LEADERSHIP STYLES AND TEACHER COMMITMENT IN SELECTED SECONDARY SCHOOLS OF ARUA DISTRICT, UGANDA

BY

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DECLARATION

I **GRACE ADIA** hereby declare that this dissertation is an original work and has not been submitted to any institution for any award.

Signed......*Adia*.........

Date.......15/01/2016

APPROVAL

This is to certify that this study was carried out under our supervision and is now ready for submission with our approval.

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DEDICATION

This research work is dedicated to the Adia family and all past and present persons that have academically and professionally nurtured me this far.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF ACRONYMS

MOESTS   Ministry of Education, Science, Technology and Sports

BOG   Board of Governors

DEO   District Education Officer

ABSTRACT

The study investigated the effects of leadership styles used by headteachers of Secondary Schools in Arua district on teacher commitment in the selected schools. The purpose of the study was to find out the relationship between leadership styles and teacher commitment. The objectives of the study were: to establish the leadership styles most practiced by head teachers of secondary schools in Arua district, to investigate the relationship between democratic, autocratic and laissez faire leadership styles and teachers' commitment in secondary schools in Arua district. The researcher employed a cross-sectional survey design composed of qualitative and quantitative approaches. The study population of 137 was composed of headteachers, teachers, BOG chairperson, the District Education Officer and students. A sample of 83 respondents was approached to fill the instruments and they were selected using simple random and purposive sampling. Data was collected using questionnaires and interview guide. Data collected was analyzed using a computer package called SPSS and results presented in tables. Descriptive analysis was done for quantitative data while content analysis done for qualitative data. The major findings of the study indicated that most headteachers used democratic/participative leadership style, followed by the authoritarian/autocratic style and the laissez faire was the least practiced. The head teacher's leadership style affected teacher commitment, most headteachers involved staff in decision making. Chi-square was used to test the relationship between the variables. It was concluded that if the headteachers used more of participative leadership style, teacher commitment in secondary schools in Arua district would improve. The findings further confirm Fiedler's Contingency Theory as applicable to the Education sector. The researcher recommended more use of democratic style of leadership, effective delegation by head teachers.

1.0 INTRODUCTION

The study was about the leadership styles used by headteachers of Secondary Schools in Arua district and how they influence teacher commitment in the said schools. This chapter includes the background of the study, statement of the problem, purpose of the study, specific objectives, research questions and scope of the study.

1.1 Background

Good leadership is the cornerstone to the success of every organization. Leadership is the process of inspiring others to work hard to accomplish important tasks. Leadership is an element critical in organizations since the leader has the vision for the organization (Cascio 2006). In secondary schools, leadership concerns planning, coordinating and implementing all aspects of the school's operations in a manner that fulfils the school's aims, vision and mission. On the other hand, organizational commitment refers to the relative strength of an individual's identification and involvement in a particular organization (Mowday, 2008). One of the basic roles of a leader is to shape the culture of the organization (Musaazi, 2008).

According to Huber and West, (2008), headteachers play a critical and determining role in achieving the central purpose of the school. They are the key personnel focused on whenever a school is perceived to be performing well or poorly with measures of praise or condemnation.

The extent to which he /she succeeds in achieving the school objectives and fulfilling the principles included in the mission statement depends on how a suitable leadership style is developed and used in a specific context. A successful leadership style will depend largely on the head teacher's personality, as well as his/ her training, to realize that there is a range of

1

ways of working with subordinates. Any style of leadership will affect the school adversely or positively (Williams, 2008).

According to Bennett and Durkin, (2002) the negative effects associated with lack of employee commitment include absenteeism and turnover. They also found out that employee commitment is positively related to organizational outcomes such as job satisfaction, motivation and attendance and that committed employees usually act in the interest of their organization and accept organizational values easily while taking responsibility for their actions.

According to Bennell and Akyaempong (2007), as cited by Kafeero (2010), discussion about Education For All (EFA) and improving the quality of education have generally failed to recognize the pivotal role of teachers. Kayemba (1995) holds that today human resource is the least efficiently used, yet the greatest 0pportunity in employee performance. He further argues that those concerned with leadership in organizations should show how effective they are by ensuring that those they lead perform. Effective school leadership depends on collaboration and teamwork among the head teacher, teachers, learners and the parents.

The school head teacher is supposed to manifest effective school leadership through many strategies such creating conducive learning environment, availing information to teachers, providing strong leadership and a variety of mechanisms to enhance school development, teacher performance and student achievement. To make their employees committed, headteachers need to be aware of what makes their subordinates perform.

A study done by Paul and Rubascova (1999) shows that a variety of leadership styles are being used by head teachers and the majority satisfied with the leadership styles they have adopted. A survey made by the office for standards in education (OFSTED) in United Kingdom found out that the head teacher provided strong leadership and good leadership. So

the key component to attaining school objectives is the relationship between the head teacher and his subordinates since no organization can progress by one or two individual's effort, but rather the collective effort of all the members of the organization (Abbas and Yaqoob, 2009) Various theories have been put forward to explain how leadership styles influence organizational commitment. These theories of leadership attempt to explain factors involved either in the nature of leadership or in its consequences (Bass, 1990). The theories include some of the following;

Elton Mayo's Human Relations theory. Mayo was interested in employee motivation and commitment and the relationship between workers and leaders. He believed that work satisfaction was based on recognition, security and being part of a team, over and above monetary rewards (Chandan, 2010). He raised awareness on the need for leaders to be more involved with workers at individual emotional level. This change in thinking gave birth to the "human relations" approach to leadership.

The human relations theorists put emphasis on the people in organizations and how they can be motivated to make the organization more efficient. The proponent of this theory, Elton Mayo holds that the most important factor for people at work is the people at work as their relationship with other people as that teamwork is therefore, the way to success. Ulrich (2002) urges that the competitive edge of companies no longer lies in its products, but in its people.

Behavioral theory

According to Kendra, (2005) behavioral theories are based upon the belief that great leaders are made, not born. This theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation.

This approach looks at leadership behaviors in an attempt to determine what successful leaders do, not how they look to others (Halphin & Winner, 1997). Researchers studying the behavioral approach, also referred to as the style approach, determined that leadership is composed essentially of two kinds of behaviors, attempted to explain how these two types of behaviors interface in a manner that allowed a leader to influence a group to reach a goal. Craig, (2009) asserts that the leaders' behavior is a cue to evoke the subordinates' task behavior. The leaders' behavior will determine how well tasks are accomplished by followers.

Behavioral approach demonstrates that unlike traits, behaviors can be seen and learned and also relate directly to the function being performed. This has important implications for leadership training in that effective behavior, unlike traits, can be learnt. If training works; we could have an infinite supply of leaders (Robbins 1996). The main behavioral models are McGregor's theory X and theory Y. Guangco, (2010). However, for this study, contingency theory was found to be the most suitable to underpin this study.

1.2 Statement of the problem

The commitment of teachers in Uganda's public secondary schools has continued to decline despite the various interventions by government and the other players Nkonge, (2008). Meyer and Botha (2000) believe that organizations who institute formal and informal ways of improving employee commitment are better equipped to deal with challenges of labour unrest and industrial action, yet in Uganda, teacher's industrial actions such as strikes and demonstrations have become common (Nsubuga, 2008). Moreover, the leadership of secondary schools largely depends on the policy framework by government as regards the quality of leaders in the leadership of these schools.

High commitment to the organization is likely to reduce absenteeism, staff turnover and increase levels of job satisfaction and performance, yet in Arua district, absenteeism is so common among secondary school teachers, and many have gone to work in Sudan, all of these point to lack of commitment.

As different education stakeholders identify a decline in teacher commitment which in the long run will affect the academic performance of the students Nkonge, (2008), none is looking at leadership style of headteachers as the likely factor that may be playing a vital role. This prompted the researcher to investigate the leadership styles most commonly practiced by headteachers of secondary schools in Arua district and how they affect teacher commitment and subsequently learner's performance.

1.3 Purpose of the study

The purpose of the study was to investigate the leadership styles used by headteachers of Secondary Schools in Arua district and how they affect teacher commitment in the said schools.

1.4 Objectives of the study

The study was guided by the following specific objectives:

i. To establish the types of leadership styles most practiced by head teachers of secondary schools in Arua district.

ii. To investigate the relationship between democratic leadership style and teachers' commitment in secondary schools in Arua district.

iii. To establish the relationship between autocratic leadership styles and teacher commitment in secondary schools in Arua district.

iv. To find out the relationship between laissez faire leadership style and teacher commitment. .

1.5 Research Questions/ Hypothesis

Research question was used for only objective one, for objectives two, three and four, research hypothesis was used.

i. What are the types of leadership styles most practiced by head teachers of secondary schools in Arua district?

ii. There is a significant relationship between democratic leadership style and teachers' commitment in secondary schools in Arua district

iii. There is a significant relationship between Autocratic leadership style and teacher commitment in secondary schools in Arua district.

iv.   There is a significant relationship between laissez faire leadership style and   teacher commitment.

1.6 Scope of the study

1.6.1 Geographical scope

The study was conducted in selected secondary schools in Arua district. These consisted of day and boarding, mixed and single sex schools, O-level and A-level schools. The study specifically looked at the government aided secondary schools.

1.6.2 Content scope

In content, the study focused on leadership styles of head teachers and how these influence teachers' commitment in their schools. The study specifically focused on the following leadership styles: authoritarian, democratic and laissez-faire styles.

1.6.3 Time scope

The study covered the period between 2011 to 2014. This is the period when students' performance at UCE and UACE saw a decline in many secondary schools in Arua district. This could be attributed to a decrease in the teachers' commitment. This period also saw a lot of headteachers in Secondary Schools transferred by the Ministry of Education and Sports for being non- performers. The data was collected from the selected secondary schools in the months of June and July, 2015.

1.7 Significance of the study

The study will be useful to various stakeholders in the following ways:

The study will verify to the district education officials whether or not the claim that leadership style of head teachers plays a big role in influencing teachers' commitment so that attention will be directed to the problem

The study will provide an opportunity for head teachers to review their leadership styles and devise means of redesigning their approaches towards improving teachers' commitment and learners' achievement.

The findings of the study may inspire other researchers as a basis for further research in the area of secondary school leadership and teachers' commitment in a wider perspective.
The study will help the head teacher to realize the importance of using appropriate leadership styles in enhancing teacher commitment.

The leadership styles found to be the most effective in fostering teacher commitment if adopted by head teachers will lead to improvement in teacher commitment and hence students performance.

1.8 Conceptual Framework

This study on leadership styles - independent variable (IV) and teachers' commitment (DV) can be put in the following model:

Figure (1)

Independent Variable (IV)   **Dependent Variable (DV)**

Leadership styles   Teacher commitment

-Authoritarian -Democratic -Laissez-faire	-Regularity at school -Response to assignments -Time taken to accomplish tasks -Involvement in school activities

-Teachers' pay

-Teacher motivation

-School development

Intervening Variables (In V)
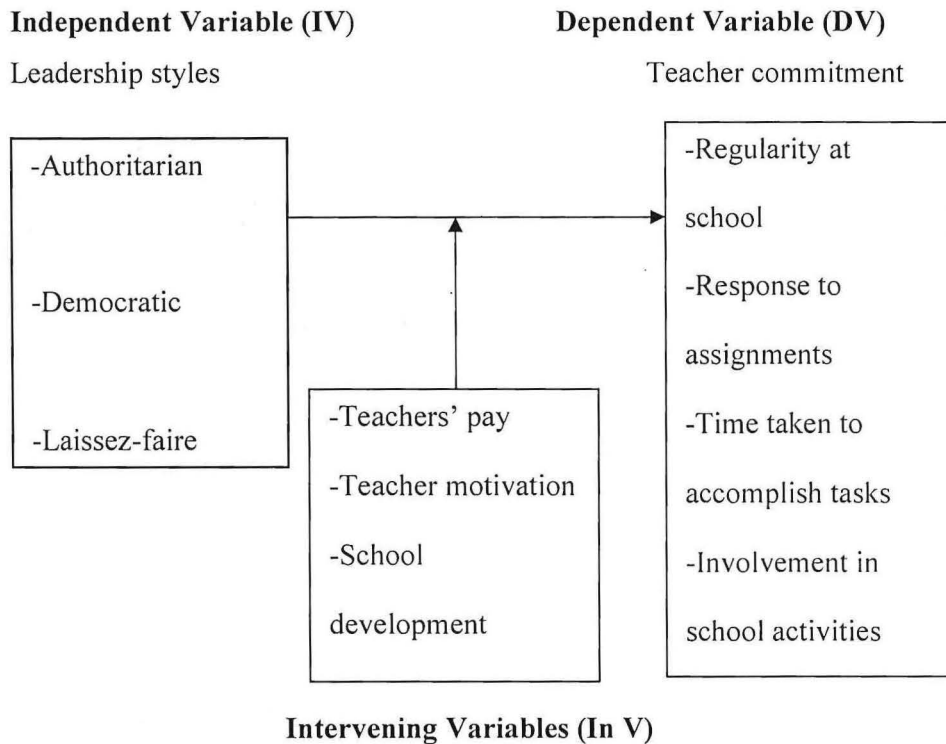
Source: Adopted from the Contingency theory of Fiedler (1997).

Figure 1 illustrates that the leadership styles of a head teacher influences teacher commitment. Leadership style Influences a number of issues like teacher's satisfaction, teacher motivation, and school development. For this study, the independent variable is conceptualized as the leadership style of head teachers, while the dependent variable is teacher commitment viewed in terms of teacher's regularity at school, response to assignments, time taken to accomplish tasks among others.

The figure further shows that apart from leadership style, there were other factors that seemed to affect Teacher commitment. Such factors included teachers' personality, pay, teacher motivation, school development and school culture and others.

9

It should be noted that although the relationship between these other factors and teacher commitment was recognized, it was not investigated because it was outside the content scope of the study.

1.9 Operational definition of key terms

Secondary Schools: These are schools that are intermediate in level between secondary schools and colleges. In Uganda they are comprised of two levels and these are ordinary level which takes four years and advanced level which takes two years.

Leadership: Leadership is the process of inspiring others to work hard to accomplish important tasks.

Leadership styles: These are behaviors applied by leaders to inspire their followers to attain the objectives of the organization

Commitment: This is the psychological attachment and the resulting loyalty of an employee to the organization he/she works for.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the review of related literature on Leadership Styles and teacher (employee) commitment and the salient issues presented by various scholars in relation to the research topic. The literature review was done objective by objective.

2.1 Theoretical Review

Different theories have been developed to explain how leadership style affects commitment of organizational members. One of these theories is the contingency theory of leadership. The theoretical underpinning of how school leadership styles affect teacher commitment draws from the general leadership theories particularly the contingency theory of leadership as discussed by Karanja, (2014), Nabayego (2011) and Craig (2009). The contingency theory was developed based on the premise that there is no one best way to manage an organization (Karanja, 2014). The theory is based on the argument that effective leadership depends on the prevailing situation (Nabayego, 2011; Craig, 2009). The theory maintains that it is difficult to attain desired results when the applied leadership style is inappropriate to the task environment, the task itself and the characteristics of subordinates (Karanja, 2014; Nabayengo, 2011). This implies that the leadership style that leads to desired result varies according to a number of situational factors, including; the characteristics of employees, nature of work and culture of organization.

Leadership has been categorized into several historically distinct approaches that focus either on traits or behaviors, situational contingencies and transformational leadership. Theories of leadership attempt to explain factors involved either in the nature of leadership or in its

consequences (Bass, 1990).These theories attempt to show an interrelation of the various factors that are perceived to be involved in the leadership process which takes place between leaders and followers.

Contingency theory

Contingency theory is a leader match theory that explains match of leaders to appropriate situations. The contingency approach suggests that no single leadership style, specific leadership functions or particular leadership qualities are recommended as the best under all circumstances (Gerber, 1996).

The contingency approach represents a shift in leadership research from focusing on the leader to looking at the leader in conjunction with the situation in which the leader works (Fiedler, 1978). It suggests that a leader's effectiveness depends on how well the leader's style fits with the context. To understand the performance of leaders, it is essential to understand situations in which they lead. Effective leadership occurs when the leader accurately diagnoses the development level of the subordinates in a task situation and then uses a leadership style that matches the situation (Blanchard, Zigarmi & Nelson, 1993). Leadership effectiveness depends on the fit between a leaders behavior and the characteristics of subordinates' and task (Karanja, 2014).

Fiedler's (1997) contingency theory posited that effective group performance was dependent upon the appropriate match of the leader's personality and the situation. Personality orientation of the leaders is centered on a task or interpersonal style. The theory further states that there is no universal or one best way to lead and that effective leadership depends on how appropriate a particular leadership style is to a given situation (Chapman, 2004; Dublin,

2002). This implies that a leadership style that leads to desired results varies according to a number of situational factors, including; characteristics of employees nature of work and culture of the organization (Karanja, 2014, Nabayego, 2011). There is no one right and wrong leadership style. The application of styles depends on tasks, people and situations to be managed. This makes contingency theory relevant to underpin this study.

Hellriegel, (2004), also indicated that leadership depends on matching a leader's style to a situation's demand. Situational factors that influence leader effectiveness included leader-member relations, degree of task structure, and power-position of the leader. Leader-member relations referred to the quality of the relationship between the leader and member (Fiedler, 1967). The leaders' influence over the members was enhanced through a strong relationship. The concepts that were used in this study included Leadership style which will constitute the independent variable and Teacher commitment conceptualized as the dependent variable. Commitment can be defined either as an employee attitude or as a force that binds an employee to the organization. Teacher commitment is viewed in terms of his / her regularity at school, response to assignments, response to remedial work, and teacher's preparation for lessons among others. For purposes of this study, both perceptions were adopted

It is common to find that some scholars treat leadership styles and management styles as if they are synonyms, yet there is a theoretical and practical difference between the two concepts. A leadership style describes the manner in which a person in any leadership position uses personal influence to motivate his/ her subordinates into desired action, while a management style is a characteristic way prescribed for making decisions and relating to subordinates in a manner that yields expected results in organization Flickety and Dahal (2014). The influence used under a leadership style is over and above what an organization

13

predetermines because it is derived from a manager's personal attributes such as charisma, skill, knowledge and experience (Mukoma, 2003).

Leadership style can be viewed as democratic, Authoritarian / autocratic or Laissez-fare / Permissive (Lauritsen, 2014). Therefore, whereas a leadership style defines how anyone participating in the leadership of a school uses unstipulated personal influence to inspire members of the school to do the work assigned to them in order to realize set goals, a school management style defines how this person uses the prescribed leadership guidelines, procedures, reward system and facilities to do so.

According to Mullins (2000), a leadership style can be differentiated from a management style using six fundamental differences. A leadership style is what is manifested by how a person in a leadership position carries out the following: administration, maintenance, focus on systems and structure, controlling, keeping an eye on line managers, and doing things right. On the other hand, a person in a leadership position manifests leadership when he/she is demonstrating the following: innovation, development, focusing on people, inspiring trust, having an eye on the horizon, doing the right things.

The definition of a leadership style indicates the way it is put into practice. A head teacher's leadership style can therefore be questioned when teacher commitment is low. The situation in most of the secondary schools in Uganda is not any different from those in Arua district (Ahimbisibwe, 2014; Wamala 2014).

According to Micheal, (2013) people are the lifeblood of the organization and they represent the most potent and valuable resources of the organizations. No organization can perform at peak levels unless each employee is committed to the organization's objectives and work as an effective team member. It is no longer good enough to have employees who come to work faithfully everyday and do their work independently.

Ulrich (2002) regards people as intangible resource which are difficult to imitate. People are becoming a source of competitive advantage for most organizations (Ulrich 2000). Thus, the commitment of competent employees is crucial to the success of the organization. Komunda (2003) as cited by Kafero (2010) asserts that later writers like Hertzberg suggested that people have different reasons for working well, and suggested that leaders should pay attention to their needs for challenge, interest, recognition and self development.

According to Dublin, (2002), whenever there is a particular system containing human beings, like organizations, there must be some authority acting as a stabilizing factor, making employees follows the direction of the leaders. Authority will help to prevent anarchy and help to define a clear hierarchy of decision making. A clear hierarchy will potentially lead to effective organization, consisting of strong and legitimate authority between leaders and followers

The weakness of contingency approach is that it fails to provide some universal principle of leadership (Bass, 1990). The theory has not adequately explained the link between styles and situation. Principles such as integrity are not governed by any particular situation (Robbins, 1996). The basic approaches do not pay enough attention to the needs of the follower. The contingency approach also assumes that leaders are merely shaped by their situation, when it

15

might be possible that truly effective leaders can shape the situation around them (Kotter, 1990).

Yukl (2002) also stated that although situational leadership theories provide insights into reasons for effective leadership, conceptual weakness limit the approach's usefulness. The main contribution of contingency theory was to demonstrate the importance of situational factors in leadership, resulting in more systematic leadership research. What was yet to be investigated is if head teachers' leadership styles in Arua district was influenced by the situations or their behaviors and or personalities. The study found out that the head teacher's behavior influenced teacher loyalty and commitment.

2.2 Review of Related literature

2.2.1 Introduction

The available literature indicates that there are different leadership styles that can be applied to run an organization like a school. In particular, Cherry, (2010) discussed three leadership styles, namely democratic, autocratic and Laissez- faire. This scholar argued that the application of each of these styles depends upon the prevailing circumstances and urged leaders to exercise any of them as long as it is appropriate to bringing about desired results.

2.2.2 Leadership Styles and Teacher Commitment

Khetarpal and Srivastava (2000) define leadership styles as the patterns of behavior which the leader, (head of school), adopts in order to plan, organize, motivate and control. It relates to the extent to which she/he listens, sets goals and standards, develops action plans, and directs others clearly, gives feedback, rewards and punishes, develops teachers/other colleagues and establishes personal relationships with colleagues. Any leadership style applied by head teachers would have an impact on their teachers' commitment.

16

The above view is supported by writers such as McGregor, Likert, Blake and Mouton as cited in Kafeero (2010) who value particular leadership styles in improving organizational effectiveness. Leadership styles have a particular impact on employee commitment and also the cost the organization pays for its performance (Khandawalla, 1995). It is therefore, proper to find out the leadership styles most practiced by head teachers in secondary schools in Arua district. Would the teachers be more committed to their duties at school if a particular leadership style is used?

Beau, cited in Kafeero (2010) asserts that a participative leadership style has a greater influence on the positive commitment of subordinates than an authoritarian (task oriented) leadership style. A strong positive relationship was found between organizational commitment and desirable work outcomes such as performance, adaptability and job satisfaction. Jaiyeoba,(2008). He further found out that leadership styles of head teachers play an important role in increasing employee positive attitudes. This is in line with what (Bennell&Akyeampong , 2007), affirm as cited in Kafeero (2010), that followers (teachers) feel trust and respect towards the leader whose leadership style meets their needs, wants and aspirations and they are motivated to do more than they are expected to do.

According to Lauritsen, (2014), employee commitment reflects the quality of leadership in the organization. Therefore, it is logical to assume that leadership behavior would have significant relationship with organizational commitment. Previous research suggests a positive direct relationship between leadership behavior and organizational behavior Mukoma, (2003).

2.2.3Participative /Democratic leadership style and Teacher commitment

The participative leader seeks to persuade and consider the feelings of persons and encourages their participation in decision making. Grimsley (2014) observes that leadership in schools and colleges is not confined to the head teacher alone, but may be assumed by or dispersed to others including deputy head teacher, team leaders, curriculum leaders and class teachers. Leaders influence follower's organizational commitment by encouraging them to think critically, involving followers in decision-making processes and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Zeineb, 2010). By encouraging followers to seek new ways to approach problems and challenges and identifying with followers' needs, transformational leaders are able to motivate their followers to get more involved in their work resulting in higher levels of commitment (Walumbwa& Lawler, 2003) This view was supported by prior research that showed that organizational commitment was higher for employees whose leaders encouraged participation in decision –making, emphasized consideration and were supportive and considerate and were concerned for their followers' development (Pathack, 2005).

In his discussion of leadership style, Tisdale (2012) noted that the democratic leadership style can be sub divided in to two styles one of which is the directive democratic style which involves making decisions in the participative manner and close supervision of group members. The other is the permissive democratic leadership style which involves making decision in the participative manner and giving group members latitude in carrying out their work.

Flickety and RajDahal (2014)further observes that democratic leadership style involves motivating organizational members to do assigned work by ensuring that their welfare is well catered for. It also ensures that members participate in the planning of an organization through consulting them and giving them freedom to share ideas on how the organization should be managed.

Democratic leadership style also involves holding staff meetings for the purpose of making collective decisions, building consensus with group members before undertaking any administrative course of action, giving members an opportunity to participate in work scheduling and its execution according to their suggested ideas (Fuxi, 2013, Craig, 2009, McGuire, 2005). Participatory leadership is interactive and allows followers some influence over some of the leaders decisions (Murphy 2009)

Participative leadership means involving followers in making decisions (McCrimmon Mitch, 2007). This benefits the followers in that it can increase the quality of decisions, especially when followers have the knowledge the leader lacks. Besides, commitment is regularly increased with increase in influence. However, the followers in schools in most cases are to implement what the head teacher has decided upon, the followers views are not considered though they would benefit the school.

A participative leader delegates responsibilities. This leadership style produces high quality work. Employees are trusted and in return they cooperate, have a high morale, team spirit, and go above and beyond the call of duty (Cascio, 2006). Therefore, it is of paramount importance that the head teacher should involve staff members in discussing and implementing school policies. He should not make decisions governing the school alone.

Nevertheless few government policies are discussed and implemented by the head teachers and staff, the head teachers as school managers spend little time in the schools and the teachers are not well supported to implement some of these policies, people/staff are important in getting things done (Fuxi, 2013).

2.2.4 Autocratic/ authoritarian leadership style and teacher commitment

According to Cherry, (2010), the autocratic leader alone determines policy and assigns tasks to individuals without any consultation with them. Subordinates are expected to carry out the leaders directives without question. The leader rules by decree. This type of leadership is also known as coercive, dictatorial, directive, dominating or authoritarian.

Tisdale (2012) also subdivided the autocratic leadership style into two sub styles one of which is the directive autocratic style, which involves overly task-minded unilateral decision making and close supervision of group members to ensure that assigned tasks are accomplished as desired. The other sub style is the permissive autocratic style which involves making decisions unilaterally and giving group members some latitude in carrying their out their work. To note however, is that Tisdale (2012) discussed these leadership styles while correlating school board leadership styles and students achievements in American schools, but not in USE schools in Uganda, let alone secondary schools in Arua district.

This leadership style is preferred because decisions are quick since the staff is not consulted and work is usually completed on time. However, this type of leadership style denies employees of any input into their work situation as work is always structured and done using specific procedures (Michael, 2013).

Autocratic leadership style can also decrease motivation and increase staff turnover. The needs of workers are ignored and this leads to low morale and frustration and subsequently affects commitment. The leader is overly concerned about the task execution and ensures that working facilities are in place and that group members complete assigned work regardless of their welfare condition (Flickety&RajDahal, 2014).These observations also appear in the work of Thornton (2013), Arthor (2009) and Quang and Vuong (2009). Referring to the autocratic leadership style as paternalistic or dictatorial style, Joseph (2014) noted that it can be effective when the decisions made to reach organizational goals take into account the best interest of the employees. This type of leader can cause lack of employee commitment and loyalty to the leader (Ekong, Olusegun&Mukaila, 2013).

The authoritarian leadership style is likely to be characterized by a rigid rules system and an expectation of obedience to authority. However schools with this style of leadership have much higher employee turnover and teacher absenteeism because it limits employee participation in decision making.

2.2.5 Laissez – faire leadership style and teacher commitment

Another leadership style identified by the available literature is the delegative style, sometimes referred to as laissez faire (Ghiasa&Aijaz, 2012; 2011) and whose practical essence follows the rationale of Douglas McGregor's Theory Y (Guangco, 2010).This leadership style is applied by managers who believe that people like to work, can exercise self-direction and self-control, see satisfaction as obtainable from work, seek responsibility, are creative at solving problems, and that everyone has intellectual potential (Mlambo, 2011). Laissez faire style involves a manager allocating work to organizational members, giving them authority and responsibility needed to execute the work, putting in place the necessary

work facilities, providing organizational members with no guidance, and leaving decision making regarding assigned work up to them.

Bass, (1990) describes the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates considerable freedom, to the point of abdicating his /her responsibilities. In a sense, this extremely passive type of leadership indicates the absence of leadership. Laissez –Faire style of leadership is referred to as leadership – by – exception (Bass &Avolio 1990). Leadership by – exception characterizes how leaders monitor negative subordinate's behavior and exert corrective action only when subordinates fail to meet objectives. Leaders who manage by exception intervene only when procedures and standards for accomplishing tasks are not met.

It can therefore be concluded that by laissez – faire, it is meant that the leader is not sufficiently motivated or adequately skilled to perform supervisory duties which in turn affects employee commitment. The leader is a mere symbol since there is no hierarchy of authority, chaos and conflict among members of the organization is common, Bass (1990). Meyer and Allen, (1997) identify variables generally associated with commitment to include personal characteristics such as employee age ,organizational tenure , gender, family status and educational level, need for achievement, sense of competence and a sense of professionalism.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides the methodology used during the study. It covers the study design, area of the study, and description of the population, sample size and sampling techniques, data collection instruments, procedures for data collection, data quality control and data analysis.

3.1 Research design

A research design is a detailed outline of how an investigation will take place (Opedun, 2013). A research design typically includes how data is collected, instruments employed, how the instruments are used and the means for analyzing data collected. A cross sectional survey research design was used.

According to Amin (2005) this is one of the most commonly used research methods in social sciences and is used to gather data from a sample of a population at a particular time.

Oso and Onen (2008) also observe that this design is cheap, allows for rapid collection of data, is easy for understanding a population by studying its part and is suitable for extensive research. In this study, both quantitative and qualitative techniques were employed in data collection process, analysis, presentation and discussion of findings. Quantitative method was used in order to establish the extent and rate of the problem.

3.2 Area of study

The area of study was limited to Arua district which is part of the former West Nile district established in 1914. Arua district is located in north-West Uganda; it is bordered by Maracha district in the North, Yumbe district in the East, Nebbi district in the South and the Democratic Republic Congo to the West.

3.3 Target population

There are 25 government aided secondary schools in Arua district. Out of the 25 secondary schools, 06 were selected for this study. The total population of this study was 137, and the sample size was 83. These comprised of 40 teachers, 06 headteachers,06 BOG chair persons, 01 DEO and 30 student leaders. Government schools were chosen because the available literature indicated that public schools were the most affected by the problem in question.

3.4 Sample size and selection

Given the fairly large population of the study (137) as adapted from Krejcie & Morgan (1970) table for selecting a sample size as also used by Amin, (2005) from a population of(N) 137, and sample size of (S) 83 was appropriate to fill the instruments and generate data. A non probabilistic purposive sampling technique was used to select the 06 head teachers; it was used because of the limitations of time and money which forced the researcher to limit the respondents to manageable numbers (Kothari, 1991)

The names of all the schools in Arua district were written down on pieces of paper, folded put in a basket and shaken and then picked. A folded paper picked with the name of school was immediately recorded. As for the students, 05 were selected per school to include; Head girl, Head boy and any three.

Table 1: Sample size and selection

Category	Target population	Sample size	Technique
DEO	01	1	Purposive
Chairman BOG	25	6	Simple random
Head teachers	06	06	Simple random
Teachers	70	40	Simple random
Student leaders	35	30	Simple random
Total	**137**	**83**	

Source: Primary Data.

3.5. Sampling techniques and procedure

Simple random sampling involves choice of respondents where each has an equal chance of being chosen for the study (Sekaran, 2003).The respondents in this category included teachers and student leaders. While purposive sampling, refers to choice of individual respondents who are advantageously placed and are knowledgeable about the research problem. This could be by virtue of their experience or knowledge of the group or both. The respondents in this group were Head teachers.

3.6 Research instruments.

The researcher collected data using research instruments such as questionnaires (self Administered questionnaires), interviews and documentary tool kit.

3.6.1 Questionnaires

Questionnaires were used for collecting data from 40 teachers and 30 student leaders. Questionnaires collected primary data. This consisted of closed- ended questions.

The questionnaires were expected to enable the researcher obtain results within a considerably short time. Amin (2005) confirms the usefulness of questionnaires in terms of their simplicity, time used and easiness for the researcher to administer.

This instrument was beneficial because it enabled data to be collected easily from a large sample and diverse groups. It also enabled the respondents to give views independently. The questionnaires consisted of sections guided by the research objectives, and the research questions.

Section A- solicited data about the leadership styles. Section B- solicited data on Teacher commitment. A 5-point Likert-type scale questionnaire of strongly agree (SA), agree (A), Not Sure, (NS), Disagree (D) and strongly disagree (SD) were used in the study. The self-administered questionnaires (SAQS) were used and they were useful to the researcher in that a large population was covered in a short time and at a reasonable cost.

3.6.2 Interview guide

Interview is a loosely structured conversation with people who have specialized knowledge about the topic you wish to understand (Amin, 2005). Semi structured interview was conducted with 13 respondents i.e. 6 Head Teachers, 6 BOG chairpersons and a District education officer. The interviews were useful in collecting a wide coverage of information from the respondents and also allowed for triangulation.

3.7 Data collection procedure

The researcher received a formal introductory letter from the Head of department Education Planning and Management Kyambogo University which was to introduce her to the DEOs and school managers seeking carryout research in their schools.

Interviews were conducted after making appointments with respondents in their respective schools or offices face to face individually, therefore, individual respondents were requested to participate in the study and the researcher emphasized participation to be voluntary and anonymous. The researcher explained to DEO, Head teachers, teachers and students, the purpose of the research and assured them their responses were confidential and only for academic use.

A few minutes of the interview were spent on establishing relationship and then questions were read by the researcher as they interviewees gave their responses. The responses were recorded by note taking, and re-read the responses to confirm that the right responses had been written.

The researcher also distributed questionnaires to the selected schools after explaining to them the importance of the study. The researcher distributed and collected questionnaires from the respondents. The researcher thanked the respondents for their participation in the study.

3.8 Validity

Validity is the accuracy and meaningfulness of inferences which are based on the study results or the degree to which the results obtained from analysis represent the phenomenon. To ensure content validity the researcher constructed data collection instruments with adequate number of items and ensured that each item on the scale had a link to the objectives of the study and ensured that all items covered a full range of variables being measured. A pre-test of data collection instruments was conducted in Maracha secondary school, involving

5 teachers and 5 students in the area of study. This school was chosen because it did not form part of the study population.

Pre- testing the instrument therefore, enables identification and correction of deficiencies such as unclear or ambiguous questions, insufficient space to write responses, cluttered questions and wrong numbering. The researcher consulted the two supervisors /sought expert judgment to rate the items for each instrument, and proceeded to compute the content validity index. CVI of 0.7 and above were got for all instruments and considered valid for the study (Amin, 2005).

Validity of the instruments was ensured through expert judgment by two experts using the following formulae:

Number of items rated valid x 100

Total Number of items

For the questionnaire: Expert A $= 27/29$ x $100 = 0.93$

Expert B $= 28/29$ x $100 = 0.96$

Therefore CVI: $\dfrac{0.93 + 0.96}{2} = \mathbf{0.94}$

For interview guide: Expert A $= 7/8$ x $100 = 0.87$

Expert B $= 8/8$ x $100 = 100$

Therefore CVI: $\dfrac{87.5 + 100}{2} = \mathbf{0.93}$

3.9 Reliability

Reliability is defined as the dependability or consistency of a research instrument in measuring a variable of interest (Kimberlin&Winterstein, 2008). This helps to avoid the incomparable results if the same methodology is applied elsewhere on a population that has the same characteristics and under the same conditions. The questionnaire that was used for purposes of this study was constructed by the researcher. For the reliability of the questionnaire the supervisor reviewed the questions and categories were listed in the original questionnaire and to administer the questionnaire to determine the length of time required to complete filling them.

To ensure the reliability of the interview guide, the researcher made sure that the items were specific and that the same questions were asked to all the respondents. A Cronbach's Alpha analysis was computed to ensure the reliability of the questionnaire and an average of 0.72 was got hence deemed relevant for use (Amin, 2005).

3.10. Data presentation and analysis

Qualitative data was collected from interviews. It was edited on a continuous basis to ensure completeness. This data was then sorted according to objectives and research questions of the study. The data collected was categorized according to emerging themes. The narrative technique was used to transcribe the data verbatim as collected from respondents.

Data collected from questionnaires was checked to ensure accuracy; this was useful in ensuring that the objectives of the study were addressed. Analysis was done according to the objectives of the study, data generated by questionnaires was edited and coded before being analyzed using the Statistical Package for Social Sciences (SPSS) program. Qualitative and quantitative measures, frequencies and percentages were run and interpretation made.

29

Finally, descriptive methods were used to generate frequencies and percentages, Pearson's correlation coefficient computed to test the second third and forthobjectives of the study. This made the relationship between the independent variable and the dependent variable to be tested.

3.11 Ethical considerations

The respondents were assured that information obtained from them would be treated with utmost confidentiality and the data collected strictly used for the purposes of research

Anonymity and privacy was assured to the respondents to safeguard them. The researcher tried to avoid prejudice /bias by being as objective as possible. Pseudonyms were used to represent real names of schools.

3.12 Limitations of the study

Some respondents failed to return questionnaires; however, of the questionnaires returned, a response rate of 70% was deemed adequate.

Financial challenges were experienced as the study was privately funded, this was overcome through personal savings and borrowing.

Limited time within which the research was to be completed, the researcher tried to work extra hard to beat deadlines.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is a presentation of the study findings, analysis and interpretation of the findings based on the study objectives.

4.1 Response rate

Table 2: Showing response rate

Category	Target	Actual	Response Rate
DEO	01	01	100%
BOG Chairpersons	06	06	100%
Head teachers	06	06	100%
Teachers	40	36	90%
Students	30	30	100%
Total	83	79	95.2%

Source: Primary data

It can be observed from table 2 that a total response rate of 95.2% was obtained for the study. The response rate is adequate for the study because Amin (2005) observed that a response rate of 70% and above was relevant for such a study.

4.1.2 Demographic characteristic of the respondents

In order to justify that data was obtained from an authentic population, information was sought on the demographic characteristics of the respondents as follows:

Table 3: Respondents according to sex

		Frequency	Percent
Valid	Male	24	60.0
	Female	16	40.0
	Total	40	100.0

Source: Primary data

The results table illustrates that out of the total of 40 respondents, the males had the highest representation of about 60% and the female respondents had about 40%. This was because the male respondents were more cooperative then their female counterparts.

Table 4: Respondents by age in years

		Frequency	Percent
Valid	18 to 29	15	37.5
	30 to 39	15	37.5
	40 to 49	5	12.5
	50 and above	5	12.5
	Total	40	100.0

Source: Primary data

Table 4 illustrates that out of the total of 40 respondents, 37.5% of the respondents, rage from 18 years to 29 the same percentage is shared by the rage of 30 to 39 years of age. 40 to 49 years also share the same percentage which is 12.5%. This was because the 18 to 29 age bracket builds the biggest percentage of the country's population. The above implies that most of the teachers in secondary schools in Arua district are the middle aged.

Table 5: Level of education of the respondents

		Frequency	Percent
Valid	Certificate	7	17.5
	Diploma	11	27.5
	Degree	18	45.0
	Masters	4	10.0
	Total	40	100.0

Source: Primary data

Table 5 shows that the highest percentage of the respondents 45% were degree holders followed by 27.5% of the respondents who were diploma holders. Respondents with certificate education were 17.5% and Masters holders took the least percentage with 10%.

This implies that majority of the teachers in secondary schools in Arua district are degree holders and therefore, able to handle their responsibilities diligently.

Table 6: Marital status of the respondent

		Frequency	Percent
Valid	Married	21	52.5
	Single	10	25.0
	Windowed	6	15.0
	Separated	3	7.5
	Total	40	100.0

Source: Primary data

Table 6 indicates that 52.5% of the respondents where single, 10% single, 6% windowed and only 3% separated. The highest percentage was married simply because the age bracket of the highest number of respondents was of adults who were teachers who were ready to marry. The above implies that the majority of the teachers in secondary schools in Arua district are married and so they have marital obligation coupled with work obligations.

4.2 Presentation of findings

This section presents data from all the instruments used, thus questionnaires, interview and the output analysis. Data was presented according to the study research questions.

4.2.1 Results of question one.

Question one stated, **"what are the types of leadership styles most practiced by head teachers of secondary schools in Arua District?"** and was intended to solicit data for objective one which stated, "To establish the types of leadership styles most practiced by Head teachers of secondary Schools of Arua District". This question formed section B and the findings are presented in table 1 below.

33

Table 7: Non student responses on leadership style most practiced by head teachers

		Frequency	Percent
Valid	Democratic	22	55.0
	Autocratic	12	30.0
	Laissez-faire	6	15.0
	Total	40	100.0

Source: Primary data

The table 7 shows the leadership style most practiced by head teachers of the secondary school in Arua district. According to the results shown in the table, Democratic leadership style is the most practiced covering 55% among the respondents; it is followed by Autocratic leadership style with 12% and laissez faire leadership style as the least commonly practiced in secondary schools in Arua. In comparing the response of non student respondents (teachers), the results indicated that the student responses did not differ from them much, thus indicating the same trend of leadership style as shown in the table 9 below.

Table 8: Student responses on leadership style

		Frequency	Percent
Valid	Democratic	15	50.0
	Autocratic	8	26.7
	Laissez-faire	7	23.3
	Total	30	100.0

Source: Primary data

According to the students, democratic leadership style was the most practiced style in most schools taking 50% of the respondent's view. Autocratic was still rated the second practiced style of leadership with 26.7% and Laissez faire rated the least practiced with only 23.3%.

4.2.2 Results for research hypothesis two

It stated, "There is a significant relationship between democratic leadership style and teachers' commitment in secondary schools in Arua district and was intended to solicit data

34

for objective two which stated, "What is the relationship between democratic leadership style and teachers' commitment in secondary schools in Arua district?". This question formed section B of the questionnaire and the findings are presented in table 10 below.

Table 9: Teacher's level of commitment under democratic leadership

		Frequency	Percent
Valid	Committed	15	68.2
	Not committed	7	31.8
	Total	22	100.0

Source: Primary data

The table 9 shows that under democratic leadership 68.2% of the teachers are committed and only 31.8%are not committed. This can be attributed to involving the teachers indecision making in the school. This was confirmed in an interview with a Headteacher, who had this to say,

Yes, I involve my teachers in decision making like in meetings where they give suggestions on how to improve on certain school programs like academics, discipline in the school where they also present their views and this motivates them a lot.

This indicates that democratic leadership has an effect on Teachers commitment at work/school. However, this had to be proved using a chi-square test statistic.

The hypothesis is stated as;

Ho: There is no significant relationship between democratic leadership and teachers' commitment.

Ha: There is a significant relationship democratic leadership and teachers' commitment.

35

Table 10: A chi-square tests statistics showing the relationship between leadership style and teachers commitment

	Leadership	Teacher's level of commitment
Chi-Square(a,b)	9.800	.000
Df	2	1
Asymp. Sig.	.007	1.000

Source: Primary data

The table 10 shows that there is a strong relationship between the democratic leadership style and the commitment of teachers. This relationship is statistically significant at 5% level of significance since the chi-square value (9.800) has a p-value 0.007 which is less than 0.05. Therefore we reject the null hypothesis and accept the alternative hypothesis and conclude that there is a significant relationship between leadership style and Teacher commitment.

4.2.3 Results for research hypothesis three

It stated, "There is a significant relationship between autocratic leadership style and teachers' commitment in secondary schools in Arua district?" and was intended to solicit data for objective three which stated, "To establish the relationship between autocratic leadership style and teachers' commitment in secondary schools in Arua district". This question formed section B and the findings are presented in table 12 below.

Table 11: Teacher's level of commitment under autocratic leadership

		Frequency	Percent
Valid	Committed	3	25.0
	Not committed	9	75.0
	Total	12	100.0

Source: Primary data

36

The findings in table 11 shows that only to 25% of the teacher under Autocratic leadership are committed to their work while a big percentage (75%) is not committed to the work they are doing.

This gives an indication that there is a relationship between Autocratic leadership style and the teachers' commitment. This is tested using the chi-square test statistics.

The hypothesis is stated as;

Ho: There is no significant relationship between autocratic leadership style and teachers' commitment.

Ha: There is a significant relationship between autocratic leadership style and teachers' commitment.

Table 12: Chi-Square tests statistics showing the relationship between autocratic leadership style and teachers commitment

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.576(a)	2	.037
Likelihood Ratio	6.796	2	.033
Linear-by-Linear Association	4.514	1	.034
N of Valid Cases	40		

Source: Primary data

The chi-square table 12 shows that there is a strong relationship between the autocratic leadership style and the commitment of teachers. This relationship is statistically significant at 5% level of significance since the chi-square value (6.576) has a p-value 0.037 which is less than 0.05. Therefore, the null hypothesis was rejected and concluded that there is a significant relationship between leadership style and teachers commitment.

4.2.4 Results of research hypothesis four

It stated, "There is a significant relationship between laissez-faire leadership style and teachers' commitment in secondary schools in Arua district?" and was intended to solicit data for study objective four which stated, "To establish the relationship between laissez-faire leadership style and teachers' commitment in secondary schools in Arua district". This question formed section B and the findings are presented in table 14 below.

Table 13: Teacher's level of commitment under laissez-faire leadership style

		Frequency	Percent
Valid	Committed	2	33.3
	Not committed	4	66.7
	Total	6	100.0

Source: primary data

The results in the table 13 show that only to 33.3% of the teacher under laissez-faire leadership are committed to their work while a big percentage (66.7%) is not committed to the work they are doing.

This gives an indication that there is a relationship between laissez-faire leadership style and the teachers' commitment. This is tested using the chi-square test statistics.

The hypothesis is stated as;

Ho: There is no significant relationship between laissez-faire leadership and teachers' commitment.

Ha: There is a significant relationship between laissez-faire leadership style and teachers' commitment.

38

Table 14: Chi-Square tests statistics showing the relationship between autocratic leadership style and teacher's commitment

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.812(b)	1	.016		
Continuity Correction(a)	4.208	1	.040		
Likelihood Ratio	5.999	1	.014		
Fisher's Exact Test				.030	.019
Linear-by-Linear Association	5.641	1	.018		
N of Valid Cases	34				

Source: Primary data

The chi-square table 14 shows that there is moderate relationship between the laissez-faire leadership style and the commitment of teachers. This relationship is statistically significant at 5% level of significance since the chi-square value (5.812) has a p-value 0.016 which is less than 0.05. Therefore we reject the null hypothesis and conclude that commitment of teachers is related to the leadership style hence the commitment of teachers is related to laissez-faire leadership.

4.2.5 The relationship between head teacher's, leadership style and teacher commitment

Analysis in this study has majorly been presented by a cross table and a logic regression; however, The cross table shows the percentages of those teachers committed and those not committed along the horizontal adding up to 100% horizontally. The logic regression, tests the significance of the relationship.

Table 15: Table showing the leadership style and teacher's level of commitment cross tabulation

			Teacher's level of commitment		Total
			Committed	Not committed	Committed
Leadership	Democratic	Count	15	7	22
		% within Leadership	68.2%	31.8%	100.0%
	Autocratic	Count	3	9	12
		% within Leadership	25.0%	75.0%	100.0%
	Laissez-faire	Count	2	4	6
		% within Leadership	33.3%	66.7%	100.0%
Total		Count	20	20	40
		% within Leadership	50.0%	50.0%	100.0%

Source: primary data

The table above shows the cross relationship between the leadership styles and the teacher commitment giving the percentage effect of each leadership style on teacher commitment. It indicates that for teachers under democratic leadership 68.2% teachers are committed and the remaining 31.8 are not committed at all.

It further shows that most of the teachers under autocratic leadership are not committed taking 75% and only 25% of the teachers are committed under this leadership style.

Teachers under laissez-faire style also are not committed with a commitment rate of only66.7% although they are better than those under autocratic leadership style. The remaining 33.3% of teachers however, are committed to their duty.

4.2.5.1 Logic regression testing the relationship between the leadership styles and the teacher's commitment in secondary Schools, Arua District

Table 16: Omnibus tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	6.796	2	.033
	Block	6.796	2	.033
	Model	6.796	2	.033

The Omnibus Tests of Model Coefficients table shows the test for assessing the effect of leadership. Findings indicate a significant effect of leadership (Likely hood Ratio test: X2(2) = 6.8, alpha 0.033 < 0.05) on the teachers commitment at 5% level of significance.

Table 17: Table variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1(a)	Leadership			6.122	2	.047	
	Leadership(1)	-1.455	.980	2.207	1	.137	.233
	Leadership(2)	.405	1.093	.138	1	.711	1.500
	Constant	.693	.866	.641	1	.423	2.000

The "Variables in the equation table provide Wald's tests for all the variables included in the model. Consistent with the LR (Likely hood ratio) and score tests, the effect of leadership tests is significant since the chi-square (X2(2) = 6.122) has an alpha value 0.047 which is greater than 0.05 the level of significance. This confirms the relationship between leadership and teachers commitment in secondary schools in Arua district.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The study examined the effect of head teachers' leadership styles on teachers' commitment in selected secondary schools in Arua district. This chapter presents the discussion, conclusion and recommendations within the context of the objectives and the corresponding research questions.

5.1 Summary and conclusions

5.1.1 Types of leadership style most practiced in secondary schools of Arua District

Objective one of the study sought to find out the leadership styles most practiced by head teachers in Arua District.

The study findings were obtained through questionnaire and interview guides. The results of these instruments revealed that most head teachers in Arua District used participatory leadership, followed by the democratic style and the least practiced was the laissez faire style. This agrees with Grimsley, (2014) who observes that leadership in schools and colleges is not confined to the head teacher alone, but may be assumed by or dispersed to others including deputy head teacher, team leaders, curriculum leaders and class teachers.

The first study objective was to establish the type of leadership style most practiced by head teachers in the selected secondary schools in Arua district. The major findings were that: most head teachers used democratic leadership style through involving the teachers in making decisions, delegating teachers into responsibilities and providing conducive working atmosphere among other practices of democracy. Tatum, (2014) observes that leadership in schools and colleges is not confined to the head teacher alone, but may be assumed by or dispersed to others including deputy head teacher, team leaders, curriculum leaders and class

teachers. This can be in relation with democratic leadership where everyone is given a chance to exercise his/her leadership abilities. This finding agrees with the views of Grisley ,(2014), a participatory leader delegates responsibilities. This leadership style produces high quality work. Employees are trusted and in return they cooperate, have a high morale, team spirit, and go above and beyond the call of duty (Cascio, 2006). Autocratic leadership style was the second most used or practiced by head teachers in secondary schools in Arua District, The number of Head teachers practicing this leadership style were found to be far less although they were the second in number among the three leadership styles. Laissez fair leadership style was found to be the least practiced by head teachers however, a number of the head teachers practicing it were close to the one that practiced autocratic. Based on the above, the researcher concluded that the styles of leadership most practiced by the head teachers of secondary schools in Aruadistrict, are mainly the democratic/participative, authoritarian and laissez-faire styles of leadership in that order as Tables 8 and 9 reveal.

5.1.2 The relationship between democratic leadership style and teachers commitment

The second objective was to establish the relationship between Leadership styles of head teachers and how they influence teacher commitment. The results revealed that there are differences in teachers' work commitment across the different categories of head teachers' leadership styles, and that teacher's commitment is better when Democratic / participative leadership style is employed. These findings indicate that there is a significant relationship between management styles used by head teachers and teacher commitment at 5% level of significance. This was tested using a chi square test and presented p-value of 0.007 thus a significant relationship. This was obtained using Pearson's, correlation coefficient.

The study also concurs with what Quang and Vuong (2009) hold, that management creates the vital link between organizational effectiveness and people's commitment at an

organizational level. It however disagrees with Mullin (2002) who says that authoritarian management style is being less and less practiced opting for amore participative style of managing organizations.

The findings also agree with what Marshall (1999) asserts that a manager who does nothing else well but gets the required results through people will probably have a great and successful career for self and ones subordinates. It however disagrees with what by Banyoya (2006) asserts that a participative management style has a greater influence on the positive commitment than an authoritarian management style. The study concurs with Andersen (2009) who asserts that subordinates like to have a superior who responds favorably to their needs, wants and aspirations. The findings differ from Mullins (2002) who observed that the nature of management is moving away from an emphasis on getting results by close control of the work force towards an environment of coaching, support and devolution of power to the work force.

According to Lauritsen, (2014), employee commitment reflects the quality of leadership in the organization. Therefore, it is logical to assume that leadership behavior would have significant relationship with organizational commitment.

5.1.3 Autocratic leadership style and teachers` commitment

The third study objective was to establish the relationship between Autocratic leadership style and teacher commitment among secondary schools in Arua district. This question was raised so as to find out how Autocratic leadership style affects teacher commitment and to establish effective measures to curb the situation. This was ascertained by use of questionnaires and interview guide. The results from the analysis indicate that there was a significant relationship between autocratic leadership and teacher commitment. The relationship was

tested using a chi-square test statistic and the results confirmed the relationship with a chi-square value of 6.58 with a p-value of 0.037 thus significant at 5% level of significance.

5.1.4 Laissez faire type of leadership and teacher commitment

The fourth Research hypothesis stated: There is a significant relationship between laissez faire leadership style and teacher commitment among secondary schools in Arua district. This question was raised so as to find out how laissez faire leadership style affects teacher commitment and to establish effective measures to curb the situation. Mlambo (2011), asserts that Laissez faire style involves a manager allocating work to organizational members, giving them authority and responsibility needed to execute the work, putting in place the necessary work facilities, providing organizational members with no guidance, and leaving decision making regarding assigned work up to them. This also agrees with the findings of Kafero, (2010) asserts that leadership styles have a particular impact on employee commitment and the cost the organization pays for its performance. This disagrees with Nkonge (2008) asserts that a number of researchers have stressed the need for delegation. This therefore, means that choosing the right leadership style is key to employee commitment and organization's success.

The relationship was tested using a chi-square test statistic and the results confirmed the relationship with a chi-square value of 5.81 with a p-value of 0.016 thus significant at 5% level of significance.

5.2 Conclusions

The study was taken to find out about leadership styles and teacher commitment in secondary schools in Arua district. Based on the findings and the discussions above, the study concludes that;

The most practiced leadership style used in secondary schools of Arua district was democratic /participative leadership style it was followed by autocratic / authoritarian leadership style and Laissez faire was the least commonly practiced leadership style.

Democratic leadership style was found to have a significant relationship with teacher commitment. This relationship is statistically significant at 5% level of significance since the chi-square value (9.800) has a p-value 0.007 which is less than 0.05.

Autocratic leadership style was found to have a significant relationship with teacher commitment. This relationship is statistically significant at 5% level of significance since the chi-square value (6.576) has a p-value 0.037 which is less than 0.05.

Laissez faire leadership style was found to have a significant relationship with teacher commitment. This relationship is statistically significant at 5% level of significance since the chi-square value (5.812) has a p-value 0.016 which is less than 0.05.

Findings indicate a significant relationship between head Teachers leadership style and teacher commitment in Secondary Schools of Arua district at 5% level of significance as empirically proved by this study shown by the analysis; (Likely hood Ratio test: $X2(2) = 6.8$, alpha $0.033 < 0.05$).

5.3 Recommendations

The study recommends that;

Special attention should be paid towards involving multiple leadership styles so as to bring about better school performance. This can be through refresher courses, trainings and workshops for both teachers and other school leaders.

Head teachers should pay attention to the leadership styles they use, well knowing that any flaw would affect not only the commitment of their teachers but also the performances of their students.

Head teachers should regularly review objectives, strategies and processes associated with teacher management styles in their schools and make changes or introduce innovations accordingly.

Headteachers should consider decentralizing the process of decision making at departmental level so as to involve all teachers which in turn is likely to yield higher levels of commitment among the teachers.

5.4 Areas for further research

Based on the study findings, there is need to carry further research in the following areas:

1. Factors influencing teacher commitment among secondary schools in Arua district.

2. The role of effective delegation on the performance of secondary schools in Arua district.

3. Motivational strategies and staff commitment among secondary schools in Arua district.

4. Collaborative decision making and Teacher commitment in secondary schools of Arua district.

47

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Questionnaire for teachers

Dear respondent,

I am a student at Kyambogo University conducting a research study as a requirement for the award of a Master of Education in Policy, Planning and Management. The study is about*leadership styles and teachercommitment in selected secondary schools in Arua district.* You have been selected as one of my key respondents in this study because I strongly believe you have the necessary information required for the study. I humbly request you to spare some time and fill this questionnaire. The information obtained will be treated with utmost confidentiality.

Section A: Demographic data *(please tick where appropriate)*

Sex

Male ☐

Female ☐

Age

18 – 29years ☐

30 – 39years ☐

40 – 49years ☐

50years plus ☐

Level of education

Certificate ☐

Diploma ☐

Degree ☐

Masters ☐

PHD ☐

Any other ☐

Marital status

Married ☐

Single ☐

Widowed ☐

Divorced/separated ☐

Length of stay in the school

0 – 5years ☐

6 – 10years ☐

11 and above ☐

For the following, indicate your level of agreement or disagreement to the statements ranging from 1-Strongly disagree (SD)   2-Disagree (D)   3-Not sure (N)   4-Agree (A) 5- strongly agree (SA) by ticking in the appropriate box.

SECTION B: Types of leadership styles	Response category				
	SA(5)	A(4)	N(3)	D(2)	SD(1)
The head teacher involves teachers in decision making					
The head teacher delegates responsibilities to other staff					
The head teacher encourages Teachers to participate actively in all School meetings					
The head teacher allows teachers to elect their departmental heads					
The head teacher presents rigid rules and expects obedience to authority without question.					
The head teacher directs teachers by dictating everything he wants them to do					
The Headteacher presents rigid rules and expects obedience without question					
The head teacher plans what Teachers are supposed to do without involving them					

SECTION C: Teacher commitment	Response category				
	SA(5)	A(4)	N(3)	D(2)	SD(1)
The teachers are always present at school					
2. The teachers respond positively to assignments given by the headteacher.					
3.Teachers accomplish their duties in time					
4.Teacher are actively involved in school activities					
5. Teachers present their schemes and lesson plans to the headteacher in time					
7.Teachers teach all the lessons assigned to them using all the time assigned on the time table					
8 .Teachers give and mark all tests given to students					
9. Teachers make corrections for all tests given to students.					
10. Teachers respond to remedial work voluntarily					

Thank you.

Questionnaire for students

Section. B: Types Leadership Styles	Response category				
	SA (5)	A(4)	NT(3)	D(2)	SD(1)
1. Our head master relates well to teachers and students					
2. We always hold meetings with our teachers and the head master					
3. Our school involves students in choosing prefects or our leaders					
4. Our head master closely supervises teachers during ongoing lessons					
5. Our head master observes strict school rules and regulations					

Section. C: Teachers Commitment	Response Category				
	SA(5)	A(4)	NT(3)	D(2)	SD(1)
1. Our teachers are always present at school					
2. Our teachers always teach all the lessons assigned to them					
3. Our teachers mark all the exercises they give to us					
4. Our teachers always check our exercise books`					
5. Our teachers supervise us in co-curricular activities					

Appendix II

Interview guide for the Head teachers

Dear respondent,

I am a student of Master of Education in Policy Planning and Management of Kyambogo University. I am carrying out a study on *Leadership styles and Teacher commitment in selected secondary schools in Arua District*. You are kindly requested to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and used only for purposes of this study.

1. Do you involve your teachers in decision making. How?

2. Does the way you involve your teachers encourage commitment?

3. How do you ensure that teachers are punctual for all school activities?

4. How do you handle suggestions from teachers especially those that may affect policy matters of the school?

Thank you.

Appendix III

Interview guide for District Education Officer and B.O.G Chair person

1. What leadership style would you prescribe as the best for your school. Why?

2. What do you think Headteachers can do to ensure that teachers are punctual at school?

3. What strategies do you have in place to ensure that teachers are always committed to their Work?

Thank you.

Appendix IV

Morgan's table
Sample size(s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V. Krejcie & D. W. Morgan (1970), Determining sample size for research activities: Educational and psychological measurement, 30, 608, Sage Publications.

Appendix V

Introductory Letter
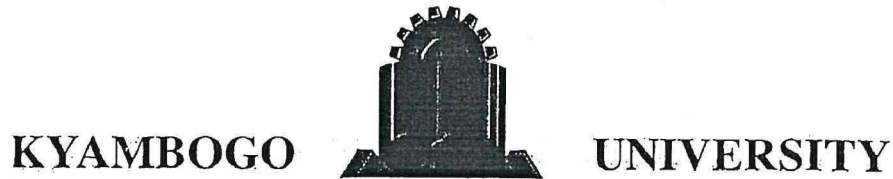
KYAMBOGO UNIVERSITY

Department of Educational Planning Management

Date: 10/06/2015

TO WHOM IT MAY CONCERN

Dear Sir

RE: ADIA GRACE, REG. No. 12/U/070/GMED/PE

This is to certify that **Adia Grace, Reg. No. 12/U/070/GMED/PE is** a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Leadership Style and Teacher Commitment in Selected Secondary Schools of Arua District.

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT