefit as it allows staff to become part of the team and allows one to make better decisions.

David & Gamage (2007) argues that effective democratic and participatory school administration; leadership and management affect the trust levels of stakeholders. David’s (2007) study focuses on a survey of the effectiveness of democratic and participatory school administration and management in one school division in the Philippines. Indicators of participatory school administration, leadership and management effectiveness, according to
David’s study, correlated with the stakeholders’ level of trust. The study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines; school heads in Uganda who favor the use of the democratic style of leadership, attach the same level of trust to their stakeholders in the management of schools. They engage subordinates, parents, students and the community in the decision making process.

As pointed out by Kouznes and Posner (2003), school heads know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership.

In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all the stakeholders of a school in order to create and foster quality education.

The principles of democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Stakeholders need to feel that they are able to have an influence over what should happen and not happen at the school rather than to be subjected to the decisions of those placed in positions of hierarchical power (Rowan, 1993).

2.14.3 Laissez-faire / free-rein leadership style

The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and
objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998:111), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy.

2.14.4 Situational leadership and student academic performance in secondary schools

The situational theory of leadership presupposes that an analysis of leadership not only involves the individual traits and behavioral approaches to leadership, but also focuses on the situation (Chandan, 2004). The focus is often on the situation and not the leader. Different kinds of situations demand different characteristics and behaviors, because each type of leader faces different situations. The head teacher is required to size up the situation and choose the appropriate leadership style that will be effective for a situation, rather than try to manipulate situations to fit a particular leadership style. Oyetunyi (2006) quotes Dunklee (2004:4) who claims that leadership in schools is a situational phenomenon as it is based on the collective perception of people working in the schools, linked to the norms and is affected by the rate of interaction among members of the school. A successful head teacher under one set of circumstances may be unsuccessful and/or a failure in another.

Chandan (2004) asserts that leadership is the leader’s ability to handle a given situation and is based upon the leader’s skill in that particular area that is pertinent to the situation. The person most likely to act as a leader is the one who is most competent for the situation of a given group as the case may be. The nature of the situation dictates the style of leadership, because leadership success is dependent on the ability of a leader to fit in the prevailing situation.

The Management Training Manual (2006) sets forth two primary propositions of situational leaders in secondary schools. Firstly the leadership employed by an individual is relative to the situation and secondly different situations warrant different kinds of behaviors from the school leaders/managers. Therefore, several heads of schools posted from first class schools to third class ones may fail to make the latter school successful, not because they are incompetent, but
because the situations are different and require different approaches. It requires a complete change in leadership style in order to lead the new group, people, resources and processes. Leadership effectiveness cannot be determined without understanding the total situation including the follower’s traits such as abilities and education, structural configuration of the school, role definitions, and internal and external environmental conditions.

Mullins (2002) points out that two fundamental generalizations emerge from the above set of characteristics. Firstly, the properties of the situation combined with the traits of the leader to produce behavior on the part of the leader are related to leadership effectiveness. Secondly, the characteristics of the situation have a direct impact on performance. The situation, for example, combines the teacher’s attitudes, education, knowledge, experience, responsibility and power. It is also important to know the nature of the teacher, if effectiveness is to be accomplished. This is because, as Okumbe (1998) observes, different situations breed different staff personalities and traits. The gimmicks of the situational leader require that a particular situation may require an authoritarian leader whilst another may require a totally democratic leader.

Further still, the Management Training Manual (2006) notes that the kind of situation needed to define the leader may depend on the school culture in terms of the vision, mission, openness, participation, group atmosphere, values and norms. It is imperative to note that school heads need to understand the values and norms of the schools which they are leading and the level of participation of members. Therefore, to exercise effective leadership the head of the school will need to influence the teachers, parents, students and the community.

Under the Tannenbaum and Schmidt’s Leadership Continuum model (in Oyetunyi, 2006), a leader may influence his/her followers in two ways. It is believed that a leader may either influence his/her followers by telling them what to do and how to do it or by involving them in planning and the execution of the task alluded to earlier. Tannenbaum and Schmidt’s (1973: 162-163) Leadership Continuum is one of the most significant situational approaches to leadership. They suggest how managers could choose a leadership pattern from a range of leadership styles. The choice is made along a continuum of boss-centered versus employee-centered and autocratic-participative-free-rein leadership. For the leader to choose the most appropriate style, he/she
needs to consider certain forces in the manager, the subordinates and the situation (Oyetunyi, 2006).

2.15 SUMMARY

This chapter was a presentation of the review of the literature relating to leadership styles and school performance. In this review, the researcher traced the evolution and trends of leadership in recent times. An analysis of leadership approaches, models and theories was also presented. From the different models and theories, several leadership styles were examined. The review of the literature illustrates that empowering, enabling, informing, inspiring and sharing of vision between the leader and his/her subordinates enhances organizational performance. Although there are many ways of examining leadership styles, and there are many leadership styles, for the purposes of this study the focus was on the four leadership styles: autocratic, democratic, laissez-fair and situational. It is also imperative to note that the theories of leadership have built up around themselves a series of assumptions and biases. This chapter also focused on the role of head teachers as the administrative and managerial heads of schools, and the leadership styles employed by them for effective management and performance of schools.

Chapter 3 will focus on the research design and methodology adopted for the purpose of this study.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, the methods and procedures of data collection and analysis are presented. This is followed by focusing on the research design, population under investigation, sample size and sampling techniques, data collection methods and instruments, measures used to ensure validity and reliability of the instruments, research procedures, methods of data analysis and ethical considerations.

3.2 RESEARCH DESIGN

Broadly conceived a research design refers to the plan and schedule of work, or a process of creating an empirical test to support or reject a knowledge claim (Ball & Gall, 1989). Put simply, research design guides the researcher on how to proceed in a research endeavor. It is a logical model of methodological proof that allows a researcher to draw inferences from the data’s findings, and later on to define the domain of generalizability of the same findings (Frankfort-Nachmias & Nachmias, 1996). On the other hand, Nconco (2006: 63) defines research design as a:

“Blueprint or detailed plan for how a research study is to be conducted-operationaizing variables so that they can be measured, selecting a sample of interest to study; collecting data to be used as a basis for testing hypothesis, and analyzing results”.

It would seem, therefore, that research design is the program that guides an investigator on the process of collecting, analyzing and interpreting observations. Thus, the researcher adopted a correlation survey for this present study. A correlation survey design intends to show the relationship existing between the independent and dependent variables of the study. In this
regard, data for this study was collected on the independent variable which was leadership styles, and that of the dependent variable which was school performance. The relationship between the two variables was investigated in order to determine the strength of their relationship and the coefficients of determination existing between the two.

Although the study was largely quantitative in nature, still both qualitative and quantitative approaches to data collection and analysis were employed because a study of this magnitude requires a multi-pronged approach combining different methods that help in triangulation in order to indicate reliability of the findings. The qualitative approaches refer to the more descriptive methods of data management which were mainly employed to manage the analysis of interview data and secondary sources which could not only be done by the use of quantitative methods.

Qualitative research develops an understanding of the individuals and events in their natural setting, taking into account the relevant context (Borg & Borg, 1993:194). This is also in agreement with Nconco’s assertion that qualitative research was an important part of contextual analysis for the purposes of penetrating beyond the facts and the figures about institutions (Nconco, 2006:64).

At the same time, the quantitative approaches were employed in order to manage data from the closed questionnaires. Further still, quantitative approaches were aimed at examining the relationship between leadership styles and school performance in secondary schools because ascertaining the relationship requires strict mathematical techniques of analysis. More so, Punch (1998) argues that quantitative methods are used because they tend to be relatively low in cost and time requirements to enable a large quantity of relevant data to be amassed and subjected to statistical analysis techniques for greater representation.

While qualitative methods raise methodological and ethical issues pertaining to the influence of the researcher on the data collected and the informants, the quantitative approach is limited to highly structured data extraction techniques which often, as Creswell (in Sesanga, 2004) suggests, does not accommodate maneuvering during the problem investigation phase. To avert the inherent weaknesses of each method, thus, the research design adopted a combination of
quantitative and qualitative approaches. Blease and Bryman (1986:31) supported the combination of both strategies within the same research design arguing as follows:

“All may two be mutually enhancing, but a sensitive merger may provide a more complete picture which might be more satisfying and attractive to academics and policy makers alike…”.

Besides, Patton (1990) and Vulliamy, Lewin and Steven (1990) contend that available evidence is increasingly supportive of qualitative and quantitative research methodologies as complementary rather than opposing paradigms.

The aim of this research study was to investigate the relationship between the leadership styles of head teachers and school performance. By visiting the schools physically and through the qualitative research, the purpose was for the researcher to ascertain the extent to which the whole school and indeed the school performance were affected by the leadership of the school and the staff.

3.3 POPULATION OF THE STUDY AND SAMPLE

3.3.1 Population

The target population of the study was school head teachers, teachers, non-teaching staff and students selected from secondary schools in the three regions of Uganda, which are the central, east and west. This was out of the five traditional regions of Uganda that includes north and south in addition to three already mentioned. The majority of selected schools had similar characteristics.

The researcher included a small group of parents from the schools from the central region as a representative sample of parents across the board. In order to choose a manageable number for the study, the researcher computed the sample size. The head teachers were selected because
they are the chief executives of the educational institutions and also understand the leadership styles they employ in the schools. Teachers were selected for the study because they have different perceptions regarding the head teachers’ leadership styles and how the school is managed.

3.3.2 Sample size selection and sampling techniques

From the target population, a sample of 625 respondents was chosen for the study using Kreijcie and Morgan’s (1970) table for determining the sample size for research activities as quoted by Amin (2005) and which is indicated at the back of the thesis (see Appendix G). From the 625 respondents, purposeful and random sampling was used to select 24 head teachers, 200 teachers and 351 students, 49 parents and 10 officials from the MoES, both from the centre and the districts. Purposive and random sampling was used because they are the easiest sampling methods for choosing appropriate respondents from a target population and systematic random sampling was used to select the students.

Finally, purposive sampling was used to select 10 ministry and district education officials that included 5 members of staff at the centre in the MoES, including 1 assistant commissioner in charge of secondary education, 2 senior inspectors of schools and 3 district education officers. Purposive sampling was used because the researcher felt that the officials from the district education offices and the MoES were vital respondents whose ideas could not be overlooked.

3.4 SCHOOL PROFILES

Care was taken to ensure that all types of schools in the country were represented in the study. In other words, the schools selected included:

- Government aided secondary schools: These are schools which were founded by the Government and other religious organizations, but all of which received government aid in terms of staff salaries and wages, capitation grants, capital development grants
(when funds become available) and any other support as provided by the education sector budget.

- Private secondary schools: These are schools established and managed by private individuals or/and organizations. Some of them are for profit. They do not get any government subsidy. They only benefit from the teachers’ training by the government. The Ministry also provides support, supervision and inspection in a bid to promote effective teaching and learning.

- Private community schools: These are also started by the communities on a private, non-profit basis. They are normally in areas that are not yet provided for by the government.

- Boarding secondary schools: These are schools which provide boarding facilities for the students. The students fully reside at the schools.

- Day secondary schools: These are schools which are available to the students during daytime only. The students, known as day scholars, attend in the morning and return at the end of the day.

- Urban and peri-urban secondary schools: These are schools located in towns and municipalities.

- Rural secondary schools: These are schools found in the rural areas and which are disadvantaged by a lack of amenities such as electricity and piped water. However, there are well established schools found in the rural areas which will be excluded from this definition.

- Single sex secondary schools (both only girls’ schools and boys’ schools): In Uganda there are schools which admit either boys or girls only.

- Mixed secondary schools: These are schools which are open to both boys and girls.

- It should be noted that some of these schools are either ordinary level schools (equivalent to grade ten or junior secondary), or advanced level schools (equivalent to high schools), but this classification was not taken into account for the purposes of this study.
3.5 STAFF PROFILES

The minimum requirement for head teachers in secondary schools in Uganda is a degree. Some have Masters’ Degrees, whilst others are holders of PhD’s. There is no specialized training for head teachers, except that some, who opt for Masters Degrees, can do a course in Management. The teachers are either graduate teachers with degrees or grade five teachers who are holders of Diplomas in Education. The appointment of head teachers is primarily based on the number of years of service. However, they have to be interviewed by the Education Service Commission as well. The same procedure applies to categories of appointment in the service.

3.6 STUDENTS’ PROFILES

Students are admitted to senior one or year one of technical business and vocational education when they are between the ages of 11 - 14 years depending on their areas of study. Students from the urban and peri-urban primary schools join secondary schools when they are still young. A majority of the students, particularly from the economically and educationally disadvantaged areas, join late. Admission of students to different secondary schools is determined by their scores from the terminal examinations taken and also the level of affluence of the parents. Some schools that are ranked higher than others admit only first grade students whilst most rural schools admit third grade students.

3.7 DATA COLLECTION METHODS AND INSTRUMENTS

The data collection methods employed were structured questionnaires, semi-structured interviews, observation and interactions with particularly school leaders and the analysis of documents.

3.7.1 Structured questionnaire

Structured questionnaires were used for data collection from 575 respondents who included 24 head teachers, 200 teachers and 351 students. These structured questionnaires were chosen
because they ensured the confidentiality of responses and saved time. In addition, they are widely used in social science research and education. Kakinda (2000) writes that 90% of the research in the social sciences is conducted using questionnaires. However, the questionnaires were found to be disadvantageous in that many people who received them did not return them timeously. According to Amin (2005), the disadvantage of the questionnaire is a low rate of return. In order to deal with this problem, however, the researcher trained research assistants who were responsible, for amongst other duties reminding the respondents to fill out the questionnaires and to return them in the required timeframe.

The researcher developed three sets of questionnaires (see Appendices C, D, E) for the head teachers, teachers and students respectively. The design of the questionnaires took into consideration the need for both open and close-ended questions. Open-ended questions were included in order to provide the respondents with an opportunity to air their views freely as they deemed fit. The closed-ended questions were also necessary to cover more ground within a limited timeframe particularly for those respondents who had severe time constraints.

3.7.1.1 Head teachers’ questionnaire

The questionnaires for the head teachers (Appendix C) were designed to cover the following issues:

- Demographic characteristics;
- Management training and professional development;
- Characteristics and situation of current school;
- Policy and planning issues;
- Performance of the school;
- Motivation of staff;
- Collaboration and teamwork issues in the school;
- Leadership and leadership style employed;
- Governance and management issues;
- Stakeholder involvement i.e. parents.
The researcher aimed to establish whether the school was well managed, what style of leadership was used and whether the school was able to meet the required standard of performance.

3.7.1.2 Teachers’ questionnaire

The teachers’ questionnaires (Appendix D) also addressed the above issues. In addition, it sought to establish the following:

- Their own view of the school climate;
- Their perception of the head teachers’ leadership styles;
- Professional ethics;
- Staff development;
- Discipline.

3.7.1.3 Students’ questionnaire

The students’ questionnaire (Appendix E) sought to highlight the students’ perceptions about the school and the head teachers’ leadership styles. The questionnaire also aimed to elicit their thoughts about their relationship with both the administration and staff as follows:

- Students’ participation in administration;
- Their learning needs;
- Their relationship with the staff;
- Their perception of the head teachers’ styles and the style of other administrators in the school.

3.7.2 Observation

This is another data collection method that was used to particularly reinforce the information collected through the questionnaires and from the interviews. The researcher carried out observation during the school visits when he conducted interviews with the various participants.
in the schools. As the researcher entered the school, he took note of the physical appearance of the school, the reception at the gate, in the offices and in other places. The researcher observed the culture of the schools, the staff and how they went about their duties. In one school the researcher arrived at the school before 7.00 am in the morning just to observe how the students come in, and at what time they arrived, and when the school manager, the management team and other staff arrived at the school. He aimed to observe how and when the school activities start, and when actual teaching and learning begins.

In other schools, the researcher also interacted informally with staff, attended meetings and had the opportunity to examine how the staff collaborated with each other and also with the administration. The researcher attended classes, and observed how lessons and other co-curricular activities were conducted.

3.7.3 Documentary analysis

The purpose of documentary analysis was to enrich the literature review and also to support the study’s findings derived from the participants’ responses. The secondary sources are good for collecting data for both surveys and ethnographies that are largely qualitative. Gall (1989) adds that documentary evidence is necessary because it provides a rich discourse of facts punctuated with opinions making it useful in cross referencing of present findings.

Documents analyzed included strategic and development plans, mission statements and other official documents from the schools visited. The researcher also took the liberty to examine financial statements and minutes of boards of governors, PTA’s (Parent-Teacher Associations) and even staff minutes. Books on leadership, journal articles, dissertations, newspapers, Internet works, statistics and papers written by prominent scholars and educationists, were also perused by the researcher. Documents analyzed also included policy strategic plan documents of the MoES. Permission to use these documents was sought from the MoES.
3.7.4 Interviews

Interview guides are data collection instruments used through direct and verbal interaction between respondents. They involve the question and answer method of data sourcing. More and more data is collected through in-depth interviews and probing.

Creswell (1994) argues that interview guides are important in sourcing for volumes of qualitative data. 50 respondents were interviewed with each informant given the leeway to choose the convenient time and venue for the interview. Of these, 20 were teachers, 15 were head teachers, 10 were education ministry officials both at the centre and at district levels and 5 were students. In addition to this the researcher arranged two focus group discussions, one for students and another for 40 parents. The informants were notified two weeks in advance about the purpose of the study and the interviews through letters written and sent to them directly. This was after the researcher had secured permission from the permanent secretary of the MoES to conduct the study. The researcher visited all the schools that participated in the study to gain a sense of how the schools were being managed, in addition to obtaining information for the study.

The researcher arranged and conducted interviews with head teachers, teachers and students. The researcher was also able to conduct informal discussions with the deputy head teachers, some other teachers who were not part of the study and other non-teaching staff members, whenever time allowed. The researcher was chanced to visit one of the schools during a general PTA meeting. The researcher also visited another during sports. In spite of the head teachers’ insistence to reschedule the meeting, the researcher requested to have the interview on the same day so as to get a feel of the climate of the school and how they could work collaboratively on such an occasion.

The purpose of the interviews was to establish the leadership styles used by the schools’ head teachers and how they perceived their management approaches in relation to their subordinates. The interviews were also intended to establish from the subordinates themselves, how they perceived leadership styles and approaches used by their head teachers. The interviews also
sought to establish the relationship between the leadership styles used by the head teachers and school performance.

The interview schedules were semi-structured to allow participants to share, highlight and explain their viewpoints, while allowing the researcher to seek clarifications from the participants. The interviews were tape recorded and transcribed to ensure the accuracy of data.

The researcher developed four schedules for the interviews with head teachers, teachers, students and one for the Ministry of Education officials (See Appendices B1, B2 & B3). The interview schedule for the head teachers focused on a wide range of thematic areas that included but that was not limited to the following:

- Head teachers’ management, training and professional development;
- Qualities of a good and effective school;
- Factors affecting school performance;
- Strategic planning and policy processes in the school;
- Leadership styles;
- Management and leadership challenges.

Questions in the other interview schedules were also based on the same thematic areas in the head teachers’ interview schedule. But since all the respondents had an opportunity to provide responses beyond the questions, these just served as guides to the process. The spirit of the interview was that the respondents had to feel free to air their feelings, thoughts, and emotions and to express themselves in the ways they deemed appropriate.

3.8 TESTING VALIDITY AND RELIABILITY OF THE INSTRUMENTS

3.8.1 Testing validity

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. In order to ascertain face
validity, the instruments were constructed and handed to the senior researchers in the school of education in one of the old universities for constructive criticisms. Thereafter, they were revised according to these researchers’ comments.

In addition, content validity was also sought by requesting four experts in the field of study to provide their comments on the relevance of each item on the instrument. The experts were requested to indicate whether the item was relevant or not. The results of their indications were analyzed to establish the percentage representation using the content validity index (Appendix).

The Content Validity Index Formula by Amin (2005) below was used; \( CVI = \frac{\text{No of judges declare valid items}}{\text{total no of items}} \).

<table>
<thead>
<tr>
<th>Valid items</th>
<th>Total items</th>
<th>Rated</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rater 1</td>
<td>37</td>
<td>47</td>
<td>0.78</td>
</tr>
<tr>
<td>Rater 2</td>
<td>33</td>
<td>47</td>
<td>0.70</td>
</tr>
<tr>
<td>Rater 3</td>
<td>45</td>
<td>47</td>
<td>0.95</td>
</tr>
<tr>
<td>Rater 4</td>
<td>41</td>
<td>47</td>
<td>0.87</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td></td>
<td><strong>0.825</strong></td>
</tr>
</tbody>
</table>

From the above results, the validity of the study’s results indicated a validity of 0.825, which is on average 83%, that allowed the researcher to regard the instrument valid as emphasized by Amin (2005).

The content validity for the questionnaire distributed amongst the head teachers was 80% and that for teachers was 70%. Then, the content validity for the interview guide for the teachers was 90% and that of the head teachers was 78%.

### 3.8.2 Testing reliability

Reliability refers to the consistency of the instruments in tapping information from more than one respondent. Through a pilot study conducted on 20 respondents in two schools in Northern
Uganda, the researcher established the reliability of the instruments. Reliability is carried out on case studies that are outside the study.

The results obtained were entered into the computer and correlation was run. The correlation coefficient attained from the teacher questionnaire was .080, which indicated that the instrument was reliable. Then, that of the head teachers was 0.90, which also indicates that the head teachers’ questionnaire was reliable.

3.9 PROCEDURE AND FIELD ADMINISTRATION

The researcher commenced by requesting permission from the MoES to conduct research (Appendix A1) at the selected schools. Upon receiving approval to conduct the research from the directorate (Appendix A2), he also sought permission from schools (Appendix H). Thereafter, he trained field assistants who collected data from the pilot schools, aided him in the collection of data and who were responsible for sending reminders to the respondents to complete the filling out of the questionnaires.

After permission had been granted, he was able to collect data without interruptions. Frequent visits were made to schools for observation purposes. Data collection involved spending two months interviewing the respondents on the basis of the semi-structured interview guides (Appendix B1, B2 and B3) and two weeks filling out the questionnaires (Appendix C, D & E). Raw data was then collated and coded before data analysis was completed. During editing, viewpoints of the respondents that were not clear during the interviews were taken back to them for verification so as to ascertain the meaning of the responses that seemed ambiguous.

3.10 METHODS OF DATA ANALYSIS

Interviews were tape recorded and listened to attentively, identifying emerging themes from the rich data. The questionnaires were also coded statistically. The coded data from the questionnaires was entered into the computer and the analysis carried out according to the
hypotheses of the study. The analysis was done using the Pearson Correlation Coefficient. The rest of the interview data was used to back up the findings of the analysis.

The Pearson Correlation Coefficient is represented as follows:

\[
\frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{n(\Sigma X^2)(\Sigma X)^2 - n(\Sigma Y^2)(\Sigma Y)^2}
\]

\(n\) = number of paired observations
\(X\) = independent variable leadership styles
\(Y\) = Dependent variable school performance in secondary schools
\(\Sigma XY\) = sum of cross products of X and Y.

3.11 ETHICAL CONSIDERATIONS

Since educational research does not occur in a vacuum, educational researchers are constantly interacting with a complex and demanding socio-political environment that influences their research decisions both formally and informally.

To cope with such influences, the researcher followed a number of guidelines in research, which included, amongst others, seeking informed consent of the respondents (Appendix F) and making it known to them that their participation was indeed voluntary. The integrity of the researcher was safeguarded by protecting the respondents from harm, either emotional or physical and by the manner in which the researcher posed questions and reported the findings.

Through the use of consent forms (Appendix F), the researcher was able to acquire the informed consent of all the participants. The researcher also agreed with the participants that they had the right to withdraw from the study at any point in time, and that it was their prerogative to participate or not. Pseudonyms were used in respect of the participants and the schools that were selected for this study. It was stipulated in the consent forms that any information so obtained from the participants would remain confidential between the two parties. The purpose of this was to ensure that anonymity and confidentiality were strictly adhered to. During the time of data
collection, analysis was safeguarded as data stored in the computer using data protection passwords were locked up in the researcher’s office. In this way confidentiality was ensured.

3.12 SUMMARY

This chapter provided a detailed account of the research methodology adopted for the study, data collection methods and instruments, the population sample, the procedures involved, data collection processes and analysis of the data collected. In this research survey, the researcher found the study’s participants very cooperative and the entire research team was able to acquire more information than was expected. Visiting the schools which participated in the research proved a very useful exercise, as the researcher was able to examine the correlation between the research findings from both the quantitative and qualitative approaches applied.

Chapter Four will focus on the presentation, analysis and interpretation of the results.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 INTRODUCTION

The chapter begins by presenting the demographic characteristics of the respondents. This is followed by the presentation of the views of the head teachers on training and professional development. The third section, which is the major part of the study, focuses on the testing of hypotheses of the study. In doing this, the analysis is based on both quantitative and qualitative data analysis and interpretation.

The hypotheses are again stated as follows:

1. There is negative correlation between the autocratic leadership style of head teachers and school performance in secondary schools in Uganda.
2. There is a positive correlation between the democratic leadership style of head teachers and school performance in secondary schools in Uganda.
3. There is no correlation between the laissez-faire leadership style of head teachers and school performance in secondary schools in Uganda.
4. There is a positive correlation between the situational leadership style of head teachers and school performance in secondary schools in Uganda.

4.2 ANALYSIS OF DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

It was important to analyze the background characteristics of the various respondents of the study; that is the head teachers, teachers, students and parents who participated in this study. Their characteristics have a strong bearing on the study’s findings relating to the hypotheses.
4.2.1 Age of teachers

The age of teacher respondents was analyzed. The findings revealed that more than half of the teachers (68%) who participated in the study were between the ages of 31 and 40 years, followed by (20%) between the ages of 25 and 30 years, and a small percentage (12%) between the ages of 41 and 51 years. It is important to note that no teacher was above 50 years of age. The summary of the above analysis is clearly indicated in Table 3.

Table 3: Age of teacher respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30 years</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>31-40 years</td>
<td>136</td>
<td>68%</td>
</tr>
<tr>
<td>41-50 years</td>
<td>24</td>
<td>12%</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>00</td>
<td>00%</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Only 200 teachers returned the filled in questionnaire out of the 240 teachers sampled. The number of unreturned questionnaires was insignificant and could not affect the results. Since the majority of teachers in secondary schools in Uganda are in their thirties (30s) this explains why the study was dominated by participants from this age group. Many of the opinions on the relationship between leadership styles and their influence on school performance in secondary schools emerged from this group of teacher respondents (31-40 years). There were few opinions expressed by the other age groups.

4.2.2 Age of head teacher respondents

Likewise, the age bracket of the head teachers was ascertained and results indicated in Table 4. Judging from head teachers, the majority of them (58.33%) were above 50 years of age. These were followed by head teachers between 41 and 50 years of age who represented (37.51%). The significance of this is that the MoES and the school foundation bodies deploy older people with the appropriate experience and maturity to manage schools and their complex problems. The
high level of experience and maturity of many head teachers was vital in adding value to the trend of findings for this study.

It should be noted however, that while the policy of appointment of head teachers favored those with long years of service and experience, it locked out the young inexperienced but energetic teachers. Some of those with energy and fresh enthusiasm could have performed better if afforded an opportunity to do so.

Table 4: Age of head teachers

<table>
<thead>
<tr>
<th>Age of head teachers</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-40 years</td>
<td>01</td>
<td>4.16%</td>
</tr>
<tr>
<td>41-50 years</td>
<td>09</td>
<td>37.51%</td>
</tr>
<tr>
<td>50 and above</td>
<td>14</td>
<td>58.33%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

It was later observed that many head teachers who were 50 years generally balanced their leadership styles. They used much of the situational leadership approach, because their rich experience has taught them that the situation around the school affects the leadership style of the head teachers. In addition to being older, they have had a chance to work in various schools and have experienced different ways of doing things. The different challenges they have faced at the end of the day have enabled them to mature in judgment. They have come to note that the differences in values, norms and cultures of schools automatically suggest a variation in leadership styles and a proper variation in leadership styles prompts better school performance. One of those veteran head teachers when interviewed had this to say:

“A head teacher cannot boast of one style of leadership. In order to ensure that teachers teach effectively while students study hard, the head teacher should know when to employ the democratic leadership style and when the autocratic leadership style may be appropriate”.
A few teachers between the ages of 30 and 40 years (41.16 %) are rarely entrusted with the leadership of a school. This is because the complexity of this education environment requires some one mature enough, both in age and thought, to be able to make rational decisions. In addition the policy of recruitment of head teachers requires the teachers to have served a given number of years before they can be appointed.

4.2.3 Age of student respondents

The largest proportion of students (88.89 %) was between the ages of 16 and 20 years. Table 5 below highlights the analysis.

Table 5: Age of student respondents

<table>
<thead>
<tr>
<th>Age of students</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-20 years</td>
<td>312</td>
<td>88.89%</td>
</tr>
<tr>
<td>20-25 years</td>
<td>39</td>
<td>11.11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>351</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The study included students in senior three to senior six (equivalent to grades 10-12). This is why the majority of students in the study are between the ages 16 to 20 years of age.

4.2.4 Age of parents

Parents were part of the study because as stakeholders in schools they provided useful insights, into school leadership processes. Their age was also ascertained with a view to establishing whether there are differences in opinions according to differences in age.

Table 6 highlights the analysis of the ages of parents.
Table 6: Age of parents

<table>
<thead>
<tr>
<th>Age of parents</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-40 years</td>
<td>02</td>
<td>5%</td>
</tr>
<tr>
<td>41-50 years</td>
<td>25</td>
<td>62.5%</td>
</tr>
<tr>
<td>50-60 years</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>60 and above</td>
<td>01</td>
<td>2.5%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.00</td>
</tr>
</tbody>
</table>

More than half of the parents who participated in a focus group discussion (62.5%) were between the ages of 41 and 50 followed by those who were between 51 and 60 years who were (30%). 5% of parents were between the ages of 30 and 40 years old.

4.2.5 Experience of teachers

The study included the identification of the teaching experience for the teachers who were part of the study. Out of the 240 teachers chosen for the study, 200 returned the questionnaire, which represents 83.33%. Table7 indicates that more than half of the teachers (59%) had 10 to 15 years of teaching experience, followed by 23% who had 5 to 10 years experience.

Table 7: Teaching experience

<table>
<thead>
<tr>
<th>Years</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 years</td>
<td>04</td>
<td>02%</td>
</tr>
<tr>
<td>5-10 years</td>
<td>46</td>
<td>23%</td>
</tr>
<tr>
<td>10-15 years</td>
<td>118</td>
<td>59%</td>
</tr>
<tr>
<td>15-20 years</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>12</td>
<td>06%</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.00</td>
</tr>
</tbody>
</table>

However, it was discovered that most of the teachers felt that the greater the experience the less the need to use autocratic leadership styles and the greater the use of democratic leadership styles. This is because many teachers who had taught for 10 years and longer detested the use of
strict methods of leadership. They feel that head teachers need to involve them in decision-making, because they also possess some leadership experience. The way the teachers perceived and appreciated the head teachers’ leadership styles varied on the basis of the number of years of service.

Table 8: Teaching experience and impact on leadership style

<table>
<thead>
<tr>
<th>Years</th>
<th>Support for autocratic Leadership</th>
<th>Support for democratic leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 years</td>
<td>04(2%)</td>
<td>00(00%)</td>
</tr>
<tr>
<td>5-10 years</td>
<td>38(19%)</td>
<td>08(4%)</td>
</tr>
<tr>
<td>10-15 years</td>
<td>18(9%)</td>
<td>100 (50%)</td>
</tr>
<tr>
<td>15-20 years</td>
<td>00(00%)</td>
<td>20(10%)</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>02(1%)</td>
<td>10(5%)</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 8 shows that many of the teachers with more than 10 years experience are in support of the democratic leadership style, while many of those who have less than 10 years experience are in support of the autocratic leadership style. The teachers themselves tend to use the autocratic leadership style while enforcing discipline and managing the schools programs, because they want to get “quick results”. One district education officer had this to say:

“*Young teachers prefer the use of coercive means of leadership because they want quick results in order to grow faster through the ladders. But old teachers have seen it all. They think that effective learning is associated with flexible leadership styles, collective involvements and more laissez faire principles*.”
4.2.6 Experience of school head teachers

With regard to the administrative experience of head teachers, it was revealed that a majority of the head teachers had between 10 to 15 years of administrative experience (33.34%) and some had less than 10 years experience.

Table 9: Experience of school head teachers

<table>
<thead>
<tr>
<th>Years</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5 years</td>
<td>02</td>
<td>8.33%</td>
</tr>
<tr>
<td>5-10 years</td>
<td>02</td>
<td>8.33%</td>
</tr>
<tr>
<td>10-15 years</td>
<td>08</td>
<td>33.34%</td>
</tr>
<tr>
<td>15-20 years</td>
<td>06</td>
<td>25%</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>04</td>
<td>16.67%</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100.00</td>
</tr>
</tbody>
</table>

4.2.7 The impact of gender in education on school leadership

The researcher included the gender of the respondents in order to establish the magnitude to which each of the sexes influences leadership and performance in secondary schools. A question was posed as to how much more effective female head teachers were in leadership and performance. It was then established that female head teachers tended to be better leaders in the field of financial and personnel management. The researcher also established that female head teachers were more liked especially in mixed and girls schools. In a focus group discussion one of the parents had this to say:

“Female head teachers tend to be better leaders because as female they tend to think people regard them as a weaker sex who cannot even manage a school. With this belief at their back, they tend to be very hard working in order to fight the
stereotype. Subsequently, female head teachers become better leaders in the end as they fight male domination”.

There are gender disparities in the use of leadership styles. This study has indicated that female head teachers tend to be better administrators mostly in mixed and girl schools compared to male head teachers. Furthermore from interviews it emerged that female administrators employ more participative methods of leadership including counseling and guidance of teachers and students than male head teachers.

4.3 HEAD TEACHERS’ TRAINING AND PROFESSIONAL DEVELOPMENT

The interview responses to the question: “What are your highest academic and professional qualifications?” indicated that head teachers were well trained as teachers, but not as school managers. Indeed it is true that most head teachers leave their classrooms to become school head teachers. In Uganda, and indeed in many other African countries, head teachers are not formally trained for leadership roles that they must perform. A few had been deputy head teachers before, so they acquired some skills in case they happen to have served under knowledgeable head teachers. Unaware of what lay before them, and what their schools stand for, most head teachers start headship without knowing what values are required of them. The possibility that this could be the reason for poor school performance cannot be ruled out.

Head teachers were also asked if they had ever taken any specialized management or leadership training. In response to this question only 2 head teachers out of the 24 had received such training with both having attained Masters Degree in Education Administration and Planning. However, this was a more general administration course, which might not have imparted the necessary management and leadership skills.

Head teachers were further asked if they had been given induction management training on being promoted, or had an opportunity later while serving as head teachers. Again, a majority of the head teachers had neither received induction management training nor in-service training courses.
4.4 QUALITIES OF AN EFFECTIVE SCHOOL

Interview responses to the question: “What is a good and an effective school?” All head teachers gave almost similar responses by referring to strong leadership, discipline and hardworking staff, supportive parents, discipline and committed students and a strong culture where students are self motivated to do things on their own. These features identified by the head teachers were almost similar to the characteristics of effective schools by Edmonds (1979) as reported in Lockheed and Levin (1993:5), as follows:

(a) Strong leadership of the principal;
(b) Emphasis on mastery of basic skills;
(c) A clean and orderly school environment;
(d) High teacher expectation of student performance;
(e) Frequent assessment of student progress.

On strategies to make their schools good and effective ones, head teachers gave responses ranging from transformation to building a new culture characterized by among others, inculcating a spirit of self-instruction among learners. Some head teachers were too pessimistic in that they contended that whatever they did their schools would never be regarded as good schools. The reasons provided range from a severe lack of resources to carefree parents. One of the head teachers had this to say:

“…. Apart from lacking all the basic facilities, this school has parents whose attitude to education is so poor that some of them have never stepped at the school. Even when you invite them they cannot come”.

On a more positive note, another head teacher who considered teachers as the most critical resource for improved school performance, had this to say:
“Within the next two years I will be able to turn around the school. As soon as I was posted to this school my first action was to ensure that I get adequate number of teachers. Although not yet the right number I want, we shall be able to make a difference. My emphasis now is to ensure effective teaching and learning”.

All head teachers, however, asserted that a head teacher has a very crucial role to play in school effectiveness.

“The head teaches is the driver; if he is visionary and committed, things will move. For example in this school, there was a culture of “I do not care attitude”, but now we are working together at changing that. We are trying to move away from working as individuals to working as teams collaboratively. Once the teachers saw that I am with and for them, all started working hard. This school will soon be one of the best schools in the country and of course very effective”.

4.5 THE IMPACT OF SCHOOL CULTURE ON SCHOOL PERFORMANCE

One cannot rule out the role of culture in ensuring effective school performance. According to Barney (1986), cited in Naluwemba (2007), culture is a complex set of values, beliefs, assumptions, and symbols that define the way in which an organization conducts itself to achieve its goals. In this sense, culture has a strong influence on an organization like a school. The core element of organizational culture is shared values (Daft, 2002; Wiener, 1988).

Through the school’s vision, mission, values and traditions, a well-built culture of excellence and discipline plays a pivotal role in the enhancement of the school’s progress. Indeed, schools with a strong culture of excellence will always remain so irrespective of a change in headship and leadership style. In a focus group discussion, one of the parents commented:
“We are proud to send our children to good performing schools. We do not mind about the fees paid but to find whether the school’s culture of success is strong as ever before. Some of our schools are schools that have always excelled academically because of their strong culture of working hard, intolerance for undisciplined students, moral values and the strive to keep among the top academically excelling schools in the country”.

It was also revealed by the head teachers that most of the schools had mission and vision statements which had been collaboratively developed. On how the mission and vision leads to school excellence, the head teachers replied that the mission explains the reason why such a school is in existence whilst the vision stipulates where and what the school aspires to. On how the vision influences academic excellence, one of the head teachers revealed the vision sets standards and helps to galvanize the efforts of all staff towards a common goal. One of the respondents said the following “where the vision is well articulated and translated in all the school activities, the school must achieve its objectives”. Finally the last head teacher pointed out that the vision inspires them to strive to achieve, whilst a teacher in the same school argued that the vision provides the focus for all members of the school.

An analysis of the participant’s viewpoints reveals that the collaborative development of the mission and vision statements was reflected in the kind of leadership in the school as a whole. It was also revealed that where the vision and the mission are well articulated and translated in the school, it was likely that stakeholders in such a school are likely to be more focused and therefore, likely to achieve the school’s objectives. All this translates into improved school performance.

4.6 LEADERSHIP STYLE AND SCHOOL PERFORMANCE
The hypotheses of the study were tested and results recorded accordingly. However, before ascertaining the values of each hypothesis the researcher sought to establish the general relationship between leadership styles and school performance in secondary schools. This finding was necessary to compare results from the independent variable—leadership styles and those from the exogenous variables so as to determine which variable has a greater influence on school performance. The results in Table 6 indicate that the R-square, as computed using the regression, is 0.328 showing that the predictor variable, represented by leadership styles, contributes less than a half (32.8%) to student school performance in secondary schools.

Table 10: Model summary

<table>
<thead>
<tr>
<th>Model 1</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of estimate</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.615</td>
<td>0.328</td>
<td>0.241</td>
<td>2.6770</td>
<td>0.328</td>
</tr>
</tbody>
</table>

a. Predictors (Constant), Leadership styles

However, as highlighted in Table 10, the regression coefficient (R) is 0.615 or 61.5%. There is thus a strong relationship between leadership styles and school performance in secondary schools in Uganda. In other words, school performance in secondary schools may be explained by the prevailing style of leadership.

However, the extent to which leadership styles contribute to school performance is weak denoting a coefficient of determination of 0.328 or 32.8%. Leadership style may be a strong factor accounting for improved school performance, but its degree of influence may be limited if the school does not have good teachers, funding is limited, the head teachers lack experience and the culture of the school is poor. The rest of the 67.2% is the extent to which extraneous variables like the quality of teachers, availability of school facilities, instructional materials and experience of head of school, school culture and nature of students contribute to the school’s performance. This implies that the contribution of leadership style to school performance is below average. It takes more than leadership styles to have an effective school system. From the
findings it should be noted that although very important, leadership style alone couldn’t influence school performance in secondary schools. It requires a combination of factors, which are essential to school performance. In an interview, one head teacher had this to say:

“One cannot rule out the culture of the schools in ensuring effective school performance. Indeed, schools with strong culture of excellence will always remain so even if the leadership style is changed”.

Without the involvement of parents in the management of schools or even the proper motivation of teachers, good quality of teachers, availability of facilities, schools cannot have better academic results much as they have leaders who have effective leadership styles to ensure good academic performance. Others confirmed this argument:

“School excellence means more than leadership. It involves the identification of appropriate teachers and facilities to enable students excel”.

More so, parents play a vital role in the school system by, amongst others, encouraging their children to read and also encouraging the teachers to work towards academic excellence. Usually, teachers who are well motivated and paid well will work with devotion in order to ensure effective school performance.

4.7 THE RELATIONSHIP BETWEEN THE HEAD TEACHER’S LEADERSHIP STYLE AND SCHOOL PERFORMANCE

In order to establish whether there was any kind of relationship between performance and the leadership style, the participants were asked whether the head teacher’s leadership style had an effect on the overall performance of the school.
A number of responses were elicited from the participants. In Case A, the head teacher pointed out:

“If the head teacher’s leadership style is bad or when there is no consultation with teachers in issues pertaining to teaching and learning in the school, it might be difficult for the school to achieve its objectives”.

Teachers in the same school reiterated the same views. The teachers pointed out that in most schools where the head teachers had some kind of cooperation with the teachers and the students, there was commendable performance. Similarly, the students interviewed were of the view that poor leadership and a lack of communication and effective consultation was responsible for the strikes in schools. The findings from the teachers and student seem to be in agreement with D’Souza’s (1994) conclusion that building a strong sense of educational development in school ownership structures may lead to the realization of school improvement.

In Case B, the head teacher pointed out:

“Leadership is critical in the school and because of this we are for democratic leadership. This is because we want to build a collaborative relationship in the school. This has helped to create teamwork and as members of the school we can easily work together, and in so doing we have been in position to produce good results”.

In order to triangulate the findings from the head teachers, it was deemed fitting to establish the views of the teachers. The responses from the teachers indicated that their participation was recognized when the students performed well. During the evaluation of results in the staff meetings, the head teachers and the SMT would always call upon the teachers to identify the reasons for the poor performance in the school. When the problem had been identified, teachers and the head teacher and if necessary, parents would sit together as a team to solve the problem.
In most cases they would agree on extra tuition for relevant candidate classes and learners. This, according to the teachers, had gradually improved the academic performance in the school as a whole.

An analysis of the teachers’ responses reveals that in this school there was a collaborative style of leadership.

Another head teacher pointed out:

“If one’s style of leadership is involving, then it must result in a very good performance. If there is a lot of dictatorship, a lot is likely to be withheld from teachers or teachers may preserve certain aspects for themselves. For us the system we have is to involve all the teachers. The purpose of this is to create ownership so that we either sink or float together. So when everybody owns such policies like assessment, then good performance is likely to be achieved”.

The researcher also had the opportunity to consult the teachers in the same school. The teachers pointed out that the head teacher could not avoid consulting them especially as far as the procurement of textbooks was concerned. It is only through consultation with teachers that the school performance could be improved.

The views expressed by the participants seem to be in tandem with Day and Harris’s (in Frost & Harris, 2003) conclusion that teachers have leadership capabilities waiting to be unlocked and engaged for the good of the school. Frost and Harris (2003) conclude that enabling teachers to exercise leadership is an essential dimension of capacity building in the school.

Similarly, in Case D, the head teacher revealed that there is a positive correlation between the leadership style of the head teachers and performance of the school. This is because when you have good leadership everybody is likely to be involved and where everybody is involved, there
is likely to be accountability. Having good performance is part and parcel of being accountable. So the leadership style matters in improving performance.

An attempt was made to talk to the teachers in order to verify the head teachers’ findings. The teachers revealed that the head teacher did consult them especially on issues concerning academic progress, more especially on issues concerning management of student preparation time, issues on co-curricular activities, challenges affecting particular subjects, issues related to the inter-school exchange programs such as seminars and study tours and the purchase of the various academic facilities such as textbooks. On how this had influenced performance, teachers pointed out, that adequate consultation has enhanced cooperation between the students, teachers, head teachers and parents. This has gradually improved academic performance.

An analysis of the viewpoints of the participants revealed that in this school there was consultation among the stakeholders in matters concerning teaching and learning. Lastly, the head teacher of another school revealed that “where” the head teacher is conversant with the work in the school and involves others this will be reflected in the performance of the school. So the head teacher whose approach is bottom up is likely to be more successful.

From the above therefore it was worth noting that the democratic leadership style can yield better school performance if properly implemented.

4.8 AUTOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated as follows: “There is no correlation between the autocratic leadership style of head teachers and school performance in secondary schools in Uganda”. The autocratic style of leadership refers to a situation whereby a leader issues close instructions to his subordinates and makes most of the decisions by him (Ezenne, 2003). It was necessary to ascertain the levels at which the autocratic leadership style singularly influences school performance in secondary schools. The data was analyzed by means of a computer program and the Pearson Product Moment Correlation Coefficient was used to analyze the relationship
between autocratic leadership and school performance. Table 11 shows the correlation coefficient results from the Pearson Product Moment Correlation Coefficient (see results in Table 11).

Table 11: Correlations for autocratic leadership style and school performance

<table>
<thead>
<tr>
<th></th>
<th>School performance</th>
<th>Autocratic leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1.000</td>
<td>-0.65</td>
</tr>
<tr>
<td>Sig (1-tailed)</td>
<td>-0.65</td>
<td>1.000</td>
</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Table 11 indicates the Pearson Product Moment Correlation Coefficient results for the relationship between the autocratic leadership style and student school performance from the teachers’ questionnaire. From the analysis it is clear that autocratic head teachers negatively influence (-0.65) school performance because they adopt harsh leadership styles which are widely detested by the teachers and students alike. The hypothesis as stated has been upheld and proven. This implies that the more autocratic styles are used, the poorer the school performance. According to Charlton (2000), head teachers who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used.

From the documentary evidence in a paper by Nsubuga (2005) entitled “Leadership potential for school head teachers”, presented at a workshop of head teachers organized by the Ministry of Education in 2005, it was further indicated that:

“Students hate harsh administrators who make their academic performance record decline tremendously. Likewise, teachers do not want commanding authority. Such authority makes them lose morale and they neglect their duty
In much the same way, descriptive statistics computed regarding the parents’ opinions on the use of the autocratic leadership style to enhance school performance, provides the same results. Parents perceive the use of the autocratic leadership style in enhancing school performance in a negative light. Students need guidance and counseling into the learning process other than coercing them to learn.

Table 12: Descriptive statistics showing parents’ opinions regarding the use of autocratic leadership style to enhance school performance

<table>
<thead>
<tr>
<th>ITEM</th>
<th>A</th>
<th>D</th>
<th>SA</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic leaders use force to get things done. This leads to low performance</td>
<td>24</td>
<td>2</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>5%</td>
<td>22.5%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Autocratic leaders cannot ensure effectiveness because they are too strict</td>
<td>25</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>62.5%</td>
<td>25%</td>
<td>25%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Autocratic leaders exert unnecessary authority which discourages teacher performance</td>
<td>20</td>
<td>10</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>25%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>Autocratic leaders use a commanding language to ensure results</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>25%</td>
<td>25%</td>
<td>00%</td>
</tr>
<tr>
<td>Autocratic leadership is necessary to get people work as expected</td>
<td>02</td>
<td>18</td>
<td>11</td>
<td>09</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>50%</td>
<td>40%</td>
<td>8%</td>
</tr>
<tr>
<td>Autocratic leadership cannot work in a school environment</td>
<td>10</td>
<td>10</td>
<td>05</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

A=Agree  D=Disagree  SA=strongly agree  SD=Strongly Disagree
According to Table 12, several items indicated the negative perception of parents relating to the autocratic leadership style and its impact on the school’s performance. Parents ranked the items according to the levels of agreement. Later on, the results were summarized and placed in table 12 to show the levels of agreements. From the results obtained a majority of the parents disagree (72%) that the autocratic leadership style is necessary in order to enable people to work as expected. Autocratic leaders, according to parents, are too strict to ensure effectiveness.

From the focus group discussions conducted with the parents, it was established that all the participants were of the view that where some head teachers adopt an autocratic leadership style, the school may not obtain good results. In one of the schools where this kind of leadership was practiced, one of the teachers said:

“Some time back the head teachers used to make decisions regarding time management in the school single-handedly”.

He went on to reveal that:

“There is no way the head teacher could decide on time management especially on decisions regarding the management of student’s preparation time at night without the teachers’ input. Such a decision must be explained so that it is conceptualized by all of us”.

Another teacher also reiterated that:

“The head teacher forced us to stay at school even when we did not have classes to teach that particular day. But because we had to succumb to the head teacher’s decisions we had to come to school but it did not yield much positive results. We always came to school to gossip, chart and play but there was
no concern for attending to students all the time. As a result, school performance declined”.

The same teacher reported how he had suggested the need for teachers to visit other schools so that they could learn new ideas on how things are done in other schools. After discussing it in a staff meeting, the head teachers agreed and the suggestion contributed to a gradual improvement in the school’s performance.

One of the head teachers was asked whether during her time of leadership, she used the autocratic leadership style. The head teacher replied:

“Yes, but the magnitude of my directives has not been very forceful. This is because I tried to convince my staff of what I think should be the right thing and eventually they get to think the way I do”.

Another head teacher on discipline asserted:

“When discipline is compromised I have no choice except to put my feet down. I am very strict on this and am known for this”.

Another head teacher replied:

“There are situations when you have to take decision without consultations or when you feel consulting will delay the process of decision making so under such circumstances I have to dictate”.

Similarly, another head teacher replied:
“I use autocratic leadership style when I feel that Government policies which I’m supposed to implement have been compromised. For example, if teachers or my parents want to pass a decision that is in conflict with the implementation of the Government policy on the USE, I advise them accordingly, but I have also to insist that the policy takes precedent”.

From the above, it is clear that the autocratic leadership style was used in schools although it was not a common practice. This kind of leadership was used under various circumstances especially when policies had been compromised.

An analysis of the views from the participants revealed that in some schools there was a top down leadership style, which in this study is characterized as the autocratic kind of leadership. It has also been observed that whereas it might be easy to initiate and implement changes from above, sustaining them over a long period of time might be a bit difficult. In most cases, decisions might require a bottom up approach. That is why when it was suggested by the teacher in the staff meeting that they visit other schools to establish how they are being managed in order for them to learn and borrow good practices for school improvement, the idea was accepted. It was discussed in the staff meeting and the head teachers agreed. Subsequently, there was a steady improvement in the school’s performance.

It was also established that student leaders, too, did not favor autocratic leaders, because such leaders are believed to be harsh towards students and decisions are in most cases self-centered. This is also in conflict with students.

In cases where the school’s stakeholders have an interest in the school they contribute to the academic excellence of a school as a whole. It is not wise to adopt the autocratic leadership style because this style denies collective involvement and participation.
The views from the participants on the relationship between the autocratic leadership style and school performance seemed to indicate that where autocratic leadership was practiced it was not very easy to come up with very good performance in schools. For example, one head teacher said: “Sometimes head teachers who use autocratic style of leadership might get good results. This is where the staff needs coercive methods for them to be able to do the work as required. This normally happens where the majority of staff members are young and inexperienced.” This argument is supported by Sashkin and Sashkin (2003:25) as follows:

“When an employee is not ready, that is, has inadequate skills and lacks motivation to get the job done, the appropriate leadership strategy, according to the Hersey-Blanchard theory, is to be very directive”.

In such a situation he goes on to explain, that the supervisor, in this case the head teachers, tells such teachers what to do, how to do it, and supervises them closely to make sure the work gets done as required. It is also not uncommon to find staff who know what to do, but won’t do it. This is as McGregor (1960) explains in his Theory Y, that human beings are lazy, dislike work and that they will only work when coerced to do so.

However, some people can also work without being coerced. This is especially the case with mature teachers, particularly if they are motivated. But even in the case of young teachers who are willing and ready to work the emphasis should be on encouragement and motivation. Sashkin and Sashkin (2003:25) posits: If there is some readiness, evidenced by willingness (motivation), but inadequate skills, the supervisor becomes a coach, guiding the employees through the details of the task while providing encouragement. In that case, the leadership approach is based on giving support, whilst refraining from giving directions. This is because employees, like teachers, need good motivation and support, but this can only be attained by having a very good head teacher with a good leadership style.

The views of the participants were also found to be in agreement with Frost and Harris’s (2003) conclusion that in order to build capacity in schools it is important that all teachers are afforded
opportunities to exploit their potential so as to bring about change and development in schools. It has been demonstrated that the quality of leadership matters in determining the motivation of teachers and the quality of teaching and learning in the classroom.

4.9 DEMOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated: “There is a positive correlation between the democratic leadership style of head teachers and school performance in secondary schools in Uganda”. In order to examine the extent of the relationship between the democratic leadership style and performance, the analyses were performed using the Pearson Correlation Coefficient. The scores obtained on the independent variable (democratic leadership style) were correlated with the predicted variable school performance.

The coefficient of determination in the relationship was established. In subsequent steps, data was collected on the dependent variable school performance and then correlated with that of the independent variable democratic leadership style.

From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was observed that there is a positive moderate (0.48) relationship between the democratic leadership style and performance in secondary schools in Uganda. Table 13 below shows the correlation results as indicated by head teachers. This indicates that the hypothesis as stated above has been proven.

Most school head teachers use the democratic leadership style compared to other leadership styles. Schools are composed of intelligent people whose ideas are quite crucial in the day-to-day operation of the same schools. Teachers, students and prefects, for example, have the capacity to advise effectively on academic matters. This has pushed many school managers to rely heavily on participatory governance mechanisms or the democratic leadership style.
Head teachers contend that democracy is the best leadership strategy for school environments. With the democratic leadership style, decisions are made democratically by the group, encouraged and assisted by the leader. Decisions on various activities in the organizations are made after communication, consultation and discussions with the various members of the organizations. In the democratic style of leadership, the leader also delegates some of his responsibilities to his subordinates, providing them with the opportunity to participate in the organizational decision-making after they have been discussed (Ezenne, 2003). Similarly, in terms of the democratic leadership style, there is high cohesion and involvement in the affairs of the institution, and staff members show a positive attitude towards their leaders (Smith et al., in Ezenne, 2003). The democratic style of leadership uses discussion and bargaining to arrive at decisions. This generates high morale among staff and promotes greater group productivity (Ezenne, 2003). So in order to ascertain the aspects of democratic leadership, structured interviews were administered among selected participants. The interviews intended to establish the perceptions of head teachers in relation to the democratic type of leadership, why they use it, when it is used in schools and the relationship between the democratic leadership style and school performance. One of the participants had this to say:

"Schools are systems with parts that are interrelated. The head teachers, for example, need effective teachers in order to ensure academic excellence. The head teacher can only achieve academic excellence when the quality of teaching
exhibited is reasonable and up to the required standards more so, teachers too need the students’ cooperation and initiative in order to enhance academic performance. Lastly, the head teachers and teachers need the parents in order to share information on student progress and at the same time to get financial assistance for equipping the school with instructional materials. Later on with the infrastructural development parents are also critical friends of the school who are able to identify what is not going well and assist accordingly”.

The participants in this study asserted that the views of all stakeholders in the school are important. For example, the head teachers in Case A pointed out “the style of leadership is critical to school performance, how leadership is implemented and how the people respond and influence each other is very important”. In order to understand the role of leadership in the school, the researcher triangulated the findings from the head teachers by cross checking with the views from the teachers and students.

The teachers were asked to describe the leadership style of head teachers and this is what one of them said:

“He sustains the cordial relationship between the teaching, non-teaching staff and support staff. In addition, he sustains public relations with the community. This is because if the public relations in the school is poor; the head teacher cannot deliver on good performance and hence cannot be labeled as a good one. And a good head teacher invites everybody to participate. He does all this, but the management style must focus on good school performance”.
So teachers are encouraged to have an input on issues pertaining to the performance of the school. The head teachers also establish teamwork among the teachers and act as coaches. **On reflection of the teacher’s remarks, it can be concluded that the head teachers enjoy working with the staff and facilitating teamwork.** This might therefore mean that these head teachers believe in teacher leadership. With teacher leadership, there is always the use of the power of teamwork so that people can benefit from each other’s strengths and synergy. This style of leadership also reflects invitational leadership. Usually in invitational leadership leaders invite others to participate in decision-making. So in this study, there was some evidence of democratic leadership. In response to a question on when head teachers consult the teachers, the teacher responded that it was on every Monday during staff briefings. Here the head teachers consult with the teachers on issues pertaining to the management of the school. It was also revealed that consultations are made during the departmental meetings and subject meetings as well.

Relating specifically to what issues teachers got involved in, the teacher responded as follows:

> “Sometimes as a group in the school you may need to come up with a common position. In this case committees like the disciplinary or academic committees are formulated. These come up with proposals on how we can solve problems especially the discipline and academic problems. For example before the academic assessment, the academic committee sits to make recommendations, which are presented to the staff meeting for approval”.

Consultation is critical if the school is to succeed. So in this study, the researcher sought to understand the teacher’s perception on the importance of consultation. One teacher had this to say on consultation:

> “Consultation in a school setting with the subordinates is critical because it helps to move as a team and to avoid
An attempt was made in this study to establish the teachers’ perceptions on the role of leadership in the vision and mission in the school. This is because the mission clearly explains the purpose of the school’s existence and the vision charts the way forward for the actualization of the mission. So in this study, it was the intention of the researcher to establish whether teachers were aware that the school had mission and vision statements and how these were developed. The teacher replied:

“The school has a mission and the vision, but I cannot remember it”.

It was also established that the head teacher individually developed both the vision and the mission. Perhaps this explains why the teacher could not remember them.

Planning is crucial for the success of the school. So in order to establish the planning process in the school, the teacher was therefore asked whether there was any planning in the school, what the school planned for and who was involved in the planning processes and why. The teacher revealed that planning was normally done at the beginning of the year, although there were other planning frameworks in the school, such as the five-year strategic and development plans made at the board level, which guide the direction of the school. But at the departmental level, HODs plan for the materials to be used and they submit them to the head teacher.

When questioned as to why the HODs were involved, the teacher said that since they are the implementers of the school policies, it was important for them to be involved at the outset. At the board level, it is important to involve all stakeholders, because these are interested parties and therefore their interest must be protected. They are involved in planning partly because they are accountable to the stakeholders.
When asked what the role of leadership in the school planning process was, the teacher responded that it was meant to basically provide direction and to facilitate the planning process. So the fact that the planning process was collaborative is an indication of participatory leadership.

Leadership of the school is critical to its performance. So in this study it was the intention of the researcher to establish from the teachers the role of leadership in as far as school performance was concerned. The teacher replied:

“To maintain good reputation of the school, educational excellence, and to involve all stakeholders in the management of the school”.

On the relationship between leadership style and performance, the teacher had this to say:

“… through supporting and encouraging teamwork good cooperation, good remuneration of all the staff, motivation of the staff and students. The school has come to be among the best schools in the country. At least it is among the best fifteen schools in the league tables. And because of this, it is now attracting the best students from all corners of the world. It is apparently clear that leadership in this school was purely democratic. There was also a collaborative arrangement in decision-making across all levels in the school. This in turn has led to the good performance of the school”.

Similarly, in Case B, the head teacher responded: “the head teacher’s leadership skills are very critical. The head teacher’s sharing of the vision with the rest of the school community is important in leadership.” This is very true in a school context; leadership is about sharing the vision with the school community. However, this can effectively be done when there is some kind of collaboration in a school in as far as leadership is concerned. This is in tandem with
Ezenne’s (2003) conclusion that leaders usually establish directions by developing visions for the future in an organization. In Case C, the head teacher pointed out that:

“Leadership in a school is very important, especially the consultative or participative leadership”.

On why this was so, the head teacher revealed:

“The participative kind of leadership creates ownership of policies and programs in a school”.

When teachers in a school are involved in decision-making, they will own the decisions and therefore the policies in the school. In addition, the democratic style of leadership can create teacher leadership. Teacher leadership refers to the behavior that facilitates principled pedagogic action towards whole school improvement (Mujis & Harris, 2002). It is about teachers’ choices in initiating and sustaining change in schools (Durrant in Frost & Harris, 2003). So the democratic kind of leadership in a school can bring about distributed leadership where teachers may take on their own initiatives. This might also create motivation amongst teachers, which eventually may lead to good school performance.

The message on the basis of the views of the participants is that leadership in schools is critical. All the participants seemed to imply that effective leadership is needed in order to give direction. This is in tandem with Adair (in Law & Glover, 2002) who conclude that effective educational leaders give direction, e.g. finding ways towards generating a clear sense of direction, identifying new goals, offering inspiration to followers and building teamwork.

In order to elicit the head teachers’ perceptions about the kind of leadership that they used in schools, interviews were administered amongst themselves. From the responses that were elicited, the democratic style of leadership was the most preferred. The head teachers in Case A pointed out the following:
“Personally I prefer the democratic style of leadership, but at times I am forced to use a different style of leadership depending on the situation. I use the autocratic where people fail to meet the deadlines or where the school policy is compromised”.

In Case D, the head teacher revealed:

“I use the democratic style of leadership. Teachers have to be involved in decision-making. I believe that when teachers are involved, they then get to own the decisions in schools. But depending on the situation I vary the kind of leadership between the democratic and the autocratic. When the teachers become complacent especially the old ones, my decision is final, but this is very rare as most of us in the school always do agree”.

More or less the same ideas were expressed by one of the female teachers in the same school. In a bid to describe the head teacher’s leadership style the teacher had this to say:

“I think her style is the delegation style. She delegates. She lets other people tackle the mantle, although on some issues, she will dictate. But she is not so flexible; she may give you the opportunity to speak but she will not change her mind. So the satisfaction you get is having expressed your mind”.

The teacher pointed out that another important function of head teachers as leaders is delegation. Delegation is the process of relinquishing decisions and tasks to others. It is one of the dimensions of democratic leadership, which includes distributing responsibility among members of the school organization, empowering these members, and aiding their participation (Gastil in Ward & Macphail-Wilcox, 1999). Asked on what and when she delegates, the teacher replied:
“Deputy head teachers are given powers to conduct meetings or at times different people are put in charge of different assignments. For example, the discipline and academic committees can decide the fate of students on behalf of the head teacher.”

In response to why she thought that delegation was important, the teacher revealed:

“It helps the head teachers to relax but more importantly to develop other peoples’ skills. It makes other people responsible and accountable to what goes on in the school. In addition, delegation helps expediting the decision making process”.

In terms of how she would describe the kind of leadership style employed in the school, the teacher replied that it was approximately 60% democratic and 40% dictatorial. She would, however, have preferred a scenario incorporating 80% of the democratic approach and 20% of the autocratic approach, and that autocratic leadership should be only used when it is absolutely necessary.

Relating to when teachers get involved in decision-making, it was reported that it was usually during planning meetings at the beginning and end of the term. It was also learnt there were heads of department meetings and Monday briefings and whenever issues arose, teachers would be consulted.

On whether consultation of teachers was important, the teacher revealed that teachers are implementers of most of the decisions in the school. So if they are not involved they might not do what they would otherwise have done if they were not consulted.

In response to whether there was any relationship between the head teacher’s leadership style and the performance of the school, the teacher responded as follows:
“Because of the democratic leadership, people give ideas and on many occasions such ideas are adopted by leadership in the school. This kind of leadership brings about teacher empowerment, which eventually might lead to improved school performance”.

An analysis of the teacher’s responses reveals that their head teachers used two types of leadership styles. There was evidence of the democratic and the autocratic style of leadership. It was also revealed that the democratic style of leadership was favored when compared to the autocratic one. It was also established that when the democratic style of leadership was used, it was more likely to have better school outcomes. This is in agreement with Ward and Macphail-Wilcox’s (1999) conclusion that working with stakeholders to set school improvement goals and plans for achieving them, and involving stakeholders in school planning and decision-making are key indicators of school improvement.

The head teacher in Case C pointed out:

“I am very democratic. My only role is to provide direction of what has been discussed. Teachers come up with ideas and I also contribute”.

The head teacher also pointed out:

“The environment in the school at a particular time may dictate the kind of leadership in a school. So this means that I vary leadership depending on the situation”.

Similarly, another head teacher revealed:
“There are times when I have to push things from top down especially when there is laxity among teachers. Under such circumstances, the democratic style may not be used”.

In order to establish the perceptions of the teachers with regard to the head teacher’s leadership style, one of the teachers responded as follows:

“The head teacher’s leadership style is funny and unique. The head teacher alone does everything. Relationship with the teachers is poor; therefore his leadership style is dictatorial. You will not discuss anything with him and you succeed, save what he wants. As a result of that teachers’ involvement in decision-making is not voluntary except on his request. Therefore teachers cannot initiate anything”.

On whether, it was important for teachers to get involved in decision-making, the teacher replied:

“Teachers are part of the administration, so in order for the schools to run efficiently, teachers’ involvement is critical. On whether the school has the vision, the teacher revealed that there was something like the vision but it is not public and therefore, I don’t remember it.”

On how the school engages in the planning process, it was established from the teacher that the school is supposed to have a work plan, but unfortunately this does not exist. The head teachers generate plans and budgets on their own without even involving the HODs. On why teachers should get involved in this process, the teacher revealed that teachers are implementers. You cannot implement something, which you have not planned for.

On whether there was any relationship between the head teacher’s leadership style and performance, the teacher revealed there is a high correlation between the two. For the school to
perform well there must be good management, who are eager to implement strategies that would lead to the school’s success. The teachers’ direct words are as follows:

“So if leadership is not good you do not expect effectiveness in the school. So in this case, the quality of leadership matters”.

In order to establish whether there was any relationship between the autocratic style of leadership and school performance, the researcher asked the teacher how the autocratic leadership style of the head teachers had affected performance. The teacher replied:

“To some extent, there is a correlation. This is because in dictatorial there is no free and fair decision-making, planning and obviously implementation is also affected since people will not be willing to work people cannot be forced to do things they do not want.”

Another head teacher in Case D revealed:

“I engage my teachers. I consult them and delegate work to them”.

A teacher in the school was asked how he perceived the head teachers’ leadership style. The teacher’s response indicated that the head teacher appeared to have two styles of leadership; sometimes he is democratic and on other occasions he is autocratic. On the issue of flexible leadership styles, the head teacher further argued:

“If you are to get results, you must use a mixture of them. The best is being democratic, but there is need to vary them depending on the situation. This you must do even if it means convincing them to think like you do”. 
When one of the female teachers was asked how she could describe the head teacher’s leadership style, she responded:

“She tries to involve the teachers in decision making though at times teachers are left out of the decision making circle, but she tries”.

As to why it was important for teachers to get involved in decision-making, the teacher pointed out that it was necessary for effective participation and performance. Teachers’ involvement also creates ownership of decisions and so teachers feel free to accept them. It was also learnt from the teacher that teachers in this school get involved in decision-making when they are called upon. Also where there is room, teachers take initiatives, but more especially when called upon to do so. On whether the school has had a mission and vision statement, it was found that the school had both a mission and vision statement although the teacher could not remember them. On the role of leadership in the vision and mission process, the teacher replied:

“Role of leadership is to put measures in place so as not to be derailed, and to remain focused on what is aimed at. So it is to provide leadership or direction”.

On whether, the school engages in participatory planning at all, the teacher revealed that the school plans for curriculum delivery, and that teachers in the department participate in planning for their departments. They plan because they know the level of the students and the contents to cover. It was also reported that the deputy head teacher was involved in the supervisory role of planning; ensuring that what is planned for is harmonized with adequate resources. But the head teacher is the overall supervisor. In addition all stakeholders are involved. So there is collaborative planning.

On whether there was any relationship between head teacher’s leadership style and school performance, the teacher had this to say:
“Democratic style of leadership accommodates teachers and students. This helps to create unity among the leaders and followers and eventually helping them to be more effective and focused to their work. So when some members are not involved in early stages of conceptualization and decision-making, they might not be willing to participate fully in implementation. This can create a disgruntled batch of people. So performance will be bad”.

In order to verify the findings from the head teacher and teachers, the researcher interviewed the deputy head teacher to establish whether their school is a good and an effective one. The deputy head teacher had the following to say:

“It is a good school, when you consider the kind of students we take. We for example admit students with dismal passes at PLE but at the end of the four-year course, they manage to pass with first grades. Even the bad ones at the end of the day pass especially those who come with poor grades in mathematics. With us such students can still get a credit at the end of the fourth year. So I think our school is an effective school”.

Concerning the relationship with the stakeholders the deputy head teacher revealed:

“The relationship is good. We relate very well with the community. For example, through clubs and societies or the club outreach program like the Interact Club, HIV/AIDS Club, the Peace and Youth Alive Club; the school has been able to create a good relationship with the community. Due to such outreach programs and because some of our students
are from affluent families, they manage to donate some items to the needy members of the community”.

In order to make the study more credible, it was felt necessary for the researcher to elicit the views of the students in relation to the issues raised with the head teachers and the teachers. When asked to comment on the school performance, one of the students pointed out:

“The school is good because of its exemplary performance. The academic standard is good and relationship between the teachers and parents is good. The relationship between the teachers and students is very good. If the students have any problem, the teachers readily help them out any time. The head teacher also loves and cares for students. She allows interpersonal conversation with them. She gives us plenty of time even at night. She is also motherly”.

In Case E, the teacher pointed out:

“Every leader has his own leadership style. This one is different from the former head teacher. She has been able to create a strong teamwork among staff. She works with us. She is everywhere and she attends all the staff meetings in the school. There are no communication gaps and she has been able to develop leaders amongst the teachers”.

Similarly, one of the students had this to say:

“The head teacher is approachable, calm and she is a good lady. She is very courageous and she encourages us to do the best in all aspects of life. She is also exemplary whenever she
is out with us, we can always copy a few things from her. She is also smart that is why the school is like this”.

In this study, the researcher established that the head teacher in this school practiced some kind of democratic leadership, although at times she was assertive. This was pointed out by one of the teachers as follows:

“Although there is sometimes coercion, most of the policies pass through staff meetings. The purpose of this is to involve everybody”.

On how this was done, the teacher pointed out:

“Whatever is done in the school is discussed first. For example, the recently backfired curriculum policy was elaborately discussed at all levels of the school. The purpose of this is to consult all the stakeholders in the school”.

Similarly, one student revealed:

“The head teacher is democratic she listens to the students’ views before making decisions. She is always on the students’ side. Before any policy is implemented students are told about it and then are implemented. So she consults us and at times listens to our views and sometimes our views are taken into consideration, although at times some changes are made on what we submit to the school administration where necessary”.

On whether such a kind of leadership approach in the school was necessary for effective school performance, the teacher revealed:
“It creates teamwork and participation. No one will say that this policy was forced on to us. So it enables us to move harmoniously”.

It was also revealed that through HODs, the class and subject meetings were effectively used in the school to create a forum for consultation in the school. It was also pointed out that the teacher housemasters meet once every two weeks with the students. This therefore allowed them to elicit students’ opinions. Another salient feature in this school was that every teacher in the school was given a pastoral responsibility. Each teacher was assigned some students for the purposes of giving them advice and guidance. Questioned on the significance of this, the teacher revealed:

“Tutoring enables our students to be open to us. It motivates teachers and students. So it can lead to school improvement”.

It was also discovered that because of the democratic leadership in the school, teachers could take their own initiative. One teacher revealed:

“Because of this good leadership environment in the school one of our colleagues has recently introduced a peace club whose main objective is to promote peace and conflict resolutions in the school”.

Similarly, the one of the students revealed:

“We hold general class meeting with class teachers. In addition there are academic, social, welfare and discipline meetings. There are prefects’ meetings with administration in the school. In such meetings views of students are taken into consideration”.
It was also learnt that student committees are in place. The purpose of this is to get ideas from the students and then take them to the school administration. So one of the students concluded:

“We are given various channels of communications including having a suggestion box. Through such channels, ideas from the students can be taken to the school administration and get incorporated into the school policies and plans”.

On why it was important to consult the students in policy formulation and decision making in the school, a student pointed out:

“Because the school administration might implement a policy in the school that can make students strike. So it is important to consult the students before any changes in the school programs. It also bridges the gap between the students and the administration. For any institution to be called a school, it must have students, and so students play a big role in the school. Most of the policies implemented in the school are for the betterment of the students. So consulting us is important and it is a sign of cooperation. When cooperation is in place communication is easy and without communication, there is likelihood of misunderstanding by the other party”.

The realization of the vision and the mission of any organization is synonymous and dependent on good leadership. In this study and in this case in particular, it was the intention of the researcher to establish whether the school had a vision and a mission, how these were formulated and the role of leadership in the formulation of the vision and mission of the school. In this particular case, it was established that the school had a vision and mission. It was observed that the school mission statement as displayed was to:
“Provide quality education and mould students into God fearing, responsible and socially acceptable members of the society. The school vision on the other hand was to excel in the provision of an all round education”.

The researcher discovered that both the vision and mission were collaboratively developed. It was also learnt that the two had been collaboratively developed although at a certain point in time, a committee was given a responsibility to refine them. Thereafter, the vision and mission were translated into action. For example, the aspect of creating a God fearing person is attained through a mass per week and evening prayers organized by the chaplain’s office. Unfortunately however, it was discovered from the students that they had a vague idea about the vision and the mission of the school.

On the role of school leadership, in the process of developing the vision and the mission of the school, it was learnt from the teachers that school leadership should provide direction to the people in the performance of their specific tasks, offer guidance, create teamwork and ensure that all the stakeholders are informed about the vision and mission in the school. Similarly, one of the students on the other hand revealed:

“Leadership should provide direction to the students through rules and regulations. Should be exemplary, for example we always copy the manner of time management and public speaking from the head teachers”.

Planning in the school is another area that needs effective leadership and involvement of all the stakeholders. In this study therefore, it was the intention of the researcher to establish whether schools undertake planning; strategic planning development, what the school planned for, who was involved and why? It was discovered that in this particular case, the school planned for the resources including the human and financial resources for the effective delivery of the curriculum. On who was involved one teacher replied:
“All the stakeholders, for example, the staff are involved in planning right from the lesson planning and making schemes of work to setting performance targets. The SMT and the head teachers plan for the utilization of resources for the school. The board and PTA are involved in setting direction for the school”.

On why the school involved all the stakeholders in planning, a teacher replied:

“Some of these stakeholders are the ones to implement these plans. If you are planning to buy the bus and you do not involve the parents you will be wasting time because they are the ones to implement the plans by paying additional fees. So is the purchase of microscope without informing the biology department you will be wasting the resources because they are the ones to implement the use of the microscope”.

Leadership, especially from the head teacher, is generally acknowledged as an important influence on school effectiveness (Anderson & Dexter, 2005). Studies of school improvement also point to the importance of principal’s leadership in such efforts (Dexter in Fullan, 2001).

So in this study it was the intention of the researcher to establish from the participants whether leadership in a school contributes to schools performance and whether there was any relationship between the leadership style of the head teachers of a school and its performance. It was established that leadership is key to school performance. One teacher expressed her views as follows:

“Because mobilizing resources and putting them to proper use is the role of leadership. In a school, this is critical; without it you may not succeed. In addition creation of unity and teamwork among teachers is the role of leadership. In
this school the head teacher offers direction in all curriculum work. She teaches with us in the classroom. She in addition offers motivation to teachers both verbally and monetary to the teachers and encouragement to the students, she does the supervisory role. She supervises what is done in the school. She is on the ground”.

Likewise one student revealed:

“When our head teacher encourages us to work hard we get motivated. This enables us to strive to achieve and eventually we succeed or get there. During the extra time and prep, the student leaders also contribute a lot because they have been made part of the school administration. They guide other students. This has enabled the school to achieve its objectives. This reveals some kind of democratic leadership”.

On whether there was any correlation between the head teacher’s leadership and school performance, one of the senior teachers pointed out:

“The relationship between the two is big. There is participation and ownership of school policies. For example, we own the policies and the results in the school because we participate in initiation of academic polices. Teaching staff has the liberty to lay strategies. If you think that as a department you may require a resource person to guide students, you are at liberty to do so. The head teacher’s work is only to facilitate. We lay strategies as departments, she has no influence, and her work is to give direction. She encourages us to make our innovations and to being creative in teaching for better performance. She does not subject us
to what she thinks is right and we come up with own resolutions”.

In Case F, the teachers pointed out that the climate of the school is generally good. The relationship between the teachers and the students is good, so is the relationship between the teachers and head teachers and between the head teachers and students.

The leadership, especially the students, has been empowered to take on leadership responsibilities, and in addition, there is good parental and community participation. In a bid to triangulate the views of the teacher, the researcher interviewed some students through the focus group interviews. The students were asked whether they liked the school. It was learnt from the students that the school has good learning environment. One of the students revealed:

“The school gives us an opportunity to explore our talents, we are given good feeding, that is why we perform well. In addition, the school grooms the girl child on how a lady should conduct herself by giving us life skills”.

The life skills given to the girl child suggest that there is evidence of holistic education in this school. One of the girls in this study revealed:

“The school gives us an opportunity to explore our talents. In addition, the school grooms the girl child on how to conduct herself by giving her life skills”.

Hence this school seems to be on the continuum of a performing school.

Good leadership in the school should involve all the stakeholders in the school. So in order to establish the relationship between the school administration, stakeholders and the community, one teacher revealed:
“The relationship with the stakeholder is amicable. We involve all the parents. We relate very well with the community. This term on our program we shall welcome the new priest and sometimes next year the school will also visit our parish. The purpose of all this is to give allegiance to the church and to reciprocate the church for the good work done to us as a community”.

When asked on what happens when they visit the church, the teacher revealed:

“We take some items which we contribute towards the development of the church”.

One of the students also pointed out that:

“Parents are given a chance to come any time. We also have the academic week. During this week the parents come and they have a chance to attend lessons with their children in class. At the end of the lessons the parents give their opinions and discuss the performance of their daughters with subject teachers”.

It was also learnt from the students that the relationship between the church and the school was cordial. One of the students pointed out:

“When we have confessions, the priest always comes around to assist us. Sometimes we go to the parish and we have masses and every after end of term examinations, the week that follows is used by the church as a retreat to create a God fearing lady which is part of the school mission. There is also good relationship between the parish and the school
because the school supplies the water that is used at the church”

The concept of the powerful head of school has long been synonymous with school success and educational improvement. Quality of leadership of the head teacher plays an important role in school improvement initiatives. So in this study it was the intention of the researcher to establish from the participants their perceptions about how the head teachers managed the school. In this study, one of the teachers revealed:

“She is a very responsible and experienced leader; she does not handle issues alone. She consults and also delegates. On a weekly basis she meets staff members to coordinate school activities. Once a week the top management committee sits to evaluate the activities of the week and lay strategies. She also appears a strong believer in the power of teamwork”.

Similarly, one of the students pointed out:

“As the leader, the head teacher delegates her work. She does not do everything alone. She has got two deputies. There are committees of administration. For example in houses there are a committee of housemistresses who manage the hostels”.

When asked to describe her leadership style, the head teacher revealed that she is democratic; she does not decide on issues alone. She involves all the stakeholders including students and parents. Students are given forums to express their views and complaints. So on a weekly basis students meet the administration. In addition there are class and house meetings. In such forums the students’ views are received and addressed.
It was also learnt from the students that the head teacher is democratic when necessary and that sometimes she is not. For example, a student revealed:

“Sometimes she listens to our views and she has to chose whether what we are saying is helpful in the development of the school. But on the whole we are given chance to talk”.

As to why this was the best kind of approach in leadership, the teacher pointed out:

“It yields results. We also own what is taking place in the school”.

The students’ views are summed up by one student as follows:

“If a person is willing and able to serve the students, it brings about fellowship of students to their democratically elected leaders. Here democracy is a virtue. It creates the culture in the school when there is democracy, there is no conflicts in the school, there are no strikes hence as students we can concentrate on our studies”.

It is the role of leadership to guide development of the mission and vision, articulate them and translate them into meaningful activities. In this study the researcher wanted to establish whether the school has the mission and the vision, how they were developed and the role of leadership in the visioning in the school. In this study it was learnt that the school had a mission and vision statement. The mission is to produce women who are morally upright, academically and socially balanced and physically capable of serving God and their country with ability. It was also discovered that the mission was well known to the students. It was learnt that the mission and vision had collaboratively been developed. On the role of leadership in visioning in the school, the teacher revealed:
“Leadership should be able to help actualize the vision and the mission of the school. This can be done by always ensuring that it is emphasized to the students, teachers and the parents and to teachers during staff development workshops and annual events at the school”.

It was also learnt from one teacher:

“Every term we develop specific objectives which are implemented. These objectives are derived from the mission and vision statements. We try as much as possible to deliver as per our objectives”

Collaboration is one of the means of ensuring participative, consultative or democratic leadership in schools. In this study it was one of the intentions of the researcher to study the planning processes in schools in order to establish whether collaboration was reflected in the school planning process. In order to achieve this objective, questions such as what the school planned for, who was involved and why such involvements of different stakeholders were asked from the participants. One teacher revealed:

“We usually make plans for school programs. The purpose of this is to be more organized. To know how events will flow and to be more efficient and effective”.

On who is involved, the teacher pointed out:

“There is a deputy head teacher in charge of administration in and school programs. However this program is open. First of all staff members have to have an input in the program. There after the draft is presented to top
management for refinement and improvement. This is then taken to the BOG”.

The same views were more or less expressed by one of the students:

“Teachers consult the student leadership on some activities before they are implemented”.

On why every stakeholder was involved, one of the student leaders revealed:

“We are the mouth piece of the students. So our involvement enhances democracy in the school. We are students and therefore we are best placed to know what students want”.

Leadership, especially from the head teacher is generally acknowledged as an important influence on school effectiveness (Anderson & Dexter, 2005). So it was the intention of the researcher to establish from the participants in this school the role of leadership in school performance. One of the teachers revealed:

“Once the leaders do not perform their leadership role effectively, then school performance will be affected, for example in my leadership capacity as a dinning master if I do not bother to do my duties, and meals for the students delay, this may affect the teaching and learning in the school as the school is likely to lose so many man hours. Thus the time lost is likely to impact on the performance of the school”.

Throughout the survey in this school, it was discovered from the participants that there was a democratic leadership style in this school. So in order to establish whether this was true, participants were asked whether there was any correlation between the head teacher’s leadership style and the school’s performance. The teacher pointed out:
“If you do not have a democratic kind of leadership, staff and other or stakeholders will always grumble and conflicts will emerge. This will inevitably lead to poor performance of the school at the end of the day. But with democratic leadership all stakeholders are likely to be involved and there is a likelihood of having fewer conflicts. Once this state of affairs exists, the school should register good performance”.

One of the students expressed more or less the same views:

“If the teachers are not working as a team and are not involving the students in school leadership, strikes are likely to occur and when this happens definitely school performance will be affected”.

In Case H, it was found out that the climate in the school was friendly and well facilitated by the school leadership. The teacher revealed:

“Over the years, the staff has developed a spirit of comradeship”.

So according to the teacher this school was a good one. To support his argument, the teacher pointed out:

“Over the years performance has been good. To us it is not only grades that determine schools quality but we give our children a lot of skills”.

The same views were expressed by one of the students as follows:
“We are given chance to express ourselves. Also the school has a rich curriculum that helps to explore our talents. Everything from teaching to the learning environment is just fine. The social bit of is ok for us who are in the boarding section. But besides we are able to learn from the teachers and the students. There is no much spoon-feeding from the teachers. The teachers guide and give us chance to research for ourselves. This encourages us to learn. In addition as students we are given chance to express our selves. There is also furnished computer laboratory that gives us chance to get exposure to vital information and knowledge”.

Another objective of this study was to establish how the head teacher manages the school. In order to establish this, the participants were asked their opinions on how the head teacher managed the school. In reply the teacher said:

“Management is good. A system evolves over the years. Despite being a new head teacher, she has tried. She is relatively new but she is using the already existing structures to run the school”.

One of the students on the other hand revealed:

“There are a lot of changes that have happened. There has been improvement in the way teachers come to class. There is however less interaction with the students compared to the immediate past leadership. The former head teacher was a mother and students would confide in her. However the new head teacher is not student friendly, actually we fear her. She does not have any welcoming face”.
On what this meant, one of the students replied:

“On first impression she is frightening and she is not good and as such we cannot tell her our own problems”.

On how the teachers viewed the head teacher’s style of management; one teacher reiterated:

“I observe that she recognizes the already existing structures in the school. She normally refers to the relevant officers and assigns them with responsibilities. She is actually the kind of leader who believes in delegation”.

Conversely, one of the students pointed out:

“The system of leadership in the school is dictatorial. The head teacher does not listen to our voices. She has initiated a lot of changes and when the prefectorate body speaks up for students, we are not listened to. Even she has had to expel some prefects. When it comes to voting no democracy is given to the students as most of the students are just appointed”

Another student reported:

“Right now I am a student counselor, and when we present the students problems to her she does not listen to us. She ignores us”.

The views that were expressed by the students motivated the researcher to establish more on the student leadership in the school. So in order to establish this; the researcher asked the students their level of involvement in the student leadership. One student lamented:
“To the students’ council, she does not have a listening ear, so it is useless. Worse still teachers are now punishing the student leaders and this has demoralized the students”.

On whether teachers were involved in decision-making in the school, the teacher replied:

“It depends. They are designated groups of people with different responsibilities, for example, the procurement committee and contracts committee. It is during the staff briefings when consultation is made”.

One of the students on the other hand pointed out:

“It is the students who are the major beneficiaries in the school, hence it is important for us to participate in decision-making. It is very important for us to participate in decision making because the decision that are made are for us. So if we are part of them it makes it easy for implementation”.

As to why teachers should get involved in decision-making, a participant pointed out the following:

“Teachers are key implementers of policies in the school. They have to be consulted. This helps to avoid the “them” and “us” culture in the school and besides teachers have their own ideas and skills that need to be tapped and nurtured”.

In this school it was established that the school has vision and mission statements. But the mission and the vision were not well known to both staff and the students. The teachers were not well versed on how the mission and the vision had been developed in the school. On the role of
leadership in envisioning the school, it was learnt that leadership is the propelling force. If leadership is misdirected, then the chances are that you may not be able to accomplish your objectives. So leadership was critical. One of the students, on the other hand, pointed out:

“Leadership should understand the culture of the school and should create a more collaborative environment among the various stakeholders in the school in order to guide and assist the students”.

Most of the participants in this school, being student leaders, motivated the researcher to establish from them their vision of student leadership in the school. The student replied:

“To lead by examples and to guide the fellow students”.

On why there were a number of stakeholders, the teacher revealed:

“You need everybody’s ideas. People have different skills, exposures and ideas. You need their input”.

On whether there was a relationship between leadership and school performance, the teacher replied:

“Leadership has to do with management and formulation of policies and strategies and their implementation. If leadership is not strong then you might not achieve the desired goals. In this school leadership is helping us to optimally utilize resources”.

On whether there was any relationship between the leadership style and the performance of the school, one of the teachers pointed out:
“The head teacher is still new, but I am confident that her leadership style will bear fruits. But all said and done she is involving and consults other people in the school. This is because when people are involved, there are chances of them getting motivated and committed”.

One of the students on the other hand said:

“Some times we like to perform to the expectations of our teachers if the administration is very good and we love it, and then there is no reason as to why we would not perform better or to their expectations. This however requires a head teacher who is pro-students.”

In Case I, the participants described the school as a lively school. The teachers revealed that there is cooperation between administration, the teachers and the students. It was also learnt that the school is a good one and the relationship amongst stakeholders is good. The performance of the school is good. It is an attractive school for the community. The welfare of the teachers is taken care of. One of the students also pointed out:

“The school is good, our teachers are cooperative and supportive to us. The school has enough services. For example the teaching and learning environment is wonderful. Our library is well equipped and teachers are available for the students”.

On how the participants perceived the head teacher’s leadership style in the school, one of the teachers said:
“She is still new but at least I appreciate what she does. She delegates. She is friendly to people she believes in teamwork. She is always encouraging us to own the things together”.

On the other hand, one of the students pointed out:

“The management of the school is good and the head teachers knows how to handle the students, does not humiliate us. She is able to listens to our parents”.

Another student pointed out:

“The head teacher is not a Muslim, but she allows us the Muslim students to go for prayers every day including the Friday prayers”.

In order to describe the head teacher’s leadership style, the teacher revealed that the head teacher was highly democratic. The teacher specifically pointed out:

“She is a person who allows everybody to participate. She is democratic and consults. Sometimes she brings her own ideas but when challenged she will change and withdraw her views. She encourages many people to work together in the day-to-day management of the school. She has managed to decentralize everything especially the peripheral functions and only retained the core ones. We as the key stakeholders need to have a feel of what leadership is the school. We therefore need to share a few of the activities in the school. Activities in the school have been dispersed or distributed and delegated to the subordinates. This is the only head teaches who has managed to decentralize financial management to
subordinates. All previous head teachers were holding on to the finances and were not transparent enough. Her deputies are allowed to spend money within limits in order for the school to move smoothly in case she is not at the station”.

Similarly, one of the students pointed out:

“In the shortest time she has been in the school with us there are elements of democratic leadership and she is fine”.

On why the participants in the school felt that the decentralization of management activities in the school was important, one teacher revealed:

“She wants things to move, there is no need to wait for her. The idea is to enhance efficiency and effectiveness. She is involved in a lot of responsibilities at the International and East African level. Her plate is full, therefore it is through delegation that efficiency and effectiveness can be achieved in the school”.

On how the teachers get involved in decision-making, it was reported that this is done through departmental heads, heads of sections, class and subject meetings. During such forums, policies are floated, discussed and then passed. The students also pointed out that they are involved in decision-making through student’s leadership and through the prefectorate body. The administration normally meets the prefects and student leaders.

On the mission and the vision, one teacher said:

“These are in place but I cannot remember them”.

One of the students on the other hand revealed:
“The mission and the vision revolve around excellence in all aspects of life”.

On the role of leadership in the formulation of the vision and the mission, it was learnt from the teachers that ideally the role of leadership was guidance and instilling a culture of hard work and to organize the people to work towards realization of the vision and the mission, and to improve quality of learning for both boys and girls.

In terms of the planning process in the school, one teacher revealed:

“Planning is decentralized, the head teacher insists that each department head should have a plan for the department. In order to do this effectively, the head teacher always sent us for workshops. The purpose of such workshops is to empower us to be able to make good strategic and development plans for the school. But on the whole we plan for the delivery of curriculum and improvement structures in the school”.

On who was involved in the planning process, the teacher replied:

“It is the HODs, the heads of sections and the SMT. These are involved in operational planning whereas the BOG and the PTA are involved in strategic or long range planning. For example recently because of the encroachment on school land, our BOG is now making a strategic development plan (for the structures) to utilize the land that has hitherto been grabbed by the politician and the public”.

In response to a question relating to the reasons for the inclusion of all stakeholders, one of the teachers revealed:
“The purpose is to bring all the stakeholders on board so as to create ownership and consensus by all the players the school. Secondly to ease the implementation process of school policies when all stakeholders have been consulted”.

On whether there was a relationship between school leadership and school performance, a teacher replied:

“Leadership is critical because it shows us the way. It motivates the teachers and encourages the students”.

There is a strong relationship between discipline and performance. Normally well-disciplined students tend to perform well, so when there is good leadership, discipline is likely to be instilled in students. This is likely to shape the students’ performance. Discipline is also likely to be passed on to the teachers because of good leadership. And as such teachers will make the time to guide the students. This will definitely have a positive impact on the students’ performance. On whether there was a relationship between the democratic style and the performance of the school, one teacher pointed out:

“With the democratic leadership style, people are free to express themselves and therefore they can contribute positively to the institution development”.

Views from all stakeholders, including students, are likely to be elicited. This will reduce conflict in school and hence create a good learning environment, which is conducive for teaching and learning.

Students were also asked to indicate their perceptions regarding the head teacher’s leadership styles according to the head teacher’s actions in the teaching-learning process. Many students (92.06%) indicated that their head teacher uses consultative meetings, delegations of powers, and discussions with students and staff in order to solve problems that may hinder student learning.
This implies that most head teachers use the democratic style of leadership in ensuring student academic performance.

From the study, it is clear that no one kind of leadership style was used. Although the democratic leadership style was used more often, other leadership styles were resorted to depending on the situations. But on the whole most head teachers used the democratic style of leadership.

On why the democratic style of leadership was used, it was established that this kind of leadership creates ownership. One of the head teachers revealed:

“The democratic style of leadership involves everybody. So when we are together it is easy for us to achieve as a group. This can only be possible when there is leadership that allows participation. When people participate they eventually own the policies in the school”.

There was only one divergent view on the use of the democratic leadership style. One head teacher said:

“I delegate because I do not want to do all the work alone. I feel that there is need to delegate in order to groom others. The reason is to bring people on board so that my staff gets to know what happens in leadership”.

This is in tandem with Sashkin and Sashkin’s (2003:25) view that, when employees are able, willing and ready to take on a challenge, the effective leader delegates and gets out of the way. The democratic style of leadership in a school is likely to bring about teamwork. Where decisions are collaboratively made, trust is likely to be created. This kind of leadership is likely to build a spirit of togetherness in the school, as all the stakeholders are involved in leadership. This might in turn enable such schools to achieve their objectives.
In order to establish whether this style of leadership was actually used, the participants were asked when the democratic leadership style was used. A number of responses were elicited. Head teachers revealed that they consulted teachers in staff meetings, in subject and departmental meetings and sometimes used the informal consultations, for example over a cup of coffee with the teachers or in the school corridors. It was also established that consultation enables the leaders in the school to evaluate themselves and chart out the way forward, but more specifically it was intended to create ownership of policies in the school.

The students’ opinions were summarized in a table on the basis of four critical issues as indicated in Table 14.

Table 14: Students’ opinions regarding their head teachers’ leadership styles

<table>
<thead>
<tr>
<th>Item</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers help us students to solve problems that may hinder our learning through student consultative meetings.</td>
<td>290</td>
<td>92.06349%</td>
</tr>
<tr>
<td>Head teachers use harsh means like caning to ensure that students perform academically well.</td>
<td>12</td>
<td>3.80952%</td>
</tr>
<tr>
<td>Head teachers entrust academic issues to teachers who are supposed to ensure effective academic performance.</td>
<td>10</td>
<td>3.17461%</td>
</tr>
<tr>
<td>Head teacher motivate teachers because they expect these teachers to ensure student academic excellence.</td>
<td>03</td>
<td>0.95238%</td>
</tr>
</tbody>
</table>

Through collective consultations and discussions with teachers, head teachers encourage the sharing of ideas in order to improve performance. The teachers are motivated to participate collectively in making decisions relating to improved academic performance. More so, students are also required to participate in decision-making by providing their opinions for the greater improvement of academic excellence. Students are the centre of concern in schools and their input into the program of academic achievements is of paramount importance.
Similarly, using the teachers’ questionnaires, the results of the relationship were also computed in order to make comparisons. Therefore using a 1-tailed test of significance and 4 degrees of freedom, it was observed that there is still a moderate relationship between democratic leadership and school performance. Table 15 shows the results.

Table 15: Correlations for democratic leadership style and school performance as indicated by teachers

<table>
<thead>
<tr>
<th></th>
<th>School performance</th>
<th>Democratic leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>Democratic leadership</td>
<td>1.000 0.45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.45 1.000</td>
</tr>
<tr>
<td>Sig (1-tailed)</td>
<td>School performance</td>
<td>1.000 0.45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.45</td>
</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

In the model in Table 15, the correlation coefficient further indicates that even teachers agree that there is a positive relationship between head teachers’ democratic leadership styles and school performance in secondary schools. The positive correlation between the democratic leadership style and school performance means that at the end of the day, school progress depends on allowing for the participation of all stakeholders in the school’s matters. It can be argued that in schools the leader should avoid making lone decisions regarding what team members should do and how they should do it. In addition, leaders should avoid setting the desired achievement standards and a working plan of action without consulting team members.

4.10 LAISSEZ-FAIRE LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated: “There is no correlation between the laissez-faire leadership style of head teachers and school performance in secondary schools in Uganda”. This null hypothesis tries to examine whether there is a relationship between laissez faire leaders and school performance in secondary schools in Uganda. The analysis of the questionnaires from the teachers is presented in Table 16.
Table 16: Correlation for laissez-faire leadership style and school performance as indicated by teachers

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
<th>Laissez faire leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.000</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>-0.75</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig (1-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.000</td>
<td>-0.66</td>
</tr>
<tr>
<td></td>
<td>-0.75</td>
<td>1.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>200</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

The table shows that there is very strong negative (0.03) relationship between laissez-faire leadership and performance in secondary schools. The laissez-faire head teacher tries to give away his powers and does not follow up progress. In most cases, laissez-faire head teachers do not prompt good academic performance because they are too liberal and flexible. This is why their overall performance is often poor.

More so, Table 17 shows the results of the Pearson Correlation Coefficient based on the head teachers’ responses, while the results from the regression model are presented in Table 17.

Table 17: Pearson Correlation results for the relationship between laissez-faire leadership style and school performance as indicated by head teachers

<table>
<thead>
<tr>
<th></th>
<th>Performance</th>
<th>Laissez-faire leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.000</td>
<td>-0.66</td>
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<td></td>
<td>-0.66</td>
<td>1.000</td>
</tr>
<tr>
<td>Sig (1-tailed)</td>
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<td></td>
<td>1.000</td>
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<td>-0.66</td>
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<tr>
<td><strong>N</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

From the table, there is a negative relationship between performance and laissez-faire leadership style as indicated by -0.66. **The hypothesis as stated has not been proven by this study, since**
the relationship is a negative one and not a null hypothesis. Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. Ensuring affective academic performance requires the involvement of both the superiors and subordinates through collective participation and monitoring of performance. Delegation of duties does not imply failure to monitor and follow up progress. Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a healthy way of enhancing academic performance in secondary schools.

Teachers were interviewed on whether it was reasonable for the head teacher to use a laissez faire leadership style in order to manage academic performance in the school. Accepting teachers to fully make decisions that are intended to improve the academic standards of the schools is quite good. However, the head teacher should monitor and concur with decisions made. In a focus group discussion with a group of twelve teachers in one of the schools, one teacher had this to say:

"Much as teachers have to make decisions regarding academic program in their departments, the head teacher has to monitor and approve the decisions because he is the head of the school. Whatever wrong goes on in school, he is accountable. Note: From the responses this is the style of leadership".

4.11 SITUATIONAL LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated that: “There is a positive correlation between the situational leadership style of head teachers and school performance in secondary schools in Uganda”. This hypothesis tries to examine whether there is a relationship between head teachers employing the situational leadership style and school performance in secondary schools in Uganda. Situational leadership
is brought into context because there is no one single style of leadership that is very effective in particular situations. This is also what had been emerging from the participants’ responses. One of the most frequently used approaches to leadership in secondary school management was the situational leadership approach. School managers contend that there is no single style of leadership used all the time. The adoption of a particularly relevant style in a specific situation leads to school effectiveness and is better than the use of one style throughout one’s management experience. One of the senior officials of the MoES commented that it is proper for an experienced head teacher to use various leadership styles interchangeably depending on the prevailing situation in a school. Another officer added:

“In some instances, when head teachers and their deputies are transferred from one school to another they tend to adopt new leadership styles because the new environment dictates differently. This choice has seen them manage to put things right”.

Another participant revealed:

“It is always the failure of the head teachers to bring others on board that will fail the school. Secondly if the head teachers fails to explain his or her methods of work and continues with the old system of work from the former school to a new station (school), this is not proper and such a head teacher is bound to fail”.

One head teacher argued that leadership is dictated by change within the school situation and outside. At one time, students may be too unruly and too militant that it requires the head of schools to use an autocratic leadership style in order to enforce strict measures of discipline so as to improve their school performance. However, in another situation students may be so committed and focused that it may require being liberal minded to allow participative leadership for them to perform well. Many schools have adopted mix leadership styles depending on the
demands of the situation. If it necessitates authoritarianism, the head teacher will apply authoritarian methods to generate good results. The majority of teachers supported the view that leadership styles can be varied according to environmental changes. They asserted that a single approach couldn’t be effective under all circumstances.

Some of the issues pointed out by the head teachers might relate to school culture. Schools have different cultures. So when a head teacher is transferred from one school to another, it is important to understand the school’s culture before embarking on any changes in the school. This is because what works in one context might not work in another environment. It is therefore important to study the culture of schools, the different structures and the various stakeholders in the school. With stakeholders it is important to identify the influential ones and to establish how to bring them on board. Thereafter, it is important to embark on the change process and innovation in the school. However, this should be done gradually so as to enable members of the school community’s to get used to the new changes.

Table 18: Situational leadership and school performance

<table>
<thead>
<tr>
<th></th>
<th>School performance</th>
<th>Situational leadership</th>
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<tr>
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<td>Situational leadership</td>
<td>1.000 0.34 0.34 1.000</td>
</tr>
<tr>
<td>Sig (1-tailed)</td>
<td>School performance</td>
<td>1.000 0.34</td>
</tr>
<tr>
<td>N</td>
<td>200</td>
<td>200</td>
</tr>
</tbody>
</table>

Results in Table 18 indicate a positive relationship between situational leadership and academic performance in secondary schools according to teachers. This indicates that the hypothesis as stated above has been proven.
4.12 SUMMARY

In this chapter it was established that leadership is very important in creating an effective school. Moreover, the democratic or consultative form of leadership was revealed to be the best form of leadership style in school. It was also found that most head teachers used this kind of leadership in order to create ownership in schools. It was also found that no one kind of leadership style was used in schools. Although the democratic style was most preferred, it was found that depending on situations in the school, leaders tended to vary the different leadership style and at times used the autocratic style of leadership, but this was very seldom and it was mostly used where policies in schools had been compromised. It was also established that where the democratic style of leadership was practiced, the school was likely to achieve a good overall school performance.

Chapter 5 will focus on a discussion and interpretation of the research findings.
CHAPTER FIVE
DISCUSSION OF THE RESEARCH FINDINGS

5.1 INTRODUCTION

This chapter focuses on a discussion of the findings in relation to the research objectives and hypotheses. In addition, the demographic characteristics of head teachers and teachers are also discussed in relation to school performance.

5.2 DISCUSSION OF THE DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

In a bid to have a holistic approach to the study of leadership styles and school performance, the researcher analyzed the demographic characteristics of the respondents as one of the objectives.

5.2.1 Age of participants

The study established that more than half of the teachers who participated in the study were below 40 years of age. This had implications on the leadership styles employed by the school head teachers.

The younger the teachers the more authoritarian the head teachers tended to be. On the contrary, more mature teachers appeared to be at peace with more democratic leadership approaches and they could even perform well under a laissez-faire style of leadership. The perceptions of the leadership styles of the head teacher by the young teachers differed from that of the older ones. They constantly looked to the head teacher for guidance even when his/her leadership approach appeared democratic.

The age of the head teachers, however, was not found to be a critical factor in influencing the leadership style employed. However, because most of the head teachers, who participated in the
study were above 50 years, it could be inferred that head teachers probably become more democratic with age, professional maturity and experience.

The age of students had no direct relationship to the leadership style of head teachers. However in the literature, there is a relationship between the age of the students and indiscipline of the students. The level of indiscipline will elicit a particular leadership style.

The age of the parents was also not significant in relation to the study’s objectives; however literature highlighted the importance of the parental involvement and support towards the school’s performance. Where parents have an interest in the school and are involved in the matters of the school, this will translate into improved school performance in many areas and particularly in the students’ academic performance. The parents’ full involvement and participation will require a head teacher who employs a democratic leadership style. With shared leadership, the parents get involved in many ways like serving on different committees of the school, in the school construction program, in the school feeding program and in many others.

5.3 HEAD TEACHERS’ TRAINING AND PROFESSIONAL DEVELOPMENT

As was indicated in the presentation of findings, head teachers were well trained as teachers, but not as school managers. The training given to head teachers when training as teachers is inadequate to prepare them for leadership roles. As observed by Mulkeen et al. (2004), there is a gap in leadership training to prepare head teachers for their roles. Given the education reforms and the many challenges, which come with the reforms, educational leadership is increasingly becoming a big concern. Secondary schools today are faced with challenges that emphasize the demand for effective leadership.

Every country is struggling to meet its commitments in the implementation of the Education For All (EFA) goals and the MDGs. This has meant fast tracking of reforms in respect of universalization and democratization of education at different levels. In Uganda, for example, the implementation of USE, led to increased enrollment of students. The ever-increasing population of energetic youngsters comes with unlimited demands. A majority of these
youngsters are very knowledgeable of their rights, but pay little attention to their responsibilities (Kyeyune, 2008). This coupled with the changing nature of schools, characterized by increasing enrollment of mixed students’ populations from different backgrounds; demand that head teachers with good leadership skills direct the school towards good performance, and academic excellence is increasing at a faster rate than ever before.

Such head teachers do not just require training in general education administration, but specialized training which is capable of imparting the necessary management and leadership skills. It was clear from the study that the head teachers are not able to improve school performance unless they are equipped with certain knowledge, intellectual, social and psychological skills.

On being appointed as head teachers, they are given job descriptions, which center on the implementation of government policies, rules and regulations to ensure efficient school functioning. They also focus on administrative responsibilities such as preparing annual financial reports and budget estimates. Routinely, head teachers also supervise teachers and monitor learners’ performance.

However, there are functions, which the head teacher cannot do as a matter of routine. These require someone to be knowledgeable and to have the necessary skills to do them. Such functions like spearheading the development of the school vision and mission, preparing strategic plans for the school, setting goals and monitoring the implementation and achievement of those goals, creating and maintaining effective teams and motivating of staff are just a few to mention.

For most of the work that requires these skills, the head teachers interviewed admitted that they did not have the competence to handle them. Actually a number of them, during the interview, informed the researcher that they had either hired a consultant or they were in the process of procuring a consultancy for developing the strategic plans. Unfortunately, when an outsider is employed to develop the plans, vision and mission of the school, management and staff do not own them and hence such plans may not serve the purpose.
It was unfortunate that, a majority of the head teachers had not received any induction management training and in-service training. There is a need for a continuous professional development program for the head teachers. Head teachers play many roles and for them to fit the profile of principals that Kowalski (in Kyeyune, 2008), describes as change agents, they must not only manage but lead. For any reforms to succeed, head teachers, as gatekeepers, must be up to the task and hence the need for continuous professional development. But reforms apart, the head teachers of today and tomorrow must have skills for dealing with an ever-changing education environment, as Pieters (2008:5) puts it:

“Schools are changing drastically. Principals in the coming decades will lead schools that are far different from today. Students will be more numerous and diverse than ever, and they will continue to bring many of society's problems to the schoolhouse door. Academic achievement will be the priority for professional accountability. In other words, principals will be expected to lead in an atmosphere of constant, volatile change. Many current principals have received little training or support to help him/her deal with the emerging challenges of school-wide leadership for student learning”.

The schools of the 21st century will require a new kind of principal, one whose role will be defined in terms of:

- **Instructional leadership** that focuses on strengthening teaching and learning, professional development, data-driven decision making and accountability;
- **Community leadership** manifested in an awareness of the school's role in society, shared leadership among educators, parents and learners and advocacy for school capacity building and resources; and
- **Visionary leadership** that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building” (Pieters, 2008:5).
5.4 QUALITIES OF AN EFFECTIVE SCHOOL

The features an effective school as highlighted by the head teachers’ interview responses was almost similar to the characteristics of effective schools by Edmonds (as reported in Lockheed & Levin, 1993:5), as follows:

(a) Strong leadership of the principal;
(b) Emphasis on mastery of basic skills;
(c) A clean and orderly school environment;
(d) High teacher expectation of student performance;
(e) Frequent assessment of student progress.

The responses centered on leadership, availability and effective utilization of instructional materials, well motivated and committed teachers and parental involvement and support as the major ones.

Like the critics of Edmonds (1979), some head teachers argued that whereas the leadership factor is crucial, a clean and orderly environment with heavy investment in the infrastructure was a better guarantee of an effective school. According to them, the emphasis should be placed on creating a school climate conducive to effective teaching and learning. However, the teacher was put at the centre of everything as Witte and Walsh (in Lockheed & Levin, 1993), posits: effective schools’ characteristics - particularly teacher involvement in decisions and parental involvement in schools, were modestly associated with higher student achievement.

This emphasis on the teacher is supported by Sergiovanni’s (2000) list of the nine characteristics of good schools, which clearly illustrates the importance of looking beyond management and administration to teacher leadership. The characteristics speak of influence-oriented practice based on pronounced agreement between staff. They include: school centeredness, academically rich program, instruction for supporting students growth, a positive school climate that supports learning, fostering of collegial interaction, extensive staff development, shared leadership practices, creative problem solving and involvement of parents and community.
Another group of head teachers argued that what constitutes a good and an effective school varied from place to place depending on different situations, and that there cannot be a set of characteristics that are constant. This view is confirmed by Purkey and Smith (1983), who emerging from the ‘second wave’ of effective school researchers, identified nine organizational and four process characteristics. The organizational characteristics were:

- School-site management;
- Instructional leadership;
- Staff stability;
- Curriculum articulation and organization;
- School wide staff development;
- Parental involvement and support;
- School wide recognition of academic success;
- Maximize learning time;
- District support.

The process characteristics were:

- Collaborative planning and collegial relationships;
- Sense of community;
- Clear goals and high expectation;
- Order and discipline.

But, like the head teacher who lamented that one cannot start talking of an effective school when there was not even a bare minimum in terms on instructional material, staffing and others, Lockheed and Levin (1993), in support, summarized this situation as follows:

“Creating effective schools is significantly more difficult in developing countries than in developed countries, because schools in developing countries lack even the basic minimum inputs necessary for them to function as schools at all, while
schools in developed countries are adequately provisioned.
We argue that creating effective schools in developing countries requires all three elements: basic inputs, facilitating conditions and the will to change”.

While all three elements are very important, the will to change which is anchored on leadership is the major determinant even for the realization of the other two. A visionary and an enterprising leader in the person of the head teacher will mobilize strong parental and community support, create linkages with other schools, both within and without and galvanize all his/her staff to work as a team to turn the school around.

As Lockheed and Levin (1993:11) affirms; in effective schools, teachers typically are decision makers and play important roles in shaping the school. In Thailand, principals, in a bid to improve school performance, promoted shared decision making within the school and greater collaboration among teachers.

5.5 DICHOTOMY OF BOARDING / DAY SCHOOL

The study attempted to establish if there were significant differences between boarding and day secondary schools in terms leadership styles of head teachers and school performance. No significant difference was observed.

The students in boarding schools are only advantaged in that they are in the controlled environment. Time for study is controlled, so they probably have a lot more time to read than the others. Students in day schools are affected by the environmental factors. The environment for a boarding school is far better, so one finds a larger number of students in boarding schools doing well. Apart from the school environment, the day scholars are sometimes troubled by volatile home environment such as parents’ misunderstandings sometimes ending up in divorce. Students in day schools but staying in hostels also face enormous challenges.
Effective school performance requires visionary leadership. From the head teachers’ interview responses, many of them did not have clearly articulated vision and mission statements. One of the core functions of a head teacher is to provide direction to his/her subordinates. The head teacher’s greatest leadership responsibility is that of formulating and articulating the vision of the school. It is through shared vision and mission that the head teacher will be able to offer a sense of direction to his staff. All the staff should be able to have a shared understanding on where the school should be in the foreseeable future.

Kyeyune (2008) affirms that without understanding the school’s past, its aspirations and processes, a head teacher cannot become part of the team that he/she leads to bring about positive change in the school.

All stakeholders expect head teachers to meet the ever-increasing demands of their jobs, which include amongst others, galvanizing all the resources towards the attainment of the schools’ mission and goals. There is a very strong relationship between visionary leadership and transformational leadership, which in this study is recommended for future education leaders. Visionary leaders are often very transformational leaders. Transformational leadership as Naluwemba (2007) quotes, means developing a shared vision which can enhance collegiality among teachers, provide individual support, intellectual stimulation, and motivate staff toward the acceptance of school goals, values, and moral work practices for advancing strategic culture change (Burns, 1978; Leithwood & Jantzi, 2007).

Strategic goals and objectives operationalize the school’s vision and mission. The absence of well-articulated vision and mission implies that the school has no clearly articulated objectives.

Strategic planning is a very important process in the life of every organization. While a few schools had strategic plans a majority did not. Although the effect of the strategic plans on the school’s performance was not apparent, it says a lot about the type of leadership in the school.
In this era of results oriented management, management and staff cannot perform well if the goals of the institution and the tasks of the different players are not clearly articulated.

In the light of the scarcity of resources, it is also imperative that the school leadership be able to prioritize activities, because there are always too many demands on scarce resources. A good plan forms the basis of allocation and prioritization of the scarce resources. A well thought out strategic planning process, which is broad based and consultative would foster teamwork and collaboration in the school. It will also enhance shared leadership. These are critical ingredients for the successful performance of the school.

It should be highlighted that the process of developing a school’s vision and mission and later on the strategic plan should be a very consultative process, and should involve all stakeholders, including the parents and other critical friends of the school.

5.7 PARENTAL INVOLVEMENT

Building on the literature reviewed and responses from this study, it has also emerged that the role of parents is instrumental both to the students learning achievement and to the well being and performance of the school. It is the desire of every parent to see his or her children in school; for most parents would wish to see their offspring exceed their education standards. Parents want to see their children successful in life, of course after succeeding in school. However, without the involvement of parents in the management of schools, secondary schools today can hardly expect to achieve good academic results much as they have effective leaders. This is in consonance with findings from Amason and Sapienza (1997) that parents play a vital role in the school system. They encourage their children to read, as well as support and encourage the teachers to work towards improved student’s academic achievement. Further still, Amburgey and Rao (1996) observe that school development is dependent on the parent input more than the leadership code.

Ballantine (1999) in Hornby (2000:1) posits that “parents are critical to children’s successes during the school years”. Ballantine (1999) suggest further that the positive outcomes of parental involvement also include:
- Improved communication between parents and children;
- Higher academic performance of the children whose parents are involved;
- High school attendance and less disruptive behavior;
- Increased likelihood of completing high school and attending college;
- A sense of accomplishment for parents;
- Higher parental expectations of children;
- Improved study habits among children;
- Increased likelihood of parents deciding to continue their own education.

The list of potential benefits is extended by Sussel et al. (1996), as reported in Hornby (2000) who suggest the following:

- More positive parental attitude towards teachers and schools;
- More positive students attitudes and behavior;
- Improved student performance;
- Improved teacher morale;
- Improved school climate.

In Uganda, the contribution of the parents particularly through the PTA has been very immense. They have contributed to the infrastructural development of the school, the teachers’ welfare and together with teachers controlling students’ discipline.

Small’s experience as reported in Oyetunyi (2006:132), as a teacher who loves to involve parents in children’s school work indicate that parent-teacher partnership promotes learning and brings about growth in students. This is to say that when the school involves parents in the education of their children, it improves students’ performance both in academic work and character, which otherwise may not be achieved by the school alone.

Unfortunately as it emerged from this study in almost 45% of the schools (10 schools) a lack of parental interest in the matters of the schools was reported including failure to turn up for meetings and other big events in the schools. There are diverse reasons to explain this apparent
lack of interest by the parents, but from the researcher’s observations and experience, the leadership of the school plays a major role in this regard. If the school head teacher shows interest and commitment to involve them then they are likely to come on board. This is in tandem with Oyetunyi’s (2006) argument that the head teacher should be the individual to initiate and facilitate parental involvement in a school. Constantine (in Oyetunyi, 2006:100) alludes to the assertion that school leaders do not encourage the parents in school and argues that even though the school leaders claim to delight in parental involvement in school, they limit the relationship by taking actions that do not encourage parental involvement in school, otherwise, parents would have been actively involved in the school activities, and realize their dream for their children. The head teachers’ leadership style contributes to a larger extent to the parents’ lack of interest in the affairs of the school. If the head teacher is not transparent and accountable to the parents, then they will distance themselves from the school.

Although Hornby (2000:2) justifies the fact that the minimal parent involvement in school is a worldwide phenomenon, and Benhamtye (in Oyetunyi, 2006:101) further observes that in most cases, parents get involved when what they feel that the school has violated their expectations, for many of them believe that it is the school’s responsibility to educate their children. Small (2003:194-203) however, holds a different opinion with regard to the parents’ lack of interest in their children’s education. He believes that parents are willing to cooperate with teachers so much so that if teachers are willing to involve them, they come readily as resource individuals and helpers in the teaching-learning process.

Head teachers who are democratic and involve stakeholders like parents not only in those activities where they are financing or supporting the school, but also in other decision-making processes, such as visioning and planning activities, ensure that parents are critical friends of the school and hence available whenever called upon.

5.8 TEACHERS’ MOTIVATION

Regarding teachers’ remuneration and motivation, it cannot be an overstatement to say that teachers who are well motivated will work devotedly in order to ensure that students pass with
good grades. They will certainly be active in many other areas of the school’s performance and development. A good leader, in most cases, is one who motivates his subordinates in order to be able to influence results. However, it is also important to observe that good leadership remains important to the schools’ performance. Without it, activities cannot be implemented in accordance with the stakeholders’ expectations. But for leadership to succeed it will need to have a reliable and committed staff. Motivated employees are always looking for better ways of doing their job, and are usually concerned about quality. Steyn and Niekerk (2002:141) emphasized:

“Highly motivated workers are more productive than apathetic ones”.

Grant (2006:512) quoting the South African Department of Education (1996:28), contends that:

“Any hope of the vision of the education policies succeeding will depend largely on the nature and quality of their internal management”.

Linda (1999:27) also has this to say on the influence of school leadership and management on teachers’ attitudes to their jobs:

“It is, for the most part, leadership and management that define the school – specific contexts that affects teachers working lives. My research findings revealed, categorically, that the greatest influences on teacher morale, job satisfaction and motivation are school leadership and management”.

Indeed head teachers have the capacity to make teachers’ working lives so unpleasant, unfulfilling, problematic and frustrating that they become the overriding reason why some teachers do not perform as expected and some have to leave the profession.
It is not about remuneration that the teachers are only concerned about. Motivation comprises more than human needs. It can also be determined by school climate as set by the head teacher. If the head teacher sets a conducive and supportive atmosphere in the school, staff will be motivated. Steyn and Niekerk (2002) add:

“They (head teachers/school managers) should note the important role effective communication, mutual trust and openness between teachers and staff can play. If a teacher is seeking promotion, provide opportunities for exposure and growth”.

Teachers want to feel good and proud about what they are doing. They feel more valuable if they are meaningfully involved in real decisions that affect them.

5.9 THE RELATIONSHIP BETWEEN LEADERSHIP STYLES OF HEAD TEACHERS AND SCHOOL PERFORMANCE

The researcher’s task was to establish the relationship between leadership styles of head teachers and school performance in secondary schools. In Table 6 (Chapter Four), the Pearson Correlation Coefficient (R) is 0.615 or 61.5%. This means that there is a strong relationship between leadership styles and school performance in secondary schools in Uganda. In other words, academic performance in secondary schools is explained by the prevailing style of leadership.

However, the extent to which leadership styles contribute to student academic performance is weak denoting a coefficient of determination of 0.328 or 32.8%. Leadership style may be a strong factor accounting for the academic performance of students in a school but its degree of influence may be limited if the school does not have good teachers, funding is limited, the head teachers’ lack experience and the culture of the school towards academic excellence is poor. The rest of the 67.2% is the extent to which extraneous variables like the quality of teachers, availability of school facilities, instructional materials and the experience of head teachers, school
culture and nature of students contribute to school performance. This explains the magnitude of the contribution of leadership style to school performance.

In order to improve the academic progress of schools, libraries need to be well stocked with up to date resource materials. Funding of academic projects also needs to be prioritized. A school leader’s role, therefore, is to urge students and teachers to utilize the available instructional materials in order to encourage a strong academic and continued research based culture in the school. It is, however, equally demanding for a head teacher to direct his/her efforts towards the improvement of the school if instructional materials are neither available nor effectively utilized.

Further still, the culture of the school influences the academic progress of the same school. Schools, which have maintained their culture of academic excellence and discipline, will continue to excel, regardless of the leadership factor including the leadership style adopted by the head teacher. This is because their vision and mission are already well articulated and shared by most of the stakeholders of the school from the employees to members of the BOG to parents. The founders, and now the foundation body, invested heavily and took time to restructure and maintain quality with a view to upholding the good performance of the school. Top ranking schools in Uganda pay their allegiance to a strong culture maintained by their foundation bodies and other stakeholders.

Other factors that influence academic excellence in secondary schools include the quality of teachers; the sort of management practices employed, and staff motivation and remuneration. All of these imply that it takes more than leadership alone to have an effective school system. The effectiveness of schools is beyond one variable, but a combination of many other effective variables (Pedraja, Rodriguez & Rodriguez, 2007).

However, other factors notwithstanding, leadership remains pivotal towards school performance. Camilleri (2007) adds an important assertion that the rapid pace of change in the school’s organization demands that leadership be more effective in order to confront the challenges that schools have to contend with especially student academic growth. Adei (2004) summarizes it very well:
It is apparent that leadership plays a very critical role in galvanizing all the other factors in the school together.

However, in spite of the importance of leadership, its contribution to improved school performance will not be maximized, unless leadership is distributed and shared with the significant others. The researcher agrees with the school of thought that the concept of leadership must change, as Grant (2006:512) argues that a different understanding of leadership is needed; a shift from leadership as headship to distributed form of leadership. There is a distinction between leadership and headship in the context of school management. Gronn (2002:660) posits:

“…the excision of leadership from headship means that the former can be disassociated entirely from occupancy of formal positions. The sole features that distinguish a manager or a head, then, are the legal authority bestowed by appointment, along with any accrued status deriving from the trappings of office, previous experience, individual capacity or other attributes. In summary, leadership is no more the monopoly of managers than any other element in the overall calculus of power, in which case as has been suggested, any organization member may influence, lead or persuade her or his peers. This prospect facilitates the distribution of leadership…”.

From the foregoing contention the researcher would like to argue that in this study the reason for a strong positive relationship between leadership style and school performance, but a weak overall contribution, could be attributed to the fact that leadership was still vested in an individual who when his/her style of management was poor resulted in poor performance. When a head teacher does not let go of some of his powers, this will result in his/her staff becoming demotivated and subsequently performance will be affected. This argument is given credence by
Birnbaum (as reported in Gronn, 2002:660) who in reference to University administration, suggests:

“A rich mosaic of interaction and influence that goes beyond the simplistic notion that organizational functioning results from the actions of a single leader.”

5.10 THE AUTOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated that: “There is a negative correlation between the autocratic leadership style of head teachers and school performance in secondary schools in Uganda”.

Results from the Pearson Product Moment Correlation Coefficient indicated (in Table 8, Chapter Four) that the relationship between the autocratic leadership style and school performance from the teachers’ questionnaire as -0.65 or -65%. This was interpreted as a strong negative relationship. This simply means that the more autocratic one becomes, the poorer the performance of the school and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles, which are highly resented by their subordinates.

The greater the use of autocratic principles, the poorer the learners’ academic performance. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets.

Schools led by autocratic head teachers are characterized by a closed climate. Such head teachers are not open-handed and transparent themselves. They are highly aloof and impersonal; who emphasize the need for hard work but fail to work hard themselves. Teachers working in closed climates, according to Halpin (1996), do not work well together, derive little satisfaction from
their work and dislike their head teachers. This study has also indicated that the more the subordinates are motivated the better the school performance.

From the teachers’ responses, this leadership style is least effective in most situations in the schools and has a negative impact on the school’s climate. The extreme top-down decision-making approach employed by the autocratic head teachers stifles the subordinates’ ideas and creativity. Their sense of initiative and ownership plummets, so they have little accountability for improved school performance.

The authoritarian leadership style should be used with extreme caution, as in a crisis or genuine emergency in the school. If the leader solely relies on this style, the long-term impact will be ruinous to the schools’ performance. Students despise harsh administrators, who make their life miserable, resulting in a decline in the school’s performance. Likewise, teachers do not appreciate commanding authority. Such authority makes them loose their initiative and morale and they eventually neglect their duty or even think of applying for transfers to other schools. When a school keeps on loosing teachers through transfers because some of them may not be replaced immediately or gets other teachers but who might not be as experienced as the ones transferred, the performance and standard of the school might decline. This position is also supported by findings elicited from the teachers’ responses to the questionnaires.

However, the head teacher admitted that they had to sometimes resort to an autocratic style of leadership, because the staff was uncooperative. Often times, the teachers abandon their professional ethics and miss lessons, absent themselves without informing their head teachers so that a replacement can be found. One head teacher lamented:

“… what do you do when you see your students missing classes from time to time and sometimes without any explanations?”
This is when the head teacher has to use coercive methods for the teachers to be able to do the work as required. As McGregor (1960) postulates in his Theory X; that by human nature most human beings are lazy, and dislike work and so they can only perform when led and directed.

The head teachers interviewed indicated that they usually encountered misconduct among young, ambitious and inexperienced teachers. The idea of having to coerce the subordinates by their leader is supported by Sashkin and Sashkin (2003:25) who asserted:

“When an employee is not ready, that is, has inadequate skills and lacks motivation to get the job done, the appropriate leadership strategy, according to the Hersey-Blanchard theory, is to be very directive”.

In such a situation he goes on to explain, the supervisor in this case, the head teacher, tells such teachers what to do, how to do it, and supervises them closely to make sure the work gets done the way required. Although it is also not uncommon to find staff who know what to do, but won’t do it anyway.

However, at times, vibrant enthusiasm and clear vision are the hallmarks of the authoritarian style. This leadership style can motivate teachers by making it clear to them how important the work is to them and how it fits into the larger vision of the school’s organization (Mindy, 2007). People understand that what they do matters and why, thus maximizing commitment to the organization’s goals and strategies, knowing that when their organization fails, they sink with it. If the standards for success and the rewards are clear, people have great freedom to be innovative and creative. Schools, for example, need leaders who drive teachers and students towards innovative thinking in order to ensure quality performance and academic excellence.

The study established that sometimes the head teachers were obliged to employ autocratic leadership styles due to a lack of trust and confidence in their subordinates. This is particularly true with the head teachers who wanted to appear or emerge as charismatic leaders, and as the only ones with the vision and knowledge to push the school to greater heights. From the
researcher’s observations and experience, this often emerged during head teachers’ transfers. Head teachers would plead to and were supported by their members of the BOG, not to be transferred because when transferred the school would collapse. They would also not feel shy to say that in the whole school and among a staff of over one hundred well-qualified teachers, they were the only ones with a vision for the school and capacity to run it effectively.

This phenomenon of charismatic leaders in relation to the school’s performance is explained very well by Sashkin and Sashkin (2003:69) who observe that charismatic leaders seek control by controlling others; they initiate a kind of relationship that is meant to cause other people to be dependent on them. Oyetunyi (2006) argues further that charismatic leaders are not concerned about the followers and the organization but about themselves, and so many of them make life unbearable for those who deal with them.

The study established that head teachers, who were effective, were not necessarily those using legitimate powers only, but those who, in addition had to influence their staff through a number of ways including through rewards and recognition. This explains the study’s findings that the schools, which were paying allowances to their staff, had an edge in performance even when the head teachers did not attend school regularly.

The autocratic head teachers also met the description of task-oriented leaders who had to do whatever it took to accomplish the task, irrespective of the plight of the staff. This is why sometimes school performance had to decline instead.

5.11 DEMOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated: “There is a positive correlation between the democratic leadership style of head teachers and school performance in secondary schools in Uganda”. From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was established that there is a positive moderate relationship between the democratic leadership style and student academic performance in secondary schools in Uganda (48%).
Most school managers use the democratic leadership style compared to other leadership styles in order to buy in subordinates. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, students and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style. The leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Students in schools need to be involved in the school’s administration and in the implementation of decisions because these affect them directly.

School head teachers contend that democracy is the best leadership strategy for school environments because schools are systems with parts that are interrelated. The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. Today there is a very strong school of thought that schools can no longer be managed by a lone figure at the top of the hierarchy.

In Case F for example, it was discovered that leadership in this school was effective. According to the research relating to effective schools, an effective school is characterized by the following features:

- A system-wide mission is clear and focuses on teaching and learning. It incorporates the belief that all children can learn.
- The principal is a strong instructional leader and an effective competent manager.
- Staff members hold high expectations for the educational accomplishments of all their students and for themselves.
- A safe, orderly, caring, goal oriented environment, which is essential to teaching and learning.
- Where acquisition of essential skills takes precedence over all other school activities.
Frequent and thorough monitoring of student performance is done and results are used to make educational decisions.

Parent and community involvement is actively sought.

Human, fiscal and physical resources are equitably distributed among the schools and tailored to students needs (Carter, Madison, Hall & Lockamy, 1990).

From the responses of the teacher, this school can be described as an effective school. For example, the teacher pointed out:

“The school admits students with dismal passes after the primary level leaving examinations but at the end of the day such students manage to make it to the advanced level. All this is facilitated by the good leadership and the support of the parents”.

From these views one can describe this school as an effective school. An effective school is one where the teaching and learning processes in the classroom are effective. This in agreement with James and Connolly’s (2000) conclusion, that “a school may be considered effective when students’ progress is greater than might be expected”. So the fact that this school can add value to students with dismal performance from the primary level, qualifies it to be an effective school. This can only be possible if there is good leadership in the school that develops the school’s vision and properly articulates and translates it into teaching and learning. Stoll and Fink (in James & Connolly, 2000) developed a model that categorized effective schools into three groups:

a) A common mission; a shared and communicated vision of school goals and priorities, where the principal plays a major role in the encouragement of teachers, parents and students in commitment to and responsibility for the vision.

b) An emphasis on learning, characterized by teachers who have and convey high expectations to their students. Teachers who use a variety of teaching and monitoring strategies and where there is a collaborative culture of teaching and learning.
c) A climate conducive to learning; where morale and self concepts are high, due to active involvement and responsibility on the part of the students, recognition and incentives, and fairness and consistency with regard to student behavior. The learning environment is attractive and inviting to parents and members of the community, who are involved in school life.

A close examination of this model reveals that there was a common vision communicated to all the stakeholders. This was reflected in the teacher’s response as follows:

“The head teacher sustains the cordial relationship between the staff and the support staff, between the staff and the parents and in addition sustains the relationship with the community. He invites everybody to participate in the performance improvement of the school”.

In addition, one can identify that there was effective leadership in this school. Effective leadership is where there is professional leadership that is characterized by a firm and purposeful participative approach in school leadership (Sammons, Hillman & Mortimore in James & Connolly, 2000). The head teacher in this school seems to be the kind of head teacher who believes in teacher leadership and empowerment. It is perhaps prudent to argue that this head teacher was a pedagogical leader. Sergiovanni (1998) extended the concept of pedagogical leadership further in the context of learning communities and the development of human capital. He saw the development of social capital and academic capital for the students, and intellectual capital for the teachers as central to the success of the school.

The core purpose of pedagogical leadership is to create an environment that is conducive to higher levels of learning. This head teacher allowed HODs to bring in resource personnel in order to facilitate the candidate classes. According to the teacher:

“This has helped the school to transform the students into better ones”.
In addition, one can argue that leadership in this school focused on instructional leadership. With instructional leadership whatever the head teacher does is to improve instruction in the school. The head teacher in this school went the extra mile to facilitate teaching and learning in the school. This perhaps explains why students who had attained poor grades were in a position to improve their grades after form four which is known as the Ordinary level education in Uganda. This is very typical of instructional leadership.

It was also discovered that there was a high level of the school community partnership in this school. The teacher pointed out:

“Our school has clubs with an outreach club program that has managed to enhance the school community participation. In addition, through the clubs, the school has managed to give the students life skills”

This kind of approach in the school may assist it to cater for the affective domain of education, which emphasizes the life skills. School improvement studies point to an effective school as one that is successful in all the domains of education.

The school community partnerships also reveal that this school was an effective school. One of the characteristics of an effective school is the school community partnership. This is in agreement with Lockheed and Levin’s (1993) conclusion that one of the features of an effective school is a sense of community and parental involvement. So in this school, it was established that there was a good relationship between the school and the community. In the first instance the students, through the school club outreach program, assist the communities around the school with some items in the form of soap and old clothes. Secondly, this being a community school based on the Anglican faith, the church through its Priest, guides the students on the development of moral principles. This kind of community partnership is a characteristic feature of an effective school.
It was also discovered that this school had an elaborate student leadership structure; this was another factor that explained that this school was an effective school. Stakeholders’ involvement is considered as another factor to explain the effectiveness of an education system. Student leadership in this school demonstrates a unique style of leadership, which in this case was democratic since students were given a voice.

In this particular case there was evidence of good leadership that was manifested by the synergy of teamwork in the school. This was evidenced from the teacher’s words:

“She has been able to create a strong spirit of teamwork among us”.

This seems to suggest that this head teacher has been able to create a collaborative culture in the school. A collaborative culture is one where all the stakeholders in the school work together in order to bring about school improvement. This kind of collaboration in a school may bring about the concept of a learning community with its associated advantages of creating the social and academic capital for students and the intellectual capital for teachers. This eventually improves the overall performance of the school as a whole. All this is evidence of good leadership.

It was also discovered that the head teacher in this case was a model and normally good leaders always “walk the talk”. This therefore implies that the head teacher in this school was an example of a good leader. The teacher pointed out:

“She works with us and she goes to the class to teach”.

This in my view is an example of good modeling and indeed this is the cost of leadership. But also in the process of working with them, the head teacher might set the direction and also articulate the vision of the school. This perhaps explains why head teachers are prepared to teach as well. Besides, it was also revealed by one of the participants:

“The head teacher is everywhere”. 
This might also mean that the head teacher in this school distributed leadership amongst other members, hence the reason for the head teachers walking around in order to monitor and evaluate the performance of the subordinates. Because leadership in this school was highly distributed, the head teacher had to monitor the performance of the subordinates by walking around.

It was also established that despite the above unique features, the head teacher in this school practiced both the democratic and autocratic leadership styles. One of the participants said:

“The head teacher consults although sometimes she is coercive”.

This means that there is no one kind of leadership style in the school. This is in agreement with Leithwood, Jantzi and Steinback’s (1999) conclusion that contingent leadership approach assumes that what is important is how leaders respond to the unique organizational circumstances or problems that they face as a consequence, for example of the nature and preference of co-workers, conditions of work and tasks to be undertaken. This approach to leadership assumes, as well that there are wider variations in the contexts for leadership, that to be effective, these contexts require different leadership responses. Furthermore, this approach to leadership also assumes that individuals providing leadership, typically those in formal positions of authority, are capable of mastering a large repertoire of leadership practices.

In this study it was found that the mission and vision had been collaboratively developed, articulated and translated into meaningful activities. This seems to have an input on the kind of leadership demonstrated. In this particular case, both of them were collaboratively developed and therefore, a reflection of consultative or democratic leadership. It was found that in this particular case, the head teacher put in place an enabling environment for the development of the mission and the vision in the school. This kind of collaboration in the school in my view is a sign of effective, democratic leadership in the school. The same was also discovered in the planning process in the school. The planning process in the school was collaboratively done. This is in agreement with Zapeda’s (2003) conclusion that “effective planning for school improvement is dependent on a broad base of involvement including teachers, parents, community members,
students, central office personnel and anyone who is a stakeholder in the school”. One of the participants revealed:

“The school plans for the curriculum and for both human resources and physical resources. The purpose of this was to create efficiency and effectiveness in the school and that all stakeholders were involved”.

This kind of involvement is a reflection of good leadership in the school.

It was also found in this school that leadership was critical to the performance of the school as a whole. In this school it was also found that leadership played a major role in the school’s academic performance. One of the teachers in this case pointed out:

“It is the role of leadership to mobilize the resources and putting them to proper use and again, it is the head teachers to set the direction. When this is in place, then the school has to perform”.

This is in agreement with the common sense view, that leaders are essential and have an impact on the performance of the organization (James & Connolly, 2000). In this case, it was also found that the head teachers allowed the teachers to take initiatives so as to improve the school. One of the teachers revealed:

“The head teacher does not interfere with our work, save in giving directions and facilitation. She, for instance, gives us room for innovation so as to improve the performance of the school. As teachers we are allowed to make innovations for the good of the school. For example recently, one of the teachers floated an idea of the Peace Club in the school. When the idea was introduced to the head teacher, the
teacher was given a go ahead. When it was presented to the staff meeting, the head teacher supported the teacher”.

In addition, departments were empowered to lay strategies in order to improve teaching and learning in the school. One of the teachers revealed:

“The head teacher allows us to outsource for subject experts so that we improve the performance of the school. This, however, depends on such departments that feel that this is important, and eventually this has drastically improved our performance”.

This in my view is a reflection of teacher leadership. Teacher leadership in a school is a sign of democratic leadership. There are a lot of advantages of teacher leadership. So because of the collaborative kind of leadership in the school, which is democratic and participative, the school has managed to improve its performance. However, despite this, there was also some kind of autocratic leadership in the school. This is, however, necessary especially when some the teachers in the school fail to comply with the rest of the members of the school.

In Case G, it was also discovered that there was some kind of democratic leadership in the school. This was reflected in the teachers’ remarks. One of the teachers revealed:

“The school has empowered the students in terms of leadership”.

This reflects a measure of democratic leadership.

It was also found that this school was an effective school. Effective schools are known for the provision of other domains of education other than only the academic rigor. This is in line with Cohn and Rossmiller’s (in Fertig, 2000) conclusion that effective schools should not necessarily be defined in terms of gains in cognitive knowledge rather than the broader, more inclusive
measures of the schooling outcomes. From the participants’ responses this seemed like an effective school. The teacher revealed:

“The school gives an all round education to the students. 
Our school tries to give the learners life skills”

One of the students also echoed the same voice:

“The school gives us an opportunity to explore our talents”.

It is only effective leadership that may create this kind of environment in the school.

It was also pointed out that good leadership was associated with having a caring environment in the school. In this case, one of the students pointed out:

“We are given good food and the teachers and the head teachers do care for us. The head teacher even tries to be around even during the night”.

This kind of caring environment is sometimes associated with good leadership and may lead to improved education outcomes. It may also lead to a situation where students can develop a culture of confiding in their teachers. In such cases when and where the home environment worsens, the learners can always use the school as the last resort. This may improve the performance of the learners. This seems to be in agreement with Wing’s (2003) view that the feeling that no one cares is pervasive and corrosive. Real learning is difficult to sustain in an atmosphere rife with mistrust. Similarly, positive social capital may be highly productive because they allow for the accumulation of social capital that can be converted into socially valued resources or opportunities. Beyond helping individuals to attain such human capital as education and skills, social capital may foster the development of trust, norms and expectations among youth who come to school (Valenzuela, 1999:28) and Wing (2003). In this school the teachers seemed to know almost all the learners and their problems. This was observed during the
period of research in this school. During the period of this study, the researcher observed a positive relationship between the teachers and the students. In addition, teachers were seen assisting and following up on students especially in the fields of Mathematics and Science. When asked whether this was so, the teacher said most of them were low performers who needed extra assistance. On whether this was a free service, the teacher responded in the affirmative, but added that when a parent is satisfied, a token can be given to the teachers.

It was also discovered that there was a good partnership with the community. Leadership in this particular case managed to forge good relationships with its community. The teacher in this study revealed:

“The relationship with the school and the community is amicable. We involve all the parents in school activities and we relate very well with the community. On our program this term, we shall be welcoming the new Parish Priest. The purpose of this is to give allegiance and reciprocate the Church for its good work in the school”.

Similarly, one of the students pointed out:

“Normally we have academic weeks, and on such days our parents come and sit and attend with us lessons in the classrooms. After the lessons they reflect and discuss with the teachers and us on how the lessons has been. They also discuss the performance of their daughters. In addition, they are free to make any input in the teaching and learning process in the school”.

From the voices of the teachers, it is perhaps important to conclude, that this kind of stakeholder involvement and community participation in the school is a sign of collaborative leadership. Such collaborative and participative kind of arrangement by all the stakeholders may only be
achieved if there is good leadership that can develop and articulate the vision and envision all the stakeholders in the school.

In this study, it was found that leadership in this school was more or less similar to the transformational kind of leadership. Transformational leadership is perhaps associated with higher order school improvement. The transformational leader raises the level of awareness of the significance of outcomes and processes, getting the followers to transcend their own interests for the sake of the team (James & Connolly, 2000). Transformational leaders motivate followers to adopt a critical reflective approach to practice and to actively engage in the consideration of their work. They also experiment with ways, perhaps radical and creative, of improving the processes and outcomes (ibid). An analysis of the students’ responses reveals that there were some traces of this kind of transformational leadership in this school. One student revealed:

“*When we have confessions, the Priests come in to assist in this arrangement and the week that follows the end of term before we break off is used by the church as a retreat to create a God fearing girl which is part of the school mission*."

This seems to suggest that leadership in this school was visionary and therefore, transformational. So the vision was developed and the leadership in the school managed to translate it into action and envisioning others to follow suit.

The findings from this school also suggest that the head teacher was an effective educational leader who believed in teacher leadership and teamwork. The teacher revealed:

“*She does not decide on issues alone but rather she consults. In addition, she delegates and on a weekly basis she meets with the staff members to monitor the performance of the previous week. Also once a week a top management committee sits to reflect on the previous week and the way forward*."

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The students on the other hand revealed, from their point of view, that the head teacher had a mix of both the democratic and autocratic leadership style. They pointed out that although the head teacher used the democratic style, in some instances she was dictatorial. For example, the head teacher sometimes listens to their views and she has to choose whether what they are saying is helpful to the school. But on the whole they are given a chance to express their views, but in most cases she would not listen to complaints from the students especially if it was detrimental to the school’s development.

An analysis of this approach reveals an effective educational leader who believed in distributive leadership and teacher leadership and therefore, democratic leadership. This particular case also reiterates the previous case that there is no one single kind of leadership style in the school setting. Head teachers therefore, tend to use a mix of different leadership styles, depending on the situation.

It was also discovered from this study that where there was collaboration and participation by all staff at the school level, there was a likelihood of having an improved overall school performance. One of the teachers revealed:

“Because of the democratic kind of leadership, exhibited by the head teachers, staff are always free to give in ideas on school improvement and sometimes many of these ideas are taken into consideration. This kind of arrangement in the school helps in securing academic excellence”.

Like in the previous case, it was found that the head teacher in this school used both the democratic and autocratic styles of leadership in the school. This is what is referred to as the contingent leadership style. It was also discovered from this study that where there is a stable, democratic environment, there would always be less chances of student unrest. Consequently, this may lead to the creation of a good learning environment in the school, which eventually may lead to improved educational outcomes in the school as a whole. This was revealed by one of the participants in this study:
“When there is democracy in the school, conflicts will be minimized. Hence no strikes will be registered in the school and as a result we as students will be able to concentrate on our studies hence leading to good performance”.

The nature of leadership in this school was also reflected in the school’s planning process. It was established in this study that where there is collaboration in the school through processes like planning, then such a school may depict some elements of democratic leadership. In this particular case, it was learnt that all stakeholders of the school were involved in this process and the rationale behind this was to create ownership of policies and plans in the school.

It can also be concluded from this study that where there was collaboration and participation in the school’s activities, there was the likelihood for the school to improve its performance. One of the participants revealed:

“Because of the democratic kind of leadership, people are always free to give in ideas on school improvement and sometimes many of these ideas are taken, this kind of arrangement in the school helps in securing academic excellence”.

In Case H, the findings also revealed that this was an effective school. This was evident from the teachers’ remark:

“That over the years the school has developed a spirit of comradeship”.

It was also learnt that other than the academic rigor, the school was doing well in terms of extracurricular activities. One teacher pointed out:
“To us it is not only grades that matter or determine the school quality, but giving the learners the needed skills”.

One of the students expressed the same view:

“The school has a rich curriculum that helps us to explore our talents”.

This view from the participants seems to be in agreement with Fertig’s (2000) conclusion that effective schools should not only be viewed from the academic achievement of the school but rather there is also the need to consider the broader, more inclusive measures of the outcomes of schooling. Therefore, the responses of the participants seem to suggest that this was an effective school.

It was also found that when leadership in this school is still new, managing change innovations is always an uphill task. In this study, it was established that the students were not happy with the reforms in the school. This was reflected in the responses of the students. One of the students lamented:

“There are a lot of changes that have been introduced in the school within a short time. What seems to be emerging is that whereas change in schools might be inevitable, it must be properly managed”.

This, therefore, seems to suggest that the students were not effectively involved in the change process, and besides, the change process was not well managed.

Despite the above, it was observed that in this school there was delegated leadership. One of the participants interviewed revealed:
“There are designated groups like procurement committees, staff meetings, dean of studies meetings and head of sections that were established by the former head teacher and are still being used by the new head teacher”.

This seems to suggest that these head teachers were trying to manage change in the school, hence a reason for not tampering with the old structures. Despite this, however, it was clear that there was a collaborative or participative leadership. This was evident in the planning processes of the school. It was discovered that planning was a collaborative arrangement intended to create ownership of policies and plans at the school level. One teacher revealed:

“Everybody is important. People have different skills, exposures and ideas. So you need their input in the planning process. So other than having them to own the policies and plans, I think it is important to tap the ideas of such people in the school”.

From this case it was also revealed that strong leadership was a perquisite to good school performance. One of the teachers revealed:

“Leadership has to do with the management and formulation of policies and strategies and their implementation. If leadership is not strong, then you might not achieve the desired goals”.

This seems to be in tandem with Sashkin and Sashkin’s (2003) conclusion that leadership is about creating conditions that enable others in the school settings to achieve results.

It was established that the period one has spent in the school does not matter when it comes to school performance provided one uses good leadership style. One of the participants in this case pointed out:
“Because her style of leadership is involving, participative and consultative, there is no doubt she has to perform”.

All that the participant was saying is that with democratic leadership, teachers are empowered and motivated to work and take initiatives. This eventually may lead to overall school improvement.

In Case I, it was found that the head teachers in this school had succeeded in consolidating herself and managing change in the school. This was evidenced from one of the participant’s response:

“All that the participant was saying is that with democratic leadership, teachers are empowered and motivated to work and take initiatives. This eventually may lead to overall school improvement.

In Case I, it was found that the head teachers in this school had succeeded in consolidating herself and managing change in the school. This was evidenced from one of the participant’s response:

“The head teacher is still new and we are still learning from each other”.

Under such circumstances, it is important to listen to the views of all the stakeholders. This is in tandem with Davies’s (2006) conclusion that conversations lead to greater knowledge and participation in discussions. It can be a difficult and slow process from the previous state of being concerned with only the short term to the new state of being involved in the broader and longer term strategic issues. It can be a process of recapturing the organization. The process of discussion of greater awareness and participation in discussion is a key feature, which may develop the ability of the organization to build leadership capacity in depth. The key ability here is to build involvement in the longer-term development of the school. Strategic organizations use staff groups that cut across roles in the school (ibid).

In addition, features of the learning organization were also identified in this school. Learning organizations are defined as a group of people who take an active, reflective, collaborative, and learning-oriented and growth promoting approach toward the mysteries, problems and perplexities of teaching and learning (Retallick & Farah, 2005). Some of these were found in this study. The students pointed out that the school is good, their teachers are cooperative and the teaching and the learning environment is wonderful. Effective leadership in the school can only bring about such an environment.
Another reason for effective leadership in this school was reflected in the fact that it had managed to distribute leadership at all levels within the school. One teacher revealed:

“Although the head teacher is still new in the school she has at least managed to disperse leadership and empower the teachers to make decisions”.

Similarly, one student pointed out:

“We are always involved in decision making, especially through the student leadership. We are consulted and sometimes our views are taken into consideration”.

This was dispersed or distributed leadership. That is why the teacher in this very case described leadership in this school as being democratic. Dispersed or distributed leadership in school is associated with overall school improvement. With such leadership in place therefore, it may be easy for the school to achieve its overall outcomes.

Another feature of participative leadership in this school was discovered in the planning process. It was discovered that the planning process in the school was highly collaborative. There was participation and involvement of all stakeholders. It was also learnt from the participants that stakeholder involvement was a prerequisite for the ownership of plans and policies in the school.

Transformational leadership was also established in this school. This kind of leadership was discovered in this school and this can be inferred from one of the teachers’ responses:

“In order to do planning effectively, the head teacher has always organized workshops in order for us to link the school vision and mission to the school strategic development plans”.

This kind of leadership that is both visionary and empowering is associated with transformational leadership.

In this study, it was discovered that good leadership is associated with the school performance. This was also highlighted by one teacher’s words:

“Leadership is critical because it shows us the way. It motivates the teachers and encourages the students”.

The students also pointed out that there is a strong relationship between discipline and performance. In the school setting, this can only be brought about by good school leadership.

It was also discovered that a school with effective or good leadership that is dispersed or distributed was bound to yield good performance. One teacher revealed:

“When we all participate, we own the decisions and policies in the school”.

Other than owning the policies and decisions in the school, it is important to add that this kind of empowerment motivates the teachers and creates job satisfaction and enrichment. This in turn may lead to improved educational outcomes in the school. The only way schools will be able to face the challenges of the 21st century is to tap into the potential of all staff members and allow teachers to experience a sense of ownership and inclusiveness (Mujis & Harris, 2003).

In this study, students supported teacher participation in decision-making, because teachers enable students to solve the problems that may hinder their learning. As already emphasized in this study most scholars are of the view that, academic progress depends on making allowance for the participation of all stakeholders in the school’s matters (Nkata, 1996). It can be argued that in schools the head teachers should avoid making lone decisions regarding what team members should do and how they should do it.
On school climate, teachers who reported serving under democratic head teachers described their school situation in terms of the head teachers’ easy accessibility, collaboration amongst themselves, state of discipline of both their colleagues and their students, all enjoying being at school. This sort of climate is reported to be conducive to good performance, because teachers therein are highly motivated and the head teacher is himself enthusiastic, conscientious and hardworking, well balanced in temperament, not aloof and very much in control (Halpin, 1996).

These head teachers are described by Nias (1980:261) as positive because they set high professional standards, adapt a dynamic but consultative policy decision-making and actively support the professional development of their subordinates. The issue of the staff development featured very prominently in teachers’ responses, like one who had a very bitter complaint against his head teacher (Section 5.8, Chapter Five).

In spite of being the preferred style, the democratic leadership style has some drawbacks like having endless meetings, failure to secure a consensus on critical issues which need urgent handling and in times of crisis.

5.12 LAISSEZ-FAIRE LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated that: “There is no correlation between the laissez-faire leadership style of head teachers and school performance in secondary schools in Uganda”. The correlation coefficient indicated that there is a very negative correlation between the laissez-faire leadership style and the school performance in secondary schools. This study established that head teachers who use the laissez faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. In a study of railroad section groups, Katz, Maccoby and Gurin (as quoted by Frischer, 2007) found that the groups were unproductive if their supervisors avoided exercising control over their subordinates. These supervisors also did not differentiate their role and that of the workers. This indicates that
laissez-faire leadership creates neglect and a lack of follow up of activities, which may water down concerns towards effective performance.

Laissez-faire leadership is not the best leadership style to use in the school’s organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school’s effectiveness.

During the interviews, teachers were asked whether they would make decisions independently regarding academic programs without the head teacher’s intervention. Their responses were that as much as teachers have to make decisions regarding academics, the head teacher has to monitor and approve the decisions because he/she is the head of the school. Whatever goes on wrongly he/she has to be answerable to as a leader. Group members under the laissez-faire leadership style reported more isolation and less cohesiveness from the leader and less empowerment in decision making. MacDonald’s (2007) study of laissez-faire leadership shows that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates. Like the affiliative style (as indicated in Chapter Two, Page 46), the laissez-faire leadership style may work well when trying to build team harmony, increase morale, improve communication or repairing broken trust among staff.

However, the laissez-faire leadership approach when properly implemented does not fully imply autonomy and irresponsibility of subordinates. The answer lies in the fact that if the subordinates are skilled, self starting and professionally mature, they may need autonomy and freedom in decision making with the directive boundary specified by the head teacher, the school or even the task itself. In this case, there is no need for head teacher intervention. Within these boundaries, the school manager should permit the already competent and motivated subordinates to complete their assignments in the manner they think best, but under staff who needs directives to navigate through difficult situations this style can leave them leaderless and helpless.
5.13 SITUATIONAL LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This hypothesis stated that: “There is a positive correlation between the situational leadership style of head teachers and school performance in secondary schools in Uganda”.

From the study, it was discovered that one of the most frequently used approaches to leadership was the situational leadership. School managers have, through experience, come to terms with the fact that the adoption of a particularly relevant style in a specific situation leads to school effectiveness, rather than relying on a single style of one’s choice (Mullins, 2002). Several arguments captured in the study account for the significance of the situational leadership approach. When head teachers and their deputies are transferred from one school to another, they tend to adopt new leadership styles because the new environment dictates differently.

Leadership is dictated by environmental changes within and outside the school. At one time, students may be so unruly and militant that it requires the head of schools to use strict measures of discipline so as to improve their academic performance. However, in another development students may be so committed and focused that it may require being liberal minded to allow participative leadership to prevail. Of course, this depends on the changes in the situation of the school.

This is also corroborated by Cheng (2002) who asserts that the relationship between school performance and leadership style is moderated by the situational factors. He further argues that learning outcomes cannot be predicted by leadership styles unless the situational variables are known. The researcher does not agree with this argument, although it is felt that effective leadership requires adapting one’s style of leadership to situational factors.

Nevertheless, his argument is supported by the very first proponent of the contingency theory, Fielder (1967:36), whose opinion was that leadership styles are constant and that leaders do not change styles, but they change the situation. Results from the quantitative analysis of the study (in Table 15, Chapter Four) indicate that there is a weak positive relationship between situational leadership and academic performance in secondary schools in Uganda.
The majority of teachers who participated in the study were not in support of the variations in leadership styles. They preferred head teachers with either democratic or laissez-faire leadership styles. This could probably explain the weak relationship between the situational leadership style and school performance.

The head teachers, the majority of whom supported the situational leadership approach, indicated that teachers were also reflected as part of the situation, and a very difficult situation to handle. For example, while school strikes are attributed to head teachers’ incompetence and autocratic tendencies, head teachers blamed the strikes on teachers. They contend that teachers incite students to strike, because some of them are either ambitious and want to replace the head teachers or some of the teachers are just incompetent and lazy and do not want to work. This is sometimes true. Teachers who are lazy and who do not want to work dislike a very serious and strict head teacher who makes them work. Such teachers create a very unfavorable situation for the head teachers. Fielder (1967:145), who conceptualizes the situation in terms of its favorableness or unfavorableness, supports the argument that leadership is largely determined by the favorableness of the situation at hand, which means the extent to which the situation allows the manager to exert influence on the subordinates.

The relationship between the head teacher and the teachers is a key factor in determining the working environment in the school. If the teachers and the head teacher do not get along with each other, the students soon get to know and sometimes take sides. This adds to the favorableness or unfavorableness of the situation in the school.

This study has also established that most of the head teachers learn the skills of administration on the job. The training they undertake does not sufficiently prepare them for leadership roles. This is another fertile ground for creating an unfavorable situation in the school. As the head teacher learns on the job, he/she may not be in a position to spell out clearly the tasks in the school and particularly when the school is not well established. But the teachers, and particularly the HODs, would be turning to him for assignments or for specifying goals, procedures and performance standards. When the head teacher finds her/himself in a situation where she/he cannot guide and
direct the activities of the staff members, then she/he cannot be said to be in charge and in control of the school.

Where the school is well established and the tasks are already well structured, the head teacher may lose his initiative and innovativeness as he/she finds him/herself in a fix. Attempts to change such a status quo are always met with resistance and sometimes rebellion. “This is not how we do things here or that this is always done like this, like that” teachers would constantly remind the head teacher. Unfortunately in such a situation, the head teacher’s level of authority, particularly to administer rewards or sanctions is already compromised by his inadequate knowledge and skills in management and leadership.

5.14 SUMMARY

This chapter presented a discussion of the study’s findings as highlighted in chapter four. It is evident that while some schools are well managed, a number of schools from the study are not well managed, and actually the study’s findings can also be generalized to other schools in the country. It was also noted that there was an increasing lack of seriousness and commitment among teachers. While a number of factors affecting school performance were identified and discussed, the emphasis was on leadership and in particular the leadership style employed by the school’s head teachers.

The chapter has highlighted the significance of head teachers’ training and continuous professional development. Inadequate preparation of head teachers for their leadership roles was singled out as one of the factors responsible for the lukewarm school performance. In a number of schools, teachers and indeed other staff members were not involved in decision-making processes in the schools and this was found to be responsible for teacher’s indifference towards schools’ programs and commitment to learners’ academic needs. Lack of teamwork and collaboration among staff affected performance.

The study established that there is a significant relationship between democratic leadership and academic performance. This was revealed by the positive Pearson Coefficient value and the
qualitative information that was analyzed in the course of the study. The study indicated that it is only through democratic leadership that different views can be brought together, challenges identified and collective decisions reached.

**Chapter Six** will make recommendations for mitigating the identified challenges in leadership and school performance discussed in Chapter Five.
CHAPTER SIX
RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

Effective school research reveals that there is a very significant leadership effect not only on the student learning, but also on an array of school conditions as well. Leadership is a very strong predictor of school performance (Leithwood & Jantzi, 2007). This study established that among the pillars on which education is anchored leadership is pivotal. For example, if leadership per se, is expected to have a pronounced effect on education, it must be visionary, transformational and shared. This chapter therefore proposes to make recommendations and conclusions on the basis of the research findings.

6.2 SUMMARY OF FINDINGS

The findings of the study can be summarized as follows:

- The training the teachers and head teachers undergo does not prepare them adequately for leadership roles;
- The head teachers lacked management and leadership skills;
- There was no relationship between the head teachers number of years in service and school performance;
- There is a disjointed relationship between the training received by head teachers from the universities and teacher training colleges, and the performance requirements in the schools;
- Most of the schools did not have strategic plans with clearly articulated vision and mission statements;
- That, for the few schools which had visions, mission and strategic plans, the teachers and other key stakeholders were not involved in the process of developing them;
- The study established that there is a strong positive relationship between the leadership style and school performance;
The study established that the coefficient of determination of leadership style is low implying that the contribution of leadership style to school performance is one factor amongst others that has an influence;

- The autocratic leadership style of the school’s head teachers has a negative effect on school performance;
- There is a strong negative correlation between the laissez-faire leadership style and school performance in secondary schools;
- There is a weak relationship between the situational approach to leadership and school performance in secondary schools in Uganda;
- There is a strong positive relationship between democratic leadership style and school performance in secondary schools in Uganda, and that the democratic leadership style is the most used style in schools.

6.3 HEAD TEACHERS’ TRAINING AND PROFESSIONAL DEVELOPMENT

The leadership style employed by a school’s head teacher is a function of his/her training, professional development and exposure. Being a head teacher today is more challenging than ever before. Not only because the head teacher is dealing with a changing educational environment, but also with a very different, have difficult and diverse clientele and the changing demands of the job itself. Although no amount of training can teach a head teacher how to deal with the difficult challenges, she/he needs to equip her/himself with the necessary management and leadership skills. Since it emerged as an important factor several recommendations are made in respect of the head teacher’s training and professional development.

6.3.1 Head teachers’ training

As already observed head teachers receive training for teachers like any other teachers. It should also be noted that this initial training is at best only the start of their professional education. It is therefore important that while undergoing training, teachers be exposed to knowledge and skills required by school managers.
It is also appropriate that a specialized course for those aspiring to become head teachers be designed. This study therefore submits that a specialized management and leadership training course be designed for those aspiring to become head teachers in secondary schools.

6.3.2 Head teachers’ professional development

Even after receiving adequate training, teachers remain lifelong learners. Due to the ever dynamic and changing nature of the professional demands, and the development of professional practices, training is a continuous process which lasts for the duration of the career of a committed professional teacher. Similarly, head teachers must also have continuous professional development. Head teachers are in charge of schools, which operate as professional learning communities. In support of this, Fullan (in Bass, 2007) alludes that the illiterates of the 21st century are not those who cannot read and write, but those who cannot learn and unlearn. Teaching is a lifelong learning profession and therefore head teachers should be at the forefront of learning.

Research indicates that an organization’s ability to improve and sustain improvement largely depends upon its ability to foster and nurture learning communities (Hargreaves & Fink, 2003; Mujis & Harris, 2003). It is therefore recommended that a Continuous Professionals Development (CPD) system for head teachers be established and institutionalized in the education system.

6.3.3 Education leadership training institute

The study has also established that there is a need for the country to build a constant supply of the needed manpower including leaders for the schools. Responses from both the teachers and head teachers indicate that none of the schools had as part of their plans staff development and succession plans. Apart from addressing the supply and availability of the pool of resources for the head teachers and deputy head teachers, the issue of the quality of leadership is equally important and has to be addressed. These concerns need to be addressed in a more concrete and
sustainable way. This is because, as postulated by Kyeyune (2008), the demand for leadership excellence has significantly changed the institutional face of our education system. It is not by default that in the United Kingdom, the National College for School Leadership was opened in 2000, with a focus on school leadership development, research and innovation. In South Africa, the Mathew Goniwe School of leadership and governance is another attempt towards answering the same cause. This study therefore recommends that in the medium to long term an education leadership training institute/college be established in Uganda.

6.3.4 Ongoing training and refresher training

In a bid to grapple with the changing educational terrain; overburdened roles, difficult parents, increased responsibilities and accountabilities, outbreaks of fires, student unrest (strikes and violence), dilapidated facilities, inadequate resources particularly inadequate staff, head teachers will need constant refresher training. In addition a number of policy reforms are taking place and it is imperative that the head teachers be kept abreast of these changes. This study recommends that head teachers constantly be trained and provided with updated knowledge and skills for leadership. As the learner community and other clientele change, so does the need for constant leadership training.

From the responses of head teachers and teachers, it also emerged that there is no relationship between the number of years one served as a teacher and as a head teacher and performance. In view of that observation, the study recommends a policy shift. The number of years one has been in the service as a teacher or as a head teacher, should not be used as selection criteria for the appointment of head teachers and deputy head teachers to the disadvantage of those younger but brilliant teachers with fewer years of service.

Use of aptitude tests and other academic achievements can be used to identify the talented young professionals with the potential of being very good and effective leaders.

Changes are also required in the teacher training colleges and universities. Programs offered at these institutions are disconnected from the daily realities and needs of schools. At the
institutions there is no comprehensive package to provide head teachers with different leadership skills and styles.

6.3.5  **Mentoring of school head teachers**

In a bid to improve the performance of head teachers, a mentoring program is strongly recommended for newly appointed and underperforming serving head teachers.

Anderson and Shannon (in Nombulelo, 2007:14) defined mentoring as follows:

“A nurturing process in which a more skilled and more experienced person serving as a role model, teaches, sponsors, encourages, counsels and befriends a less experienced for the purposes of promoting the latter’s professional and personal development”.

In this program, the Ministry of Education identifies mentors from experienced and knowledgeable serving head teachers with a proven track record of success. This method of mentoring beginner head teachers/principals registered improvement in schools’ performance particularly in the United Kingdom and the United States of America where it started. It was also started in South Africa five years ago, although the researcher did not come across documentation of its success. Mentoring is not only beneficial to the mentee, but it also benefits the mentor. Both the mentor and the mentee are afforded opportunities for both professional and personal growth. The mentee acquires technical, managerial and leadership skills. The mentor also gains professional satisfaction, improved communication skills, heightened motivation and most importantly also learns to share and to be more sympathetic to the needs of their less fortunate professional colleagues (Tshali, 2000:56). In the 21st century, organizations are being encouraged to be learning organizations. Mentoring is one of the strategies for the creation of a learning organization.
6.3.6 Curriculum for teacher training

The study recommends a review of the curriculum for the training of teachers so that sufficient attention is given to management and leadership skills. The need to review the training curriculum is precipitated by the existing gap between theory and practice. Through practice and observation of schools the researcher established that some head teachers who made efforts to accumulate qualifications and certificates, had no significant improvement registered at the schools they were heading. This implies that either the knowledge acquired was not relevant to the situation on the ground or there was a failure to translate the theoretical knowledge into practice. All the teachers are potential leaders - future head teachers. Ministries of Education and the universities in liaison with the teacher training colleges should undertake the review of the said curricula.

6.3.7 The role of the universities and teacher training colleges

It was observed that universities which train teachers and head teachers, for that matter be detached from the schools which is the point for delivery of the services by the products from the universities and training colleges. The training institutions cannot abrogate their responsibilities when their products are found wanting and cannot deliver quality work. For as Kajubi (1992) puts it “the quality of the education system cannot be better than the quality of its teachers”. It is therefore recommended that universities and other teacher training institutions maintain a regular presence in the classrooms. An arrangement similar to what they do during school practice teaching.

6.4 POLICY AND PLANNING

The importance of policy formulation and planning in the life of an institution cannot be over-emphasized. This study established that a key variable in school performances is a visionary leader. A visionary leader is responsible for defining a clear vision to provide direction to the future of the school. As Naluwemba (2007) asserts, this vision would reflect their own personal understandings and perceptions of both the current situation and the future. However, as
quoted by Naluwemba (2007), one critical element in this strategic visioning is the leader’s ability to assess the school’s environment and take into account its major stakeholders (Greenfield, 1995; Huffman & Jacobson, 2003; Vera, 2004).

**It is therefore strongly recommended that every school undertake a strategic visioning process whereby the leaders and the stakeholders create a vision for the school.** It is through a shared vision and mission that the head teachers will be able to offer a sense of direction to his/her staff. All the staff should be able to have a shared understanding on where the school should be in the next few years.

With a succinct vision and mission, the school can and should then develop a strategic plan. The plan should be broadly shared and understood by all the stakeholders. If this is accomplished, it will help the school to deliver quality education and hence improve school performance. However, the process must be participatory to enable all stakeholders to buy into it.

A well thought out strategic planning process, which is broad based and consultative would foster teamwork and collaboration in the school. It will also enhance shared leadership. It is therefore recommended that the process of developing a school’s vision and mission and later on the strategic plan be a very consultative process, and involve all stakeholders including the parents and other critical friends of the school.

### 6.5 LEADERSHIP STYLE AND SCHOOL PERFORMANCE

The study established that there is a strong positive relationship between the leadership style of head teachers in secondary schools and school performance, but that the contribution of the leadership style towards the overall school performance is low. However, from the study and also through the literature reviewed, it is clear that leadership is a very important component and a critical ingredient in the process of improving the school’s performance. This observation led the researcher to probe further during the interviews to identify reasons for this apparent contradiction. What was established from the literature and confirmed by the study was that
leadership, though important, can be misused, particularly when it remains vested in an individual, more so when the leadership style of that individual is autocratic.

This study established that in various schools, leadership was premised upon individual endeavor rather than collective action, whereas the trend now is that authority to lead need not be located in one position of the leader, but can be distributed among the staff. In other words, leadership should be detached from the heads of schools and should be primarily concerned with relationship and connections among individuals within a school (Mujis & Harris, 2003). The idea is that leadership should not be equated to headship. While making a pertinent appeal for the transformation of South African schools, Grant (2006:514) argues this point very well:

“Given the inequalities that remain pervasive in the schooling system, coupled with a range of new policies that require radical change in every one of its systems, schools can no longer be led by a lone figure at the top of the hierarchy. The only way that schools will be able to meet the challenges is to tap the potential of all staff members and allow teachers to experience a sense of ownership and inclusivity and lead aspects of the change process”.

This study therefore submits that for leadership to remain important and useful towards the promotion of quality education, it MUST be distributed appropriately among the different levels of administration in the school; to the school top management teams (distributed leadership) and also decentralized among the teachers, which is known as teacher leadership.

This view is supported by Thurlow (cited in Grant, 2006:513) who posits that in keeping with the notion of distributed leadership, teachers need to be encouraged to find their voices and to take up their potential as leaders and change agents to produce a liberating culture in their schools. This requires a radical shift from ‘dependency culture’ to one of ‘empowerment’.
Teachers have leadership capabilities waiting to be unlocked and engaged for the good of the schools. Sillins, Mulford and Harris (2002) conclude that students’ outcomes are more likely to improve where leadership sources are distributed throughout the school and where teachers are empowered in areas of importance to them. By distributing powers, head teachers do not become weak; they instead become stronger as the institutions they head excel in performance.

6.6 AUTOCRATIC LEADERSHIP STYLE OF HEAD TEACHERS AND SCHOOL PERFORMANCE

From the study’s findings, the autocratic leadership style of the school’s head teachers has a negative effect on school performance in secondary schools in Uganda. Many arguments were advanced including the fact that, autocratic school managers tend to be too strict and harsh which discourages their subordinates from performing to the best of their ability. The study also established that in schools with autocratic leadership, there is always resistance. Whereas it might be easy to initiate and implement change from above (top-down), sustaining such reforms in an autocratic leadership environment might be difficult. Literature also points to head teachers employing autocratic leadership styles as a major impediment to the development of teacher leadership, as they militate against teachers attaining the autonomy and taking on leadership roles within the school (Mujis & Harris, 2002). There is always a fear and uncertainty leading to an overemphasis on control, as their prime mechanism in maintaining bureaucratic and hierarchical structures in the school. Such head teachers, in most cases, fear to disperse or distribute leadership to teachers either because of a lack of trust or the belief that teachers may not effectively perform to the required standards. Teachers need to be involved in the process of deciding the roles they wish to take on and then be supported by the school leadership in doing so. One of the roles of a head teacher is to build capacities of his/her subordinates. Even where the teachers are weak in some areas they need to be empowered and supported to be able to perform to the required standards. **It is therefore recommended that school head teachers avoid the use of the autocratic leadership styles in the management of schools.**

This style of leadership does not only demotivate staff, but also discourages students and hence their learning achievement. It does not allow the teachers to give off their best. Teachers have a
lot of potential which remains untapped due to bad leadership. The schools, in addition to being learning organizations, should be training grounds for future education leaders. But this requires a conducive and supportive environment.

6.7 LAISSEZ-FAIRE LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This study has established that there is a very low correlation between the laissez-faire leadership style in secondary schools and school performance in secondary schools in Uganda.

One of the findings of the study was that laissez-faire leaders do not delineate the problem that needs to be solved and tend to over delegate their duties which leads to poor performance because most of the work remains undone at the end of the day. For, while one can delegate duties, one cannot delegate responsibilities. One remains accountable.

It is therefore recommended that school managers, avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers and students. Managers need to monitor activities so as to ensure compliance and results. The problem with laissez-faire leaders is that they neglect their duty of overseeing things and seem to over trust subordinates. This should only be in situations where subordinates like work, are trustworthy and are professionals. The school manager should know that he is accountable for every action so he needs to monitor the school’s progress and performance.

6.8 DEMOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE

This study established that school performance in secondary schools in Uganda is positively related to the democratic leadership style employed by school head teachers and that the democratic leadership style is the most used style in schools. The study has also documented the gains and contributions accruing from the use of the democratic leadership style by head teachers.
The democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff feels they are part of the school, and hence they are part of the leadership of the school. This motivates them to work hard and consequently all programs in the school are implemented and the overall performance of the school increases. From the literature and practice one factor that has consistently been found to enhance school effectiveness is collaboration between teachers.

This study also established that there is a strong relationship between democratic leadership style of head teachers and teacher leadership. This is where teacher leadership is seen as a collective form of leadership in which the teacher develops expertise by working collaboratively. One of the dimensions of teacher leadership is that it focuses upon participative leadership where all teachers feel part of the change process and have a sense of ownership (Mujis & Harris, 2003). So they work together with colleagues to shape school improvement efforts.

A school that wishes to embrace teacher leadership would need to develop a culture that supports collaboration, participative decision-making, and partnership team teaching. These are all characteristics of a school whose head teacher believes in and practices a democratic leadership style. This is where a head teacher is willing to part with some of his powers to others. Empowering teachers to take on leadership roles enhances the teachers’ self esteem and work satisfaction, which in turn leads to higher levels of performance due to higher motivation.

Most schools would improve their performance by becoming more collaborative and more democratic. This study therefore submits that the head teachers of secondary schools in particular be encouraged to use this style of leadership in the management of secondary schools. In order to promote democratic leadership style in the schools the following are recommended at the institution level:

- Do away with top down decision-making processes;
- Distribute the responsibility and power for leadership widely throughout the school;
- Share decision-making powers with staff, and allowing staff to manage their own decision-making committees;
● Take staff opinions into account;
● Ensure effective group problem solving during staff meetings;
● Provide autonomy for teachers;
● Alter working conditions so that staff has collaborative involvement in decision-making related to new initiatives in the school;
● Create opportunities for staff development.

There are many other factors accounting for academic performance in schools and these combined constitute the greatest influence on school performance.

These were established to be, inter alia, the following:

● School culture;
● Parental participation and involvement in school management;
● Availability of instructional materials;
● Funding;
● Discipline of students and school climate;
● These in combination with leadership styles of school managers can lead to effective school performance.

6.9 CONCLUSION

This study sought to analyze the leadership styles of head teachers and school performance of secondary schools in Uganda. The researcher recognized from literature and experiences from observations of leadership in schools that there are many leadership styles employed by school head teachers. However, for the purposes of this study, the researcher examined the relationship between leadership styles in general and school performance, and analyzed four leadership styles and school performance.

The study established that there was a relationship between the age of the head teachers and their leadership style. Head teachers tended to become more democratic with age professional
maturity and with experience. It was also noted that the young teachers, because of over ambition, tended to be more aggressive which led to the head teachers adopting a more autocratic leadership style.

Another interesting finding from the study was in respect of head teachers’ training. It was established that the nature of head teacher’s training contributed to either poor or good leadership and hence school performance. That the head teachers were well trained as teachers did not automatically make them good school leaders. That type of training did not prepare them for leadership roles as Mulkeen et al. (2004) observed that there is a gap in leadership training to fit head teachers for their roles. While noting the many challenges and demands on the head teachers’ job, the study underscored the need for management and leadership skills on the part of the head teachers.

The study established that unless head teachers are well equipped with knowledge and skills in management and leadership, they would not be able to improve school performance significantly.

A majority of the head teachers interviewed indicated that they had neither attended any induction management training course upon being appointed as head teachers, nor undertaken any training during their tenure of service as head teachers. This study strongly recommends induction training in management and leadership for the newly appointed head teachers. Similarly, a program for CPD including issues of management and leadership is recommended for serving head teachers.

The study established that effective school performance requires visionary leadership among other things, and that there is a strong relationship between visionary leadership and transformational leadership which is recommended for future education leaders.

The study established that most head teachers did not involve key stakeholders like teachers in formulating school vision, mission and strategic plans, and subsequently there was no ownership and shared understanding of the developed missions and plans. The failure by the stakeholders
such as the teachers to buy into the plans means poor implementation of the school programs and hence poor performance. In successful schools, the school community shares values and goals and work as a team. Teamwork can enhance quality management in schools as teams can utilize resources more efficiently and effectively, increase organizational effectiveness, improve the quality of educational programs and create better learning and working environments. Thus, successful teamwork is considered an indispensable ingredient in the process of building successful schools (Steyn & Niekerk, 2002:113).

This study has also established that leadership that is instrumental towards school improvement is distributed leadership. Where leadership is shared, teamwork is valued and usually organizations in which teamwork flourishes are more effective than organizations dominated by a single individual. The traditional approach that only top managers had the competence to make decisions and staff had to carry out the decisions, is now outdated.

From the study’s findings, the autocratic leadership style of school head teachers was found to have a negative effect on school performance in secondary schools in Uganda. It was accordingly recommended that school head teachers avoid the use of the autocratic leadership styles in the management of schools. Most recent conceptions of educational leadership indicate that there is a move away from autocratic leadership styles to a more democratic mode of decision making in schools. This is in a bid to ensure that decision-making takes place at the lowest possible level.

This study has established that school performance and in particular students’ academic excellence in secondary schools in Uganda is positively related to the democratic leadership style employed by school head teachers and that the democratic leadership style is the most used style in secondary schools. It was therefore recommended that the head teachers of secondary schools in particular be encouraged to use this style of leadership in the management of secondary schools.
The ongoing educational reforms require educational leaders who can work in democratic and participative ways in order to build successful relationships to ensure effective delivery of quality education.

It is thus apparent from this study that there is a significant relationship between leadership styles and school performance and that if schools hope to operate as successful entities; the leadership will have to adopt approaches that take cognizance of the diverse needs of all stakeholders that it purports to serve.
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APPENDIX A1
LETTER TO DIRECTORATE REQUESTING PERMISSION TO CONDUCT RESEARCH

17th February, 2007

Mr. Yusuf K. K. Nsubuga
P O Box 12197
Kampala – UGANDA
Tel: 0772 404296

Dear Mr. Nsubuga,

RE: PERMISSION TO CONDUCT RESEARCH

Reference is made to yours dated 5th February 2007 in respect of the above subject.

This is to inform you that permission has been granted to you to conduct research on leadership in secondary schools in Uganda.

However I would like to argue you to strictly observe the highest ethical standards in carrying out the study. We would also wish to share your study findings.

John M. Agaba
For: PERMANENT SECRETARY

C.c. Headteachers
" Participating Secondary Schools
P O Box 12197  
Kampala  
Tel: 077 2404296  

5th February, 2007  

The Permanent Secretary  
Ministry of Education & Sports  
P O Box 7063  
Kampala  

RE: REQUEST PERMISSION TO CONDUCT RESEARCH  

I wish to request for permission to conduct research in selected secondary schools in Uganda. My doctoral thesis is entitled “Analysis of leadership styles and school performance in secondary schools in Uganda”.  

The study is intended to examine the relationship between leadership styles of Headteachers and school performance in secondary school in Uganda.  

The study will also throw light on the different leadership styles employed by Headteachers of secondary schools in Uganda.  

To a limited extent, the study will also reflect the relationship between the demographic characteristics of school Headteachers and schools performance.  

The study findings will be shared by different stakeholders including the policy makers from the Ministry of Education and Sports and the Education Service commission. The results of the study will also benefit the Headteachers in respect of the most appropriate styles of management to employ in order to improve school performance and effectiveness.  

I will highly appreciate your assistance in this regard.  

Y.K.K. Nsubuga
APPENDIX B: INTERVIEW GUIDES

APPENDIX B1
INTERVIEW GUIDE FOR HEAD TEACHERS

Name of the school: __________________________________

1.0 Head teachers’ management training and professional development
1.1 What are your highest academic and professional qualifications?
1.2 Have you ever undertaken a specialized management training course? Elaborate.
1.3 Did you receive any induction management training when being appointed as head teacher?
1.4 As head teacher did you receive an opportunity to undertake any management as leadership course?

2.0 What are the qualities of a good and effective school?
2.1 What is a good and effective school? What strategies are you putting in place into make your school an effective one?
2.2 What contributions do the head teachers make in ensuring a good school?
   (a) Why?
   (b) How?

3.0 Factors affecting the school’s performance
3.1 What are the factors determining performance in the school?
3.2 Why are the factors mentioned critical in determining performance in the school?
3.3 What is the role of parents/community in quality school performance?
   (a) How do such factors influence performance in the school?

4.0 Schools vision and mission
4.1 Does your school have a vision or mission statement?
4.2 Do you think these are important in influencing performance of the school?
   (a) How did you arrive at the vision or mission of the school?
   (b) What is the role of the head teachers in the vision/mission of the school?
   (c) How does the vision influence academic performance?

5.0 Leadership style
5.1 What leadership style is used at the school?
   (a) Why?
   (b) How?
5.2 Do you consult teachers in making decisions?
   (a) When?
   (b) How?
   (c) Why?
5.3 What do you think is the relationship between your leadership style and academic performance in the school?
   (a) How?
   (b) Why?
5.4 Could you explain how the management/leadership approach that you have adopted in your school leads to academic excellence?
5.5 What is the procurement and tendering process for the school?
   (a) How do you manage this process?
   (b) Why?
   (c) How does this affect the quality of teaching and learning in the school?
5.6 What explains the decline in performance when a head teacher is moved or transferred to a good performing school?
5.7 What leadership style is likely to yield the best academic performance?
5.8 What are your management and leadership challenges?
5.9 (a) Does your school have a school development plan or strategic plan and why?
   (b) What do you plan for and why?
   (c) How do you engage in the planning process and why?
   (d) Who is involved and why?
APPENDIX B2
INTERVIEW GUIDE FOR TEACHERS

1. How would you describe the climate of your school?
2. How would you describe your school?
3. Is it a performing school?
4. Do you have anything to show that the school is performing well?
5. What is the relationship between the school and the community?
6. How would you describe leadership in the school?
7. How would you describe the head teacher’s leadership style?
8. Why do you think that this is the best kind of leadership style that should be used?
9. I understand that the school has vision and mission statements. May I kindly know the process of formulation of both the mission and vision statements?
10. Who was involved?
11. Why was this kind of involvement adopted?
12. School development planning and strategic planning are critical to the performance of the school. May I know the following?
12.1 When does the school do its planning?
12.2 What do you plan for?
12.3 Who is involved and why?
13. What do you think is role of school leadership is in the school’s performance?
14. What is the relationship between school leadership and its performance?
APPENDIX B3
INTERVIEW GUIDE FOR STUDENTS

Dear Respondent,

This interview guide is designed to collect data from teachers that will help in a research about, “the relationship between school managers’ leadership style and school performance” in this school. You are therefore chosen to be part of this research. Be honest in giving your responses. Even confidentiality will be also assured. Thank you in advance for accepting to be cooperative.

1. Sex of respondent:
   a) Male    b) Female

2. Type of school you are studying in:

   Boarding Mixed
   Boarding single sex
   Day mixed
   Day single sex
   Both day and boarding single sex
   Both day and boarding mixed

3. Class: ________________________________

4. Does the school administration involve student leaders in management of academic affairs in this school?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
5. In your opinion, do you think the type of leadership styles employed influence performance in this school?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

6. If so, how do these leadership styles influence performance?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

7. With your experience and observation, what methods of leadership does your school administrator use?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

8. Are school leaders who exert authority on staff and students effective in ensuring academic standards?

______________________________________________________________________________

9. Do teachers participate in decision making with their head teacher in this school?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
10. Does collective involvement of staff and their heads in decision-making play a significant role in promoting academic excellence in this school?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

11. Would you agree that the head teacher should delegate authority to his subordinates in order to ensure effective performance in this school?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

12. How can leadership sharing in the school lead to effective school performance?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

13. In your opinion, do you think that the most appropriate leadership style depends on a particular environment of the led?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

14. Describe the kind of leadership method of your head teacher, deputy head teacher, director of studies and prefects.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
15. What are the advantage and disadvantages of school heads who live decisions to be made by teachers without intervention in their work?

Thank you very much
Dear Respondent

This questionnaire is designed to collect data from head teachers that will help in a research about, “Analysis of leadership styles and school performance of secondary schools in Uganda” leadership styles to be part of this research. Be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for accepting to be cooperative.

Please tick the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex
   Male
   Female

2. Age bracket
   1. 22-30 years   2. 31-40 years   3. 41-49 years   4. 50 years and above

3. Highest education level

4. Type of school where you are serving
   1. Boarding mixed
   2. Boarding single sex
   3. Day mixed
   4. Day single sex
   5. Both day and boarding single sex
   6. Both day and boarding mixed
7. Government Aided schools or private secondary schools.

5. **How long have you been in this school?**
   1. 1-5 years   2. 6-10 years   3. Above 10 years

6. **In addition to administrative work, how many subjects do you teach?**
   1. One   2. Two   3. Three   4. None

7. **Administrative experience**
   1. 2 to 5 years   2. 6 to 10 years   3. 11 to 15 years
   4. 16 to 20 years   5. 21 to 25 years   6. 26 years and above.

**SECTION B: DEMOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE**

In this section, you need to choose from the items:

8. **Encouraging your teachers to participate in decision making**

9. **Consulting your teachers before making decisions pertaining to academic progress.**

10. **Involve staff in making school programme for the school.**

11. **You often invite your teachers to engage in addressing administrative problems**
12. Solving administrative problems with fellow staff improves student academic progress.

13. Academic excellence is through consensus building

14. Teachers’ involvement in designing school programmes in this school is highly supported

15. You share school leadership roles with your teaching staff

16. Delegation of powers to subordinates in this school strongly exists

17. Respect for teachers’ opinions regarding school improvement exist in the school

18. Teachers participate determining school resource allocation and utilization in this school

SECTION C: LAISSEZ-FAIRE LEADERSHIP AND SCHOOL PERFORMANCE

19. As a head teacher, you leave decisions to be made by teachers without intervention.
20. Teachers have freedom to do as they think best in the interest of promoting academic progress in this school.

21. Teachers are not interfered with when making decisions that promote progress in this school.

22. You prefer collective decision making in this school

23. It would be accurate to say that you fully leave teachers to make decisions pertaining to school performance without intervention

24. Decisions are made from down and they come later to the top

25. There is free delegation of responsibilities and duties for academic progress in this school.

26. I leave my staff to make decision on school programmes and activities without prior intervention.

SECTION D: AUTHORITARIAN LEADERSHIP AND SCHOOL PERFORMANCE

27. Decisions regarding school progress are solely made by the head of school and the governing body
28. The system of administration is Top-down

30. Prefer authoritarian decision making

31. It is enjoyable having teachers count on me for ideas and suggestions regarding progress in this school

32. All power is centralized to me

SECTION E: SITUATIONAL LEADERSHIP AND SCHOOL ACADEMIC PERFORMANCE

33. I vary my leadership styles depending on the environment

34. I use flexible management style in promoting academic standards in this school

35. Leadership in schools varies depending on the nature of the school and people.

36. Leaders in this school focus on the school environment and the people when making decision

37. Different kinds of situations demand different leadership styles
38. A successful head teacher in a particular school may be a failure in a different school when he does not adjust his unique approach to leadership.

SECTION F: ACADEMIC PERFORMANCE RATING

39. How do you rate the student’s academic performance in this school?

40. Student performance in UNEB

41. Rate the intelligence of your students

42. Intelligence is related to student academic performance

43. Student academic performance is dependent on the leadership style used.

44. Rate the student performance in school examinations and tests

45. Student activeness in class is

46. Nature of the class is
47. Intelligence of students in class

SECTION G: EXTRENEOUS VARIABLES

48. Availability of instructional materials in this school
1. Indquate 2. Enough 3. Adequate 4. Very adequate

49. Funding of academic in this school
1. Inadequate 2. Enough 3. Adequate 4. Very adequate

50. Appropriateness of teaching methods
1. Very inappropriate 2. Inappropriate 3. Appropriate
4. Very appropriate.

THANK YOU VERY MUCH
Dear Respondent

This questionnaire is designed to collect data from teachers that will help in a research about, “Analysis of leadership styles and school performance of secondary schools in Uganda” in this school. You are therefore chosen to be part of this research. Be honest in giving your responses. Confidentiality will be also assured. Thank you in advance for accepting to cooperate.

Please tick the most appropriate answers

SECTION A: BACKGROUND INFORMATION

1. Sex
   1. Male
   2. Female

2. Age bracket
   1. 22-30 years   2. 31-40 years   3. 41-49 years   4. 50 years and above

3. Highest education level

4. Type of school where you are serving
   1. Boarding mixed
   2. Boarding single sex
   3. Day mixed
   4. Day single sex
   5. Both day and boarding single sex
   6. Both day and boarding mixed
7. Government Aided schools or private secondary schools

5. How long have you been in this school?
1. 1-5 years  2. 6-10 years  3. Above 10 years

6. How many subjects do you teach?
1. One  2. Two  3. Three  4. None

7. Teaching experience
1. 2 to 5 years  2. 6 to 10 years  3. 11 to 15 years
4. 16 to 20 years  5. 21 to 25 years  6. 26 years and above.

SECTION B: DEMOCRATIC LEADERSHIP STYLE AND SCHOOL PERFORMANCE

In this section, you need to choose from the items; 1. Strongly Disagree 2. Disagree 3. Agree 4. Strongly Agree.

8. Teachers participate in decision making

9. Teachers consult fellow teachers before making decisions pertaining to academic progress.

10. Teachers are involved in making academic policy for the school.

11. Often you engage in addressing administrative problems
12. Solving administrative problems with fellow staff improves student academic progress.

13. Academic excellence is through consensus building

14. Teachers are involved in designing academic programmes in this School

15. Academic leadership roles are shared by teaching staff in this school

16. Delegation of powers to subordinates in this school strongly exists

17. In this school there is respect for fellow teachers’ opinions regarding academic improvement

18. Teachers participate determining resource allocation and utilization in this school

SECTION C: LAISSEZ-FAIRE LEADERSHIP STYLE AND PERFORMANCE

19. As a teacher, you are given full mandate to make academic decisions without intervention from the head of school.

20. Teachers have freedom to do as they think best in the interest of promoting progress in this school
21. Teachers are not interfered with when making decisions that promote progress in this school.

22. You prefer collective decision making in this school

23. It would be accurate to say that the head of school leaves teachers to make decisions pertaining to school performance without intervention.

24. Decisions are made from down and they come later to the top

25. There is free delegation of responsibilities and duties for school progress in this school.

26. The head of school leaves staff to make decision on school programmes without prior intervention.

SECTION D: AUTHORITARIAN LEADERSHIP STYLE AND SCHOOL PERFORMANCE

27. Decisions regarding school programmes are solely made by the head of school and the governing body.
28. The system of administration is Top-down

30. What is important in school management is accomplishment of the task at hand not addressing staff needs

31. It is enjoyable having teachers count on the head teachers for ideas and suggestions regarding progress in this school

32. All power is centralized to the head teachers

SECTION E: SITUATIONAL LEADERSHIP STYLE AND SCHOOL PERFORMANCE

33. The head teacher varies his/her leadership styles depending on the environment

34. The heads of this school use flexible management style in promoting academic standards in this school.

35. Leadership in schools varies depending on the nature of the school and people.

36. Leadership in this school focuses on the school environment and the people when making decisions.

37. Different kinds of situations demand different leadership styles
38. A successful head teacher in a particular school may be a failure in a different school when he does not adjust his unique approach to leadership.

SECTION F: ACADEMIC PERFORMANCE RATING

39. How do you rate the student’s academic performance in this school?

40. Student performance in UNEB

41. Rate the intelligence of your students

42. Intelligence is related to student academic performance

43. Student academic performance is dependent on the leadership style used.

44. Rate the student performance in school examinations and tests

45. Student activeness in class is
46. The nature of class is

47. Intelligence of students in class

SECTION G: EXTRENEOUS VARIABLES

48. Availability of instructional materials in this school
1. Inadequate 2. Enough 3. Adequate 4. Very adequate

49. Funding of school programmes in this school
1. Inadequate 2. Enough 3. Adequate 4. Very adequate

50. Appropriateness of teaching methods
1. Very inappropriate 2. Inappropriate 3. Appropriate
4. Very appropriate.

THANK YOU VERY MUCH
APPENDIX E
STUDENT’S QUESTIONNAIRE

This questionnaire is designed to collect data from students that will help in a research about the leadership styles used by administration in your school. You do not have to disclose to the researcher your names or identity, but you are requested to be honest in giving your responses, which will be handled with secrecy. Thanking you in advance for accepting to be cooperative.

1. Sex of the respondent
   (i) Male       (ii) Female
2. Age
   (i) 14-17     (ii) 18-20     (iii) 21 and above
3. Class of the respondent
   (i) S1-S2     (ii) S3-S4     (iii) Day Mixed
4. Type Single sex of
   (i) Boarder Mixed (ii) Boarder Single sex (iii) Day Mixed (iv) Day single sex
   (v) Both Day
   (vi) Both day and mixed.
5. How often do you have assemblies in school?
   (i) Once a week (ii) Twice a week (iii) at the end of term
6. Does the administration involve student leaders in administration matters of the school?
   (i) Yes       (ii) sometimes (iii) No
7. In your opinion what leads to school performance?
8. How do you rate the teachers' presence in your class?
   (i) We get them when we want them (ii) they are rare to get.
9. What can you say about the library of the school?
   (i) Has enough books (ii) Very few books (iii) Poor facilitated
10. How often do you do tests?
11. How do you rate discipline of other students

260
21. (i) Very good (ii) Good (iii) Fair (iv)
22. Does this influence the schools performance
23. (i) Yes   (ii) No
24. Do you think the schools infrastructure can influence the students’ performance?
25. (i) Yes   (ii) no
26. Do you think your teachers powers in making decisions (i) Head teacher does not allow them   (ii) They exercise their power freely.
APPENDIX F
CONSENT FORM

I understand the overview given to me on the study “Analysis of leadership styles and school performance of secondary schools in Uganda”.

It is my understanding that:
The study focuses on analysis of leadership styles and school performance of secondary schools in Uganda.
My identity will remain confidential and my name or the name of my institution will not be used in the study or in reporting its findings at any point;
The purpose of the study is not to judge me on the issue or type of responses I give during the study.
I hold the right to decline to answer any question;
I hold the right to withdraw from the study at any point in time;
I will be audio recorded when I am interviewed.
I express willingness to participate in the study by signing this form.

Name: ___________________________________________

Signature: ________________________________________
APPENDIX G

TABLES

Table 4.1 Theoretical sample sizes (S) for definite population sizes (N)

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Source: Airasian (2003:113)
APPENDIX H
INTRODUCTION LETTER TO SCHOOLS

The Headteacher

Dear Sir/Madam,

RE: REQUEST TO CONDUCT RESEARCH STUDY IN THE SCHOOL

This is to inform you that I am in the final year of my Doctoral program with, I am therefore conducting a study entitled "Leadership styles and the performance of schools".

The purpose of this letter is to kindly request you to allow me access to your school beginning from 25/05/07 up to 03/09/08.

I would be very grateful for your positive response. I intend to share the findings with the school after the end of the study.

Yours sincerely,

Y.K. Nsubuga