

**LEADERSHIP STYLES AND TEACHERS' INNOVATIVENESS IN  
PRIVATE SECONDARY SCHOOLS IN UGANDA:  
THE CASE OF PALLISA DISTRICT**

**BY**

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**DECLARATION**

I, **IPERU ANTONIA**, do hereby declare that this is my original work and has never been submitted for any award in any University or higher institution of learning.

Signed .....  .....

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## APPROVAL

This is to certify that this work was carried out under our supervision as the university supervisors and is now ready for submission for examination.

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## **DEDICATION**

This book is dedicated to my parents, husband and my children for all their support.

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**May the Almighty God bless you all!**

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## ACRONYMS

ABTS:	Australia Business Training and Support
ADEA:	Association for the Development of Education in Africa
BoD:	Board of Directors
USETCAE:	Uganda Secondary Education & Training Curriculum, Assessment & Examination
DBSE:	Directorate of Basic and Secondary Education
ESA:	Education Standards Agency
HT:	Head teacher
ICT:	Information and Communication Technologies
IT:	Information Technology
KyU:	Kyambogo University
MoES:	Ministry of Education and Sports
MUBS:	Makerere University Business School
NCDC:	National Curriculum Development Centre
OECD:	Organization for Economic Cooperation and Development
PDED:	Pallisa District Education Department
PDLG:	Pallisa District Local Government
PGD:	Post Graduate Diploma
PhD:	Doctor of Philosophy
SEIA:	Secondary Education in Africa
SDA:	Seventh Day Adventists
SMC:	School Management Committee
SSA:	Sub-Saharan Africa
UACE:	Uganda Advanced Certificate of Education
UCE:	Uganda Certificate of Education
UNEB:	Uganda National Examination Board
WB:	World Bank

## ABSTRACT

The purpose of this study was to examine the influence of leadership styles on teachers' innovativeness in private secondary schools in Pallisa district. The study was guided by the following specific objectives: i) to ascertain the leadership styles adopted in private secondary schools in Pallisa district, and ii) to examine the relationship between leadership styles and teachers' innovativeness in private secondary schools in the district. The study was a cross-sectional survey design that employed both quantitative and qualitative approaches for data collection and analysis. The data was collected using questionnaires and interview. The data collected was analysed using the descriptive statistics of SPSS computer programme. Correlation analysis was used to assess the relationship between leadership styles and teachers innovativeness. The findings showed that the main leadership styles in the private secondary schools were autocratic, bureaucratic and democratic. However, democratic leadership style was the most commonly practised as opposed to autocratic and bureaucratic leadership style. The findings also revealed that in schools where the democratic leadership style is practiced, there was fairness, inclusion or collective responsibility. Besides, the study also established that a more enabling environment for teacher innovativeness existed in schools where democratic leadership styles were adopted as opposed to the others practicing autocratic and bureaucratic leadership styles. Contrastingly, the contribution of school managers to creative teaching was low in schools where autocratic and bureaucratic leadership styles were practiced. Overall, the leadership styles adopted in the private secondary schools in Pallisa District did not contribute significantly to teacher innovativeness. Therefore, it is recommended that school management undergo training, corporate school governance be introduced and regular school management inspection.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

The background to the study covers the historical perspective, theories, conceptual perspective and leadership styles in education.

#### 1.1.1. Historical perspective

Leadership has been in existence since associations in society began; right from the family unit, groups and institutions outside family to macro level (Méndez-Morse, 1992). Early analyses of school leadership from 1900 to 1950 differentiated between leaders and followers. Subsequently, researchers began to examine the influence of the situation on leadership skills and behaviours. Leadership studies attempted to distinguish effective from non-effective leaders. The contingency model was used to examine the connection between personal traits, situational variables, and leader effectiveness (Méndez-Morse, 1992). This led to the conclusion that leaders and leadership are crucial but complex components of schools. According to Waters and Marzano (2006), the term school leadership came into dominance in the late 20<sup>th</sup> century following demands for higher levels of pupil achievement, school development, reform and accountability. Consequently, this provided precedence for school innovations such as teacher innovativeness. In fact, such historical orientation and educational expectations are the basis of the leadership theory.

### **1.1.2 Leadership theories**

Several leadership theories have been advanced including the trait, situational, contingency, behavioural, path goal and normative decision (Adeyemi, 2010). Although, all these theories are potentially relevant in this study, the contingency and normative decision theories are the most underpinning. These theories provide the most inclusive perspectives for the leadership styles adopted in the school systems under study. According to Sybil (2000), the contingency theory is a combination of the trait and situational theory. This theory stipulates that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leader's personality fit the group. While, the normative decision theory is concerned with the extent to which leaders allow their subordinates to participate in decision-making. The theory proposes five styles of leader behaviour ranging from the autocratic style in which decisions are made solely by the leader to complete participation by subordinates where decisions are reached through consensus (Adeyemi, 2010).

### **1.1.3 Conceptual perspective**

Leadership is the ability to create a unified vision among followers, set goals, develop strategies to meet desired accomplishments, motivate, encourage and serve as a positive and ethical example to others (Heck and Iris, 2005). In the school context, leadership pursues effective performance by examining not only tasks to be accomplished and execution plan but also seeks to reinforce characteristics like

remuneration, recognition, conditions of service and morale boost? and cohesion (Balunywa, 2000).

According to Cole (2002), teacher innovativeness is dependent on school leadership because it inspires teachers to perform. However, an institution with all the financial resources can still fail dismally to excel when the leadership does not motivate teachers to accomplish the tasks effectively. Therefore, in such cases, it is imperative to look into the school leadership styles to identify the likely implications and recommend corrective actions. Adeyemi (2006), defined school leadership style as a process through which leaders influence others in the attainment of institutional goals. Thus, teachers through appropriate leadership styles can be supported and directed to be innovative.

Accordingly, teacher innovativeness is conceptualised as a multi-dimensional construct that includes teachers' attitudes towards specific innovations, general change-related values, adoption of innovations, internalisation of adopted innovations, and continual participation in change-related professional activities. Moreover, innovations may cover any education work of a school teacher such as course identification, content design, resource mobilisation, and teaching methods (McGeown, 1980). Indeed, innovations among teachers can be personal initiatives influenced by the school culture including leadership styles among others. According to Shear (2010), school leadership ought to promote teacher innovativeness because of its relevance to the changing education demands.



However, the world over, there is a growing consensus among education leaders, researchers and educators that teaching and learning must be dynamic to help students develop the skills needed to succeed in the 21st century and beyond (Ananiadou and Claro, 2009). According to the Ministry of Education and Sports (MoES, 2010), more emphasis has been on course combinations and content designs as a way of addressing the changing social needs. Hence, the focus of this study was mainly on the innovative teaching methodology which lacked attention from previous research and policy developments in Uganda (Shear, 2010)..

#### **1.1.4 Leadership styles in education**

There are three broad strategies summed as types of leadership styles in education that can be used individually or as a versatile combination namely, hierarchical, transformational and facilitative (Lovellorn, 2011). Accordingly, hierarchical leadership styles are based on the traditional method of education that emphasises a top-down approach. Under this all course of actions is asserted and carried out with formal authority with little scope for participatory involvement. In contrast, transformational leadership styles are based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too. Facilitative leadership styles are very similar to the strategies used in transformational styles but are more democratic as well as interactive in practice.

According to Lewin (2006), research showed that strong correlation exists between such leadership styles and efficiency of education in schools. The study reported that, 25% or more of school days are lost per year in poorly managed schools in sub-Saharan Africa

(SSA). Thus, leadership in education institutions is a dynamic process that should actively seek the collaboration and commitment of all the stakeholders particularly teachers to achieve student learning objectives (Cole, 2002).

## **1.2 Statement of the problem**

The growth of private secondary schools in Pallisa district like for the rest of Uganda is a result of the 1997 government policy to liberalize education services. According to MoES (2007), most of such schools in the country are run commercially for profit although some have been contracted by government to participate in the Universal Secondary Education (USE) programme. The challenge of these secondary schools as privately funded and managed institutions necessitates instituting responsible leadership (MoES, 2006).

The relationship between school leadership styles and teachers' innovativeness was a subject of controversy especially among private secondary schools in Uganda and Pallisa district in particular. The controversy was centred on how the styles of leadership in such schools influence teachers' potential to innovate.

Accordingly, the role of teachers includes planning, designing and administering learning interventions based on national subject syllabi. Specifically, these involve preparation of schemes of work and lesson plans, making course content notes, delivering content and student evaluation (ESA, 2006). However, the most catalytic function of a teacher in any learning environment is to choose and apply appropriate methodology that addresses both students' learning preferences and the topics to be covered (Seuanez, 2009). As such, this study zeroed on the relationship between

leadership style teacher innovativeness in the teaching methodology in Private Secondary Schools in Pallisa district.

### **1.3 Objectives of the study**

#### **1.3.1 Purpose of the study**

The purpose of this study was to examine the influence of leadership styles on teacher innovativeness in private secondary schools in Pallisa district.

#### **1.3.2 Specific objectives**

The specific objectives were to:

1. ascertain the leadership styles adopted in private secondary schools in Pallisa district.
2. examine the relationship between leadership styles and teachers' innovativeness in the teaching process in private secondary schools in Pallisa district.

### **1.4 Research questions**

1. What are the leadership styles commonly adopted in the private secondary schools in Pallisa district?
2. What is the relationship between leadership styles and teachers' innovativeness in the teaching process in these secondary schools?

### **1.5 Scope of the study**

This is divided in the geographical scope, content scope and time span.

### **1.5.1 Geographical Scope**

The study was conducted in Pallisa district, eastern Uganda. Pallisa district has 37 secondary schools, of which sixteen are privately owned. The study focused on private secondary schools in the district mainly because of the much involvement by the directors.

### **1.5.2 Content Scope**

This study was aimed at examining the influence of leadership styles on teachers' innovativeness in private secondary schools in Pallisa district. Particularly, it covers the leadership styles used in such schools and their effect on teacher innovativeness.

The study covered the head teachers, subject teachers and students.

### **1.5.3 Time span**

The study covers a period since 2001 to 2011 in which the need for innovative teaching has amplified. The related literature reviewed in this study dates as far back as the last half of the twentieth century.

## **1.6 Significance of the study**

1. The findings will help the managers of private secondary schools in creating favourable working conditions to teachers so as to enhance creativity.
2. The findings will be useful as source of reference for those responsible for organizing induction courses for newly appointed school head teachers.

3. The information generated will be useful to the Ministry of Education and Sports which appoints and deploys schools head teachers since the study sheds light on the relationship between school leadership styles and teacher innovativeness.
4. The findings will be useful to those involved in supervision and monitoring of schools, where special emphasis is placed on the incidence of teacher innovativeness in secondary schools.
5. The findings will stimulate further research relating to leadership styles and innovativeness in government aided secondary schools since this study zeroed private secondary schools.

#### **1.7 Theoretical frame work**

The study was guided by Theory X and Theory Y postulated by McGregor (1960).

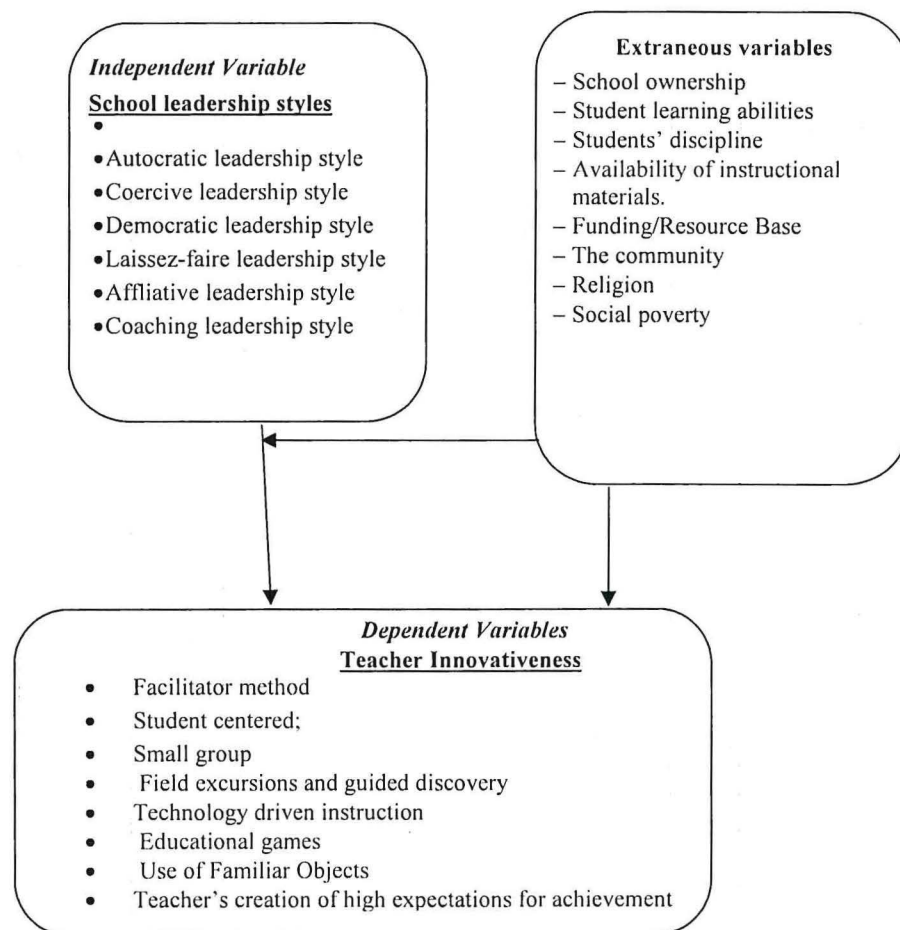
According to McGregor (1960), the scientific management and human relations of leadership behavior are summarized by Theory X and Theory Y. The Theory X assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing business enterprises. On the other hand, Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals.

Theory Y agrees with Maslow’s view that people seek inner satisfaction towards self-actualization..

### 1.8 Conceptual framework

Accordingly, the conceptualization of the role of leadership styles and teacher innovativeness in private secondary schools in Pallisa district is built on the assumption that leadership is power, influence and inspiration that directs teachers to effectively reform the learning process as illustrated in Figure 1.

**Figure 1.: Conceptual framework**



*Modified from Vroom, & Yetton (1973); House, (1971) & MacGregor, (1978).*

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents a review of literature related to the leadership styles, concept and evolution, theories, the relationship between leadership styles and teachers' innovativeness in student teaching and the summary of literature review.

#### **2.1 Leadership styles in education.**

##### **2.1.1 The concept of leadership in education**

Different scholars have interpreted the concept of leadership in various ways. However, it is difficult to arrive at any one definition that is acceptable to all (Cheng, 2003). According to Armstrong (2001), leadership is the influence, power and legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources to achieve the desired purpose. This can be done through the articulation of the vision and mission of the organization which in turn inspires the staff to define their power to share this vision.

Adeyemi, (2010) asserted that, leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement. 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. Based on the contemporary context, Dubrin in Oyetunyi, (2006) considers leadership as the ability to inspire confidence and support among followers

who are expected to achieve organizational goals. However, within the school system leadership involves getting things done with the co-operation of other people inspired to share a similar vision for child education development (Aghenta, 2001).

For the purposes of this study, these definitions were considered relevant, for they have some perceptions to do with influence, direction, inspiration, change and goal achievement, the ingredients that are critical for teacher innovativeness and students' learning outcomes.

### **2.1.2 History of education leadership**

The study of leadership is enticing and has since time immemorial been a preoccupation of scholars (Bass, 1990). According to Burns (1978: 21), leadership is "one of the most observed phenomenon on earth, yet the least understood". Leadership has evolved over time and has taken different forms. Views on leadership theories have been changing over the years. Basing on Oyetunyi (2006), the leadership paradigm has changed over the last two decades where it has transited from the traditional leadership approaches to the new perspectives.

Schermerhorn *et al.* (2000), categorize trait, behavioural and situational or contingency theories under traditional leadership perspectives, and charismatic and transformational leadership theories under the new leadership perspectives. As a way of responding to shortcomings of the traditional theories, an alternative perspective that emphasizes transformational leadership emerged (Oyetunyi, 2006).



### **2.1.3 Theories of leadership**

According to Nkata (2006), leadership theories recognize that effective leadership depends on the interaction of three factors namely: the traits, behaviours of the followers and the nature of the situation in which leadership occurs. Thus, most leadership theories are explored on the trait, behavioural, and contingency approaches (Armstrong, 2001). As such, the following leadership theories provide scholars with a vision and introduce leadership behaviours that assist head teachers and other leaders of educational institutions such as private secondary schools to better manage their institutions in different situations.

#### **2.1.3.1 Trait theory**

The trait theory is part of the traditional leadership theories that focuses 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).

#### **2.1.3.2 Behaviour theory**

The behaviour theory examines whether the leader is task oriented, people oriented or both. An employee-centred leader is sensitive to subordinates' feelings and endeavours to fulfil their concerns (Cheng,2002).

#### **2.1.3.3 Situational theory**

The situational theory stipulates that leadership effectiveness is determined by the interaction between the leader's personal characteristics and aspects of the situation. In other words, the theory assumes 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 and Chan, 2002).

#### **2.1.3.4 Contingency theory**

Bensimon *et al.* (2000), was the first to develop this leadership theory, which shows that a situational variable interacts with a leader's personality and behaviour. Accordingly, leadership style is a reflection of the underlining need-structure that prompts behaviour.

#### **2.1.3.5 Cognitive resource theory**

Cognitive resource 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. However, this theory particularly focuses on the interaction between leaders' cognitive resources like intelligence, technical competence, job-related knowledge, job performance and stress (Bensimon *et al.*, 2000).

#### **2.1.3.6 Path-Goal theory.**

Path-Goal theory is the leadership theory that focuses on the kinds of behaviours leaders should exercise to allow the subordinates achieve personal and organizational goals.

### **2.1.3.7 Normative decision theory**

Normative decision theory focuses on the correct norms or standards of behaviour for leaders to follow (Oyetunyi, 2006). Although, it focuses on correct norms in decision-making, it is concerned with the extent to which leaders allow the subordinates to participate in decision-making processes.

### **2.1.4 Types of leadership in education**

As noted previously, types of leadership are as many and diverse as there are definitions and theories of leadership. Accordingly, different researchers and academicians alike have come up with different leadership styles. For instance, every leader in every organization is expected to perform certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. However, the manner in which the leader performs these roles and directs the affairs of the organization is what constitutes the leadership style. Therefore, leadership style is the way a leader leads (Oyetunyi, 2006).

As observed by Loveleena (2011), there is no single best way to lead and inspire in the field of education. In fact, each educator as well as schools view leadership strategies differently, as certain situations, features and actions seem far more favourable than others at different levels and times. Broadly, three strategies that can be summed as types of leadership styles in education used individually or as a versatile combination are hierarchical, transformational and facilitative.

#### **2.1.4.1 Hierarchical leadership style**

Hierarchical leadership style is based on the traditional method of education that lays more emphasis on top-down approach where all course of action is asserted and carried out with formal authority with little scope for participatory involvement. In fact, the administrative head/principal is the planner, supervisor, analyst, resource allocator, etc. According to Loveleena (2011), this is a very straightforward type of leadership styles where major emphasis is on efficiency, control and routines.

#### **2.1.4.2 Transformational leadership style**

Transformational leadership style is based on the concept of working together to put in place a mechanism that will not only reap immediate benefits but future ones too. Although, most decisions are taken individually or by a small group of people, this leadership style opens the door wide for intellectual excitement, motivation through values and a shared vision by participation in leadership activities. According to Loveleena (2011), a leader who follows transformational leadership fosters a sense of purpose and meaning to unite people for a better cause.

#### **2.1.4.3 Facilitative leadership style**

Facilitative leadership style is very similar to the strategies used in transformational style but more democratic and interactive in practice. A facilitative educational leader works with the entire management, offering partnership in preparing for the future, and promoting collective ideas by being part of the crowd rather than being at the centre. According to Loveleena (2011), empowering the entire education system is the primary goal of the leader practicing facilitative leadership style.

#### **2.1.4.4 Autocratic leadership style.**

Autocratic leadership style also known as the authoritarian leadership is where power and decision-making reside in the leader. The autocratic leader directs group members on the way things should be done. In other words, there is no clear channel of communication with the subordinates, no delegation of authority and permission of subordinates to participate in policymaking (Hoy and Miskel, 1992).

#### **2.1.4.5 Democratic leadership style.**

Democratic leadership style emphasises leader and group participation in the making of policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel an important member of the organization. Communication is multi-directional where ideas are exchanged between employees and the leader (Heenan and Bennis, 1999). In this leadership style, a high degree of staff morale is always enhanced (Mba, 2004).

#### **2.1.4.6 Laissez-faire leadership style.**

Laissez-faire leadership style allows complete freedom to group decision without the leader's participation. Thus, subordinates are free to do what they like. The role of the leader is just to supply materials. The leader does not interfere with or participate in the course of events determined by the group (Talbert and Milbrey, 1994).

#### **2.1.4.7 Affiliative leadership Style**

The coercive leader says “Do what I say”. The authoritative leader says “Come with me”. The affiliative leader says “people first” (Gewirtz, and Ball, 2002). 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 tends to have feelings of the people and is open with their own feelings. This style works well in general, and is particularly good when trying to build team harmony, boost 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 (Nkata, 2006).

#### **2.1.4.8 Coaching leadership style**

This is where the leader with a greater experience and expertise offers advice and guidance to the led or the employee (Lorber, 2008). However, this style is often used the least since leaders say they do not have the time to mentor or coach others. Yet, this is a powerful tool and has a positive impact on employee performance (Gewirtz and Ball, 2002). According to Greif (2007), coaching improves findings even though the focus is on self-development. Coaching fosters commitment because of the message that the leader believes in you. Flexibility and responsibility are up, because people feel cared about, free to experiment and get feedback. In fact, this style is not

effective when people want to be coached and improve performance. Besides, this style makes little sense when people are resistant to change.

#### **2.1.4.9 Coercive leadership Style.**

The coercive leadership style often creates a reign of terror, bullying and demeaning of subordinates as well as roaring with displeasure at the slightest provocation. Subordinates who deliver information get intimidated and stop bringing bad news or any news, in fear of getting blamed for it, and morale plummets (Gewirtz and Ball, 2002). The extreme top-down decision-making kills subordinate ideas on the vine and sense of initiative and ownership plummet. According to Gewirtz, and Ball (2002), the coercive style should be used with extreme caution, for its impact is ruinous to the group.

### **2.2 Leadership styles and teachers' innovativeness**

According to Kőrös-Mikis (2002), the term 'innovative' is often used when talking about new pedagogical methods and creation that represent a deviation from the traditional didactics. In fact, the teacher's role is paramount in this context; yet the function of the teacher as a leader (often 'omnipotent') is being replaced by a new role as companion and partner in the acquisition of knowledge.

However, defining innovation in a meaningful, concrete way is difficult. Accordingly, Peter Drucker, an internationally recognized business expert, defined innovation as “a change that creates a new dimension of performance” (Shear,2010).

Similarly, David Hargreaves, one of the UK's leaders in educational innovation, tells us that "The simplest definition ... is that innovation means that practitioners learn to do things differently in order to do them better" (Hargreaves, 2003). Although, Hargreaves' definition is more meaningful to educators, the definition of innovation still remains elusive to scholars. Educators at the 2006 Worldwide Innovative Teachers Forum grappled with the task of defining innovation in education. They focused on the attributes of innovative school environments and innovative educators, but their most valuable contribution to the participants of the 2007 forum was their definition of innovation in teaching and learning (Microsoft Corporation, 2008). They defined innovation as doing things in a different way from the traditional norms.

McGeown (1980), defines teacher innovativeness as a multi-dimensional construct, which may include teachers' attitudes towards the adoption of specific innovations, the general change-related values, the adoption of innovations, the internalisation of adopted innovations, and the continual participation in change-related professional activities. Leadership in the selected schools of study is significant to teachers' innovativeness in as long as it affects their attitudes, values, initiatives and commitment as well as consistency. Otherwise, innovativeness comprises a number of dimensions which are significantly and differentially related to teachers' perceptions and commitment to innovation characteristics depending on the organisational context and work environment.



Globally, there has been growing consensus among education leaders and educators that teaching and learning must change to help students develop the skills needed to succeed in the 21st century and beyond (Ananiadou and Claro, 2009). As a result, considerable interventions in the education curriculum and technology are increasingly gaining momentum but innovativeness in traditional and oral teaching methods has lagged behind. This is evidenced on the focussed attention in all arenas of information.

According to Seuanez - de Clouett (2009), learners throughout northern Australia seem to particularly enjoy learning through a variety of creative active learning methods reflecting the less formal lifestyle. Debriefing on the completion of activities such as simulations, case studies and open discussions provide opportunities to reflect on experiences and their relevance to informal and formal life. Northern Australian learners often prefer to learn by actively participating and only appear interested in the occasional short lecturette, and PowerPoint presentation.

Teachers design their own activities such as case studies that allow them to include relevant scenarios and address students' interests. Training products purchased from overseas are often expensive and at times irrelevant to the environment in which local students operate. Even when schools purchase such products teachers must make considerable adjustments prior to using them to ensure they are appropriate to students' needs and learning styles (Hargreaves, 2003). In fact, such pedagogical requirements and demands called for teacher innovativeness especially in education institutions like private secondary schools in Pallisa district where such needs existed.

In the sub-Saharan Africa, teacher competency development through staff development programmes such as in-service and advanced formal college training have been emphasised and widely adopted among institutions. For this purpose even distance learning approaches were introduced (Ssemwanga, 2009). However, these are largely knowledge based and if anything there has not been enough evidence of the wide-ranging impact on teacher methodology innovation. The intervention to build capacity among teachers in Africa has preceded or coincided with curriculum innovations (Ajibola, 2008).

Ajibola (2008), further noted with concern the problems related to curricula in Nigeria became noticeable soon after independence from colonial rule in 1960. Accordingly, since the mid-1960s, educators and educational planners have been rethinking Nigeria's education system and in particular, the curriculum being taught in the schools. The question is has Nigeria educational policy been capable of providing the needed manpower development to stir the nation's socio-economic exigencies left by the colonial masters? This question also applies for teachers expected to play a reformist role in the school system from the colonial shadow that is largely no longer compatible with contemporary world. What happens in the case of Uganda and Pallisa district in particular was the issue for this research.

Regarding instructional technology, school leaders and teachers were urged and facilitated to incorporate ICT related systems such as the computer, projects, internet, other applications and devices in the child learning process (MoES, 2010). These innovations especially instructional technology are sound and meaningfully

beneficial to educators. However, innovation in the teaching methodology should cover a wider perspective and requires comprehensive teacher innovativeness which was assumed to be achieved anywhere including private secondary schools especially in Pallisa district. It was hoped, this can be achieved as long as the institutional culture such as the leadership style is enabling.

With an eye for reform, many educationists have either supported or criticized certain leadership styles (Loveleena, 2011). However, which style suits and works best is a matter of evidence which this study sets out to establish. Education leadership styles are based on the understanding that certain characteristics such as physical energy and/or social interaction play a part in the way education is imparted. According to Hargreaves (2003), effective leadership styles in education are about strengthening the performance of education leaders especially the teacher so as to improve student performance. This, for this particular study, was considered significantly possible through innovative teaching that is based on innovative teaching strategies or methods.

Innovative teaching strategies, as used in this study simply implies knowing or identifying and applying a more facilitative (or learning ensured) approach in teaching a named concept, topic or theme. By implication therefore, the strategy itself is not necessarily new but its use for that particular topic, concept or theme may be novel. More specifically, the issue is about the use of a combination of various teaching strategies that are appropriate for the learners in order to ensure more effective teaching (Samba *et al.*, 2010).

Accordingly, there are a number of innovative teaching methods which enables school leaderships and teachers put into practice ways of improving the students' performance. For example, behavioural sciences Professor Marvin Barthel, a member of art Faculty in Goshen College from 1970 to 2002 asserted that students learn best through imitation (Gabon, 2011). Earlier Achor (2008), observed that the need for innovating teaching has arisen from the apparent desire for teaching modes that are learner centred, interest arousing and activity oriented. Therefore a teacher for this reason should come up with creative teaching ideas when teaching subjects that may found difficult in order for the students to grasp complex topics, concepts or themes (Gabon, 2011). In fact, some of the innovative teaching methods include facilitator method, math games like throwing a dice, using of familiar objects like a catapult, and relevant technologies.

### **2.2.1 Math games**

Gabon (2011), noted that educational games are fun and they teach content and concepts. Teachers can use innovative games to enable young children learn subjects such as mathematics. For example, tossing a dice for probability topic. According to Karanja (2010), games are innovative ways of passing information and teaching students.

### **2.2.2 Using of familiar objects**

According to Gabon (2011), use of familiar objectives when teaching gives the student the opportunity to understand better and makes the lesson more interesting. A

teacher can use objects like empty tin of biscuits. For example, when teaching circumference and angles, catapult when teaching price elasticity of demand.

### **2.2.3 Relevant technology**

Social sites such as Face book help students collaborate among themselves, with teachers and parents. This enhances the students' learning capacity as they are able to get an answer or an opinion to a specific problem from different people. A teacher can set up a Face book page for the class to enable students extend their discussions after school hours (Gabon, 2011). Besides, Karanja (2010) noted that other internet tools like blogs, and social networking sites such as Twitter are effective in passing information quickly. Online tutorials can be used to answer all the common questions students are asked to assist with and the teacher can collect these in one place and answer them. It is for this purpose that the school administration should keep up with the latest technology advancement and choose which can be appropriately integrated into the school system to make the school run better.

This has been encouraged in secondary schools in Uganda by MoES so as to adapt to the changing educational technology demands. However, there is no evidence whether the leadership of the private secondary schools in Pallisa district actually caters for this considering the prohibiting cost. In fact, Karanja (2010), lamented that the technology is expensive! Nonetheless, he advised that school leaders should plan how to ensure technology access to the teaching staff and the students. More importantly, the administration should also take into account issues like privacy, copyright and easy accessibility to dangerous and adult content sites.

In addition, Achor (2008), outlined more innovative strategies including conceptual strategy, concept mapping, field excursion, guided discovery, experimental/laboratory, demonstration methods and other active learning processes like the question-answer, and group discussion among others. Although, the list of innovative teaching methodology is diverse, teachers if supported by school leadership can adapt to any so long as it is appropriate for effective student teaching. Thus, this was the subject of investigation among the private secondary schools in Pallisa District.

### **2.3 Summary of the review**

In this chapter literature relating to leadership styles and teachers' innovativeness was reviewed. From the different theories, several leadership styles were examined. This review particularly implies that empowering, enabling, informing, inspiring and sharing of vision between the school leadership and teachers enhances teacher creativity and/or innovativeness for effective students' learning. Despite, the various leadership styles reviewed, this study focused on specific leadership styles adopted by the private secondary schools of study. It was 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 school administrators, managers and the leadership styles employed by them for effective teacher management and modernism to shove child education.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter describes the research methodology which was used during the study. It presents the research design, study population of study, sampling technique and sample size, data collection methods, validity and reliability and data analysis.

#### **3.1 Research Design**

The study was a cross-sectional survey which employed both quantitative and qualitative approaches for data collection and analysis. Quantitative research method was used because it is relatively low in cost and time requirement since it enables a large quantity of relevant data to be a massed and subjected to statistical analysis in a short space of time. Qualitative method was used because it gives detailed information and clarification can be made where the respondent is not clear. The tools used for data collection were questionnaires and interview schedules.

#### **3. 2 Population of study and sample techniques**

##### **3. 2. 1 Population of study**

The target population of the study was the Head teachers, subject teachers and students. The head teachers were the key informants who helped to give the styles that they employ, subject teachers are the affected group then students would tell the teaching methodologies used by the teachers. These particularly formed the

population categories used for selection of the sample population that was actually consulted in the data collection exercise.

### **3.2.2 Sampling techniques**

The sampling techniques used for selection of the above sample population included the stratified random and purposive sampling methods. Stratified random sampling was used to select a sample of subject teachers and students. Stratified random sampling was used to avoid bias. Stratification was applied for dividing up the target schools into two groups namely, the *Junior* and *Senior* categories. These class specifications were only used as denotations to represent levels of secondary education among the target schools of study. In this case, *Junior* stands for ordinary level secondary education while *Senior* represents advanced level secondary education. The *Junior* denote was applied to any schools, whether or not A' level Schools while the senior was applied for only A' level schools. In general, 10 out of the 16 schools of study were categorised as *Junior* while the rest was *Senior*.

From each of the junior school, any three (03) student prefects were randomly selected from the list of O' level prefects giving a total of 30 junior prefects for the study. Similarly, from each of the senior schools three (03) student prefects were randomly selected from the list of 'A' level prefects giving a total 18 senior prefects for the study. Altogether, 48 students were interviewed. In addition, following this school stratification, eighteen (18) science subject teachers were randomly selected from the 10 *junior* secondary schools; the researcher randomly chose one (01) teacher from Form 4 Science Subject Teachers of each school and another Science Subject



Teacher from Form 3 for each of the eight schools in this category. For the *senior* category, one arts subject teacher was selected from Form 5 & 6 respectively adding up to 12 teachers. Altogether, 30 subject teachers were selected using the stratified random sampling. Class teachers were selected in a similar way as representatives of all the Subject Teachers. Notably, 40 class teachers were selected from the 10 *Junior* schools, four from each school. These included class teachers, forms 1- 4. While 12 class teachers for forms 5 and 6 were raised from the six *Senior* Secondary Schools; two Class Teachers each were selected from each A' level, respectively. In total, 82 teachers were selected for data collection.

Besides, the head teacher or their deputies were purposively sampled. Overall, Sixteen (16) Head teachers from the 16 schools were out rightly selected as key informants for this study. Purposive sampling was used for the head teachers because they are the ones directly responsible for the day to day running of the school leadership and more experienced or knowledgeable of the group to be sampled.

### **3.2.3 Sample size selection and sample techniques.**

From the target population, a sample of one hundred forty six respondents was chosen for the study comprising of forty eight (48) students, eighty two (82) teachers and sixteen (16) head teachers. The formula below was used to arrive at the sample size.

At a **95%** confidence level and a **4%** margin of error, and an assumed probability of **93.5%** on the variable (.9350 assumed to appreciate), the following formula was applied to statistically determine the sample size:

$$\sqrt{n} = \frac{[\sqrt{p(1-p)}] \times Z}{d}$$

$$n = \left[ \frac{[\sqrt{p(1-p)}] \times Z}{d} \right]^2 \quad \text{Or}$$

Where:

n = the desired sample size

p = probability of **.935** on the variable i.e. **93.5%** of the target population is assumed to appreciate the relationship of between the variables under review.

Z = the standard normal deviation, usually set at 1.96 (or more simply at 2.0) which corresponds to the 95% confidence level.

**Note:** Z is a number relating to the degree of confidence preferred for the research result. 95% confidence\* is most frequently used and accepted. The value of 'Z' is 2.58 for 99% confidence, 1.96 for 95% confidence, 1.64 for 90% confidence and 1.28 for 80% confidence.

d = a **4%** margin of error or degree of accuracy desired, expressed as **.04**

**Applying the formulae to determine the sample size:**

- the square root of sample size = [the square root of (.935) x (1-.935)] x 1.96/.04  
 = [the square root of (.935 x .065) ] x 1.96/.04  
 = (the square root of .061) x 1.96/.04

$$= .247 \times 49$$

$$= 12.1$$

- the square root of sample size = 12.1

Squaring both sides to get  $n$

$$\text{the sample size} = 12.1 \text{ squared}$$

$$\text{the sample size} = 145.92 \text{ (round off to } \underline{146})$$

### **3.3 Data collection methods and instruments**

The questionnaire and interview methods were used to collect data from the sample population above.

#### **3.3.1 Questionnaire**

Semi-structured questionnaires were used to gather information from the respondents. Questionnaires (Appendices 03 & 04) were used because of their suitability in reaching respondents in a large sample and to enable respondents give information free of influence. Questionnaire equally ensures confidentiality. At least 146 questionnaire drafts altogether were prepared and administered. The questionnaires contain both close and open ended questions. Close-ended questions were used to collect quantifiable data relevant for precise and effective correlation of research variables while open-ended questions were used to enable respondents add more in –depth relevant information and experiences. Teachers and students were

asked to fill questionnaires on a take home basis. Later questionnaires were collected after a two weeks span and then data was set for analysis.

### **3.3.2 Interview Schedule**

Interview schedules were used to solicit for information from the head teachers, as key informants hoped to provide the most accurate data. Interview schedules (Appendix 05) were used to obtain the data that could not be effectively got by use of questionnaires. As such interviews generated more detailed data than the questionnaire. Interview schedules were useful for getting the story behind the informant's experiences as in-depth information around the topic and clarification was made where the respondent was not clear. Thus, interviews were useful as follow-up to certain responses to the questionnaires. Generally interviews were administered to consolidate the study findings.

## **3.4. Validity and Reliability of instruments.**

### **3.4.1 Validity of instruments.**

The researcher first discussed the questions with some colleagues and with the supervisors. This helped the researcher to determine and clarify questions that were ambiguous. It also helped to establish whether the questionnaires would cover the necessary content of the study topic.

### **3.4.2 Reliability of instruments**

Reliability is the extent to which results are consistent over time and accurate representation of the population under study. This was determined through the test -re

test method of the questionnaires at two different times to establish within the attribute of the research instruments. A pilot study was conducted in one (01) school in Kibuku district.

### **3.5 Data analysis**

#### **3.5.1 Quantitative data analysis**

All the data collected was edited, coded and entered into the computer for analysis. Quantitative data were analysed using the descriptive statistics of the Statistical Package for Social Scientists (SPSS) programme. Relationship among selected independent and dependent variables was assessed using Spearman's correlations..

#### **3.5.2 Qualitative data analysis**

Qualitative analysis was used for responses to open-ended questions of the questionnaires and interview schedules; this data was descriptively analysed. Particularly, data was analysed using the interpretive approach of description with which response notes and frequencies were given to describe the variable relationship for each specific and relevant research item. This was meant for meaningful organisation and correlation of the relevant data variables into significant information. This information supplements the questionnaire statistical findings.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the findings of the study, analysis and interpretation of results objective by objective.

#### 4.1 Social characteristic of the respondents in private secondary schools in Pallisa district, 2012

The social characteristics of the respondents are presented in Table 1. The majority of student respondents were in the age group (15-19 years) as opposed to (10-14 years). Similarly, the majority of teacher respondents were in age group (25-35 years) compared to 45 years above. Overall, 60% of the teacher respondents were diploma as opposed to graduate and post graduate. Besides, 60% of the teacher respondents had between 2-10 years of teaching experience compared to 16 years and above. In fact, the majority of student respondents were pursuing arts based combinations as opposed to the science based combinations at A' level.

**Table 1: Social characteristic of the respondents in private secondary schools in Pallisa district, 2012**

<b>Group</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Students</b>		
<b>Age group</b>		
10-14	3	6.0
15-19	36	75
20-24	9	19
<b>Subject combination</b>		
A' level Arts	12	25
A' level science	7	15
O' level arts and science	29	60
<b>Total</b>	<b>48</b>	<b>100</b>
<b>Teachers</b>		
<b>Age group</b>		
25-35	52	64
35-45	23	28
45+	7	8
<b>Educational level</b>		
Diploma	49	60
Graduate	23	28
Post graduate	8	10
Masters	2	2
<b>Teaching experience</b>		
2-10	62	76
11-15	10	12
16+	10	12
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

#### 4.2 Type of private secondary schools in Pallisa district, 2012

The type of private secondary schools is presented in Table 2. The majority of private secondary schools were mixed day and boarding compared to single sex day. However, there was no significant difference in the mixed boarding and mixed day.

**Table 2: Type of private secondary schools in Pallisa district, 2012**

Type of school	Frequency	Percentage
Mixed Day & Boarding should come first	86	66
Mixed Day	16	12
Mixed Boarding	10	8
Single sex Boarding	8	6
Single Sex Day & Boarding	6	5
Single sex Day should come last	4	3
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Field data July 2012

#### 4.3 Type of school ownership

The type of school ownership is presented in Table 3. The most common type of school ownership was individual compared to the church based foundations.

**Table 3: School ownership of the private secondary schools in Pallisa district, 2012**

Type of ownership	Frequency	Percentage
Individual	56	43
Shareholders	45	35
Religious group	29	22
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Field data July 2012



#### 4. 4 School leadership and management

The type of leadership and management in private secondary schools are presented in Table 4. The most common type of leadership and management in private secondary schools was board of directors (54%) as opposed to head teacher(25%) and management committee(22%).

**Table 4: School leadership and management in Private Secondary Schools, Pallisa district, 2012.**

<b>School leadership</b>	<b>Frequency</b>	<b>Percentage</b>
Board of Directors	70	54
Head teacher	32	25
Management Committee	28	22
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Field data July 2012

#### 4.5.1 Predominant leadership styles in private secondary schools in Pallisa district

The predominant leadership styles practiced in private secondary schools is presented in table 5. The most common form of leadership style practiced in private secondary schools in Pallisa was democratic leadership style. However, democratic and bureaucratic leadership styles were not statistically different.

Autocratic leadership style was also encountered to some extent in some schools. Similarly qualitative analysis showed that the major leadership styles were Democratic style, bureaucratic leadership style and both democratic and autocratic leadership styles.

Of the 16 key informants interviewed the following revelations were made.

Democratic leadership style 09 responses

Bureaucratic leadership style 03

Both democratic and autocratic leadership style 02

Situational leadership style 02.

**Table 5: Predominant leadership styles in private secondary schools in Pallisa district, 2012**

<b>Leadership styles</b>	<b>Frequency</b>	<b>Percentage</b>
Democratic leadership style	33	40
Bureaucratic leadership style	30	37
Autocratic leadership style	18	22
Cannot tell	1	1
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

#### **4.5.2 The flow of communication between subject teachers and school managers**

The most common flow of communication between teachers and school managers is top-approach as compared to bottom –top approach. However, some schools practice both top- and bottom –top approach.

These revelations are reflected in the responses of key informants specified as follows.

Top to bottom communication approach (7);

Communication is basically from the bottom to upward (4);

Both top-bottom and bottom-top are used (5);

Similarly, the revelations were supported by key informants.

**Table 6: Communication flow between subject teachers and school managers  
in Pallisa district, 2012**

<b>Communication flow</b>	<b>Frequency</b>	<b>Percentage</b>
Top- bottom approach	43	52
Both	22	27
Bottom- Top approach	17	21
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

**4.5.3 Communication flow between subject teachers and Head teachers  
in Pallisa District, 2012.**

Communication flow between the teachers and head teachers was top –bottom as opposed to bottom –top communication flow. Though still some school use both top-bottom and bottom top.

Communication flow between the teachers and head teachers was both top –bottom and bottom - top approaches. However, statistically there was no difference between top approach and bottom approach.

Responses from the key informants revealed similar results. Communication especially through the top bottom approach done through staff briefings (5). Both approaches top-bottom and bottom top rely on staff meetings, departmental meetings (7) Communication mostly through bottom top (4)

**Table 7: Communication flow between subject teachers and Head teachers in Pallisa District, 2012.**

<b>Communication flow</b>	<b>Frequency</b>	<b>Percentage</b>
Both	30	37
Top- bottom approach	27	32
Bottom- Top approach	25	31
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

#### **4.5.4 Teachers representation on the school management committees.**

The representation of teachers on the school management committee is presented on Table 8. Fifty one percent agree with the representation on the school management committee as opposed to (49%) who do not agree. Statistically, there was no difference between those who agreed and disagreed.

Similarly, the response from the key informants indicates the same perception. Majority (62%) agree that teachers are represented in the school management committee as opposed to (38%)

**Table 8: Teachers representation on the school management committees of private secondary schools, Pallisa district, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	6	7
Agree	36	44
Disagree	29	36
Strongly disagree	11	13
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

#### **4.5.5 Engaging teachers in addressing school administrative problems**

Over 60% of the respondents agreed that teachers were engaged in addressing the school administrative problems as opposed to (39%) who do not agree.

Related perceptions were raised by key informants specified as follows (64%) agreed that teachers were involved in addressing school administrative problems as opposed to (36%) who do not agree.

**Table 9: Teachers engaged in addressing the school administrative problems in Pallisa district 2012.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	10	12
Agree	40	49
Disagree	21	26
Strongly disagree	11	13
Total	82	100

Source: Field data July 2012

#### **4.5. 6 Delegation of responsibilities to teachers**

Close to 70% of the respondents agreed that there was delegation of responsibility by head teachers as opposed to 28% who say there is no delegation on responsibility.

Similarly, the revelations were supported by key informants. he majority 75% agreed that subject teachers are delegated academic responsibilities as opposed to the 25%.

**Table 10: Delegation of responsibilities to teachers in Private Schools, Pallisa district 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	16	20
Agree	39	48
Disagree	19	23
Strongly disagree	8	9
Total	82	100

Source: Field data July 2012

#### **4.5.7 Consensus decision making between schools management and subject teachers.**

More than 50% of the respondents agreed that there was consensus decision making between the school managers and subject teachers compared to less than 50% of those disagreed.

Qualitative analysis showed that there was no significant difference between those who agreed and disagreed because it was on 50% basis for both.

**Table 11: There is consensus decision making between the school managers and subject teachers in Pallisa District, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	13	16
Agree	33	40
Disagree	23	28
Strongly disagree	13	16
<b>Total</b>	<b>82</b>	<b>100.</b>

Source: Field data July 2012

#### **4.5.8 Teachers involvement in school academic policy making**

Close to 60% of the respondents agreed that teachers were involved in making academic policies for the school as opposed to less than 50% who disagreed.

Similarly revelations by key informants showed that 60% agreed that subject teachers are involved in making the school academic policies compared to less than 40%.

**Table 12: Teachers involved in school academic policy making in Pallisa district 2012.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	17	21
Agree	31	38
Disagree	26	32
Strongly disagree	8	9
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

#### **4.5.9 Respect for fellow teachers' opinions on academics**

Majority 80% of the respondents agreed that teachers' opinions are respected regarding academic improvement as opposed to 20% who disagreed that teacher's opinions are not respected when it comes to academic improvement.

Revelations from key informants showed similar elements.71%agreed as opposed to less than 29%. Hence both the key informants and the responses from the table indicate that there is respect for teachers' opinion on academics.

**Table 13: Respect for fellow teachers' opinions on academics  
in Pallisa district, 2012.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	21	26
Agree	44	54
Disagree	15	18
Strongly disagree	2	2
Total	82	100

Source: Field data July 2012

#### **4.5.10 Teachers' involvement in determining resource allocation and utilization.**

Close to 80% of the respondents disagreed that teachers were not involved in the resource allocation and utilization as opposed to minority 22% not in support.

Similarly revelations by key informants showed that 69% disagreed in teacher involvement in the resource allocation and utilization as opposed to 31%.



**Table 14: Involvement in resource allocation and utilization by teachers in Pallisa district, 2012 Table in single spacing**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	0	00
Agree	18	22
Disagree	48	59
Strongly disagree	16	19
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

Accordingly, very few of the private secondary schools in Pallisa district involve teachers in the allocation of resources supposed to be used for academic practices.

#### **4.5.11 Schools support teacher teamwork for academic program**

Close to 80% of the respondents agreed that school managers do encourage team work among the teachers for academic progress, as opposed to 20% who disagreed that team work was encouraged by school managers.

This was in line with the key informants where the majority 62% agreed that team work was encouraged among teachers by the management as opposed to 38% who said no.

**Table 15: Teamwork encouraged among teachers by the school managers for academic progress in Pallisa District, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	28	34
Agree	37	45
Disagree	15	18
Strongly disagree	2	3
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

There is co-teaching and subject and lesson programming as a team (03); Collective making of schemes of work, and supervision of exams (03); Teachers consult, discuss with each other in student counselling (04); There was however no corrective and advisory measures to fellow teachers such as fellow teacher progress assessment at departmental level (02);

Social differences such as tribal and religious differences sometime hamper teachers to work as team (01), and Teacher may not work as a team especially when seeking favours for school managers against fellow teachers (03).

#### **4.6 Leadership styles and teacher innovativeness**

This theme covers data about the effects of school leadership styles on teacher innovativeness among selected private secondary schools in Pallisa district. The data is consistent with specific research objective two (RO2) and thus addresses the related research question two (RQ2), all which are specified in chapter one.

##### **4.6.1 Encouraging new ways of teaching**

Over 60% of the respondents agreed that the school management encourages new ways of teaching as opposed to 38% who disagree.

**Table 16: School management encourages new ways of teaching in Pallisa district, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	14	17
Agree	37	45
Disagree	23	28
Strongly disagree	8	10
Total	82	100

Source: Field data July 2012

At the co relation coefficient -442\* this implies that while many private secondary schools in Pallisa District do encourage teachers to adopt new ways of teaching, there are still some that do not. (appendix 3)

#### **4.6.2 Provision of instructional materials for innovative teaching**

65% of the respondents agreed that the management provides the necessary instructional materials for innovative teaching as opposed to 35% who disagreed.

**Table 17: Provision of the necessary instructional materials for innovative teaching by school management in Pallisa District, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	18	22
Agree	35	43
Disagree	22	27
Strongly disagree	7	8
Total	82	100

Source: Field data July 2012

In this case, many of the schools of study are supportive but some others are not regarding the provision of instructional materials necessary for innovative teaching.

#### **4.6.3 Transformation of teaching methodology**

Above 50% of the respondents disagreed that the leadership styles do not guide teacher voluntary transformation of the teaching methodology as opposed to 49% that agreed.

**Table 18: Leadership style guiding teacher voluntary transformation of the teaching methodology in Pallisa District, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	12	15
Agree	28	34
Disagree	32	39
Strongly disagree	10	12
Total	82	100

Source: Field data July 2012

In general the leadership styles adopted by private secondary schools in Pallisa district do not inspire teachers to take voluntary transformation of the teaching methodology. With the correlation co-efficient of  $-0.047^*$  it is not very significantly inspiring to motivate subject teachers for voluntary transformation of the teaching methodology ( appendix 3).

#### **4.6.4 Teacher initiation of student learning innovations**

Over 60% of the respondents agreed that the school leadership empowers teacher initiation of student learning innovations as opposed to 38% who disagreed.

**Table 19: Teacher initiation of student learning innovations in Pallisa district, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	17	20
Agree	34	42
Disagree	21	26
Strongly disagree	10	12
Total	82	100

Source: Field data July 2012

At the co-relation coefficient  $-0.384^{**}$  the school leadership style and teachers initiation of student learning innovation is not only insignificant but also shows that there is negative relationship between the two variable (appendix 3).

#### 4.6.5 Conflict of interest between subject teachers and school management

Above 50% of the respondents disagreed that there was conflict of interest between teachers and management regarding teaching transformation as opposed to 46% that agree.

**Table 20: Conflict of interests between subject teachers and school management on teaching transformation in Pallisa district, 2012**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	14	17
Agree	24	29
Disagree	29	35
Strongly disagree	15	19
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

Despite the majority perception, the discontent of others counts. It implies in a considerable number of the private secondary schools of study teachers and management still conflict over transforming the teaching methodology.

#### 4.6.6 Shift from teacher centered to student centered learning strategies.

50% of the respondents agreed that the school leadership influences a shift from teacher centered to student centered learning strategy as opposed to 50% that disagreed.

Similarly qualitative analysis showed that 75% of the key informants' agreed that school leadership influences a shift from teacher centered to student active learning strategies as opposed to less than 30% who disagreed.

**Table 21: School leadership influences a shift from teacher centered to student centered strategies in Pallisa district, 2012.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	11	13
Agree	30	37
Disagree	27	33
Strongly disagree	14	17
Total	82	100

Source: Field data July 2012

Statistically, at the 0.680 level with co-efficient  $-0.045^*$ , the school leadership style is not only negatively correlated with but it is also very insignificant for the shift from teacher centered to student centered in this case, the leadership styles among the private secondary schools of study instead very insignificantly promote the shift from teacher centered to student centered.

#### **4.6.7 Student active learning strategies adopted**

Above 50% of the respondents pointed out that the most adopted strategy is the question and answer technique and group discussion as opposed to less than 50% who said demonstrations and topic assignment and presentations strategy was adopted.

Results by key informants showed that 80% pointed out that the most common strategy adopted by subject teachers was questions and answers and group discussions. 20% noted it is demonstrations and presentations

**Table 22: Student learning strategies adopted by subject teachers in class in Pallisa district, 2012**

<b>Learning strategies</b>	<b>Frequency</b>	<b>Percentage</b>
Questions & answers	48	37
Group discussions	29	22
Interactive demonstrations	27	21
Topic assignment and presentation	26	20
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Field data July 2012

#### **4.6.8: Learning methods adopted by subject teachers**

Above 50% of the respondents pointed field work guided discovery and use of familiar objects as the most common learning strategy adopted as opposed to less than 50% who cited other strategies.

Similarly the key informants 70% noted that teachers the common learning strategy adopted by the subject teachers is field work guided discovery as opposed to 20% who say teachers use familiar objects. 10% say role play and games strategies are used.

**Table 23: Learning strategies' adopted by the subject teachers in Pallisa district, 2012.**

<b>Learning Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
Field work guided discovery	38	29
Use of familiar objects	35	27
Educational games	34	26
Role play	23	18
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Field data July 2012

#### 4.6.9 Incorporation of e-learning (ICT) in student learning process

Close to 50% of the respondents agreed with the Use of ICT in the learning process as opposed to over 50% not using it. The various ICT used in student process were Computers, Internet, Television (TV), Video, Cameras, Radios among others.

Similarly qualitative analysis showed that less than 50% of the respondents agreed with the use of ICT in the learning as opposed to above 50% not using it.

**Table 24: The school supports the incorporation of e-learning for student class work in Pallisa district, 2012.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	7	9
Agree	30	37
Disagree	33	40
Strongly disagree	12	14
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

According to these revelations few of the private secondary schools of study support e- learning in students class work.

#### 4.6.10: ICT / E-learning processes used for teaching by subject teachers in Pallisa District, 2012.

Less than 50% of the respondents sited Internet and Social sites like Face book or Twitter or the e-mail as the ICT used for teaching by subject teachers as opposed to close to 60% who said none was used.



**Table 25: ICT / E-learning processes used for teaching by subject teachers in Pallisa district, 2012.**

<b>e-learning process</b>	<b>Frequency</b>	<b>Percentage</b>
Internet	29	23
Social sites like Face book or Twitter or the e-mail	26	20
None	74	57
<b>Total</b>	<b>129</b>	<b>100</b>

Similarly, the key informants indicated internet as the commonly ICT used by the teachers.

#### **4.3.11 Transformation of teachers from class leaders to students facilitators and partners.**

Less than fifty percent (45%) of respondents agreed that there is transformation of teachers from class leaders to students' facilitators and partner as opposed to close to sixty percent (55%) who disagreed.

Similar revelations were made by key informants above 20% admitted that there is transformation of teachers from class leader to students' facilitators and partners in class as opposed to 80% who indicated that it has not.

**Table 26: Transformation of teachers from class leader to students' facilitators and partners in class in Pallisa district, 2012.**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	13	10
Agree	46	35
Disagree	36	28
Strongly disagree.	35	27
<b>Total</b>	<b>130</b>	<b>100</b>

Source: Field data July 2012

#### 4.3.12 Capacity of Teachers to create high expectations for student achievement

51% of the respondents agreed that the teachers create high expectations for student achievement as opposed to 49% who disagreed.

**Table 27: Capacity of teachers to create high expectations for student achievement in Pallisa district, 2012.**

Respondents	Frequency	Percentage
Strongly	12	14
Agree	30	37
Disagree	26	32
Strongly agree	14	17
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

#### 4.3.13 Relationship of school leadership styles and teacher innovativeness

54% agreed that there was a relationship between leadership styles and teacher innovativeness, as opposed to 46% who disagreed with the statement.

**Table 28: Leadership styles and teacher innovativeness in Pallisa district, 2012**

Respondents	Frequency	Percentage
Strongly agree	7	9
Agree	37	45
Disagree	28	34
Strongly disagree	10	12
<b>Total</b>	<b>82</b>	<b>100</b>

Source: Field data July 2012

There was significant correlation between Leadership styles and teacher innovativeness, positive co-efficient correlation = 0.359\*\*. Therefore the leadership styles adopted among private secondary schools in Pallisa district are less significantly enabling to promote teacher innovativeness. In this case, research question two (RQ2) is addressed.

These innovative teaching needs as earlier outlined include; new ways of teaching especially student centered strategies, necessary instructional materials for innovative teaching, teacher- school management conflict of interest, and transformation of the teacher from class leader to student partner. Particularly the student centered participative learning methodology analyzed include among others; question and answer, group discussion, interactive demonstrations and topic assignment for presentation as well as practical learning strategies. Such practical learning involves; field work guided discovery, use of familiar objects, education games and role play. Also analyzed as student learning innovation is e-learning and teachers' use of humorous stories in class work subjects. In schools where respondents felt that management has enabled subject teachers to transform from the traditionally teacher centered and class based conventional methodology it suffices to say that the leadership styles adopted promote teacher innovativeness and vice versa.

#### **4.3.14 a): School leadership style versus transformation of the teaching methodology**

The level of significance of the correlation between leadership style and the transformation of the teaching methodology is 0.710 with the correlation coefficient of 0.042. Basing on the above significance scale, this implies that school leadership styles among the private secondary schools of study is very significantly guiding to direct the transformation of the teaching methodology.

**b) School leadership style versus voluntary transformation in the teaching methodology**

At the 0.676 level, with the correlation co-efficient of  $-0.047^*$  is not very significantly inspiring to motivate subject teachers for voluntary transformation of the teaching methodology. This means the leadership styles adopted among private secondary schools of study does not inspire teachers to undertake voluntary teaching transformation.

**c) School leadership style versus teacher initiation of student learning innovation**

The  $-0.384^{**}$  correlation between school leadership style and teachers' opportunity to initiate own student learning innovations at the 0.00 level is not only insignificant but also shows that there is no positive relationship between the two variables. School leadership in the private secondary school of study does not significantly empower teachers but can instead compromise them not to initiate own student learning innovations.

**d) School leadership style versus shift from teacher centered to student active learning strategies**

At the 0.680 level with co-efficient  $-0.046^*$ , the school leadership style is not only negatively correlated with but it is also very insignificant for the shift from teacher centered learning strategies. In this case, the leadership styles among the private

secondary schools of study instead very insignificantly promote a shift from teacher centered to student active learning strategies.

**e) School leadership style versus teacher transformation from class leader to student partner or facilitator in class**

At the 0.036 level of significance with a negative correlation of  $-0.232^*$ , the school leadership style does not significantly promote the transformation of teachers from class leaders to students' facilitators and partners. This implies that the leadership styles adopted among the private secondary schools of study do not significantly enhance teacher transformation to a student partner and facilitator in class.

**f) School leadership style versus generation of a situation for student participation learning**

At the 0.06 level with the correlation of  $-0.211^*$  between the school leadership style and teacher ability to ensure student participative learning is not positively significant. Thus, leadership styles among the private secondary schools of study do not significantly enable teachers to generate a situation that guarantee student's participative learning.

**g) School leadership styles versus teacher creation of high expectation from student achievement**

At the 0.021 level with the correlation of  $-0.254^*$  between the school leadership style and teacher potential to creatively attract high expectation for student achievement is negatively significant. As such, the leadership of private secondary schools of study

does not significantly enable subject teachers to create high expectations for student achievement.

**h) School leadership styles versus teacher innovativeness**

At the 0.001 level and with the co-efficient of 0.359\*\* the correlation of school leadership styles with teacher innovativeness is positive but less significant. Therefore, the leadership styles adopted among private secondary schools in Pallisa district are less significantly enabling to promote teacher innovativeness. In this case, research question two (RQ2) is addressed.

In summary, since the leadership style cannot inspire teachers, does not empower them, hardly influences a shift from teacher centered to student centered methodology and does not help transform teachers to student partners and facilitators in class, it's contribution to teacher innovativeness would be less significant

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter covers the discussions of findings, conclusions and recommendations within the context of the objectives and the corresponding research questions. The study was carried out and the objectives achieved through the use of questionnaires and interviews. The objectives of the study were to:

1. ascertain the leadership styles adopted in private secondary schools in Pallisa district.
2. examine the relationship between leadership styles and teachers' innovativeness in the teaching process in private secondary schools in Pallisa district.

#### **5.1 Discussion**

##### **5.1.1 Leadership styles used in private secondary schools.**

This study has shown that different leadership styles were adopted in private secondary schools in Pallisa district. Although, democratic leadership style was most commonly cited others styles such as autocratic and bureaucratic leadership were encountered. This is in line with Loveleena (2011), who observed that there is no single best way to lead and inspire in the field of education. In view of the presentation and analysis in chapter four several school teacher management

variables were explicitly examined notably; communication flow, teacher representation on school management committees and involvement in administrative challenges, delegation of responsibilities, consensus decision making, participation of academic policy making and planning resource allocation as well as teamwork. As such, they are schools leadership indicators and can be used to reliably determine the leadership style adopted in a school system. This is consistent with Loveleena (2011) assertions, as reflected in existing school leadership research (Méndez-Morse, 1992; Oyetunyi, 2006; Ssemwanga, 2009; Teh, 2011).

According to Ssemwanga (2009), school leadership is democratic as long as it promotes management practices such as open flow of information and fair representation of subordinates in institutional decision making and management. This is also in conformity with Atwebembere's (2010) submission which recommends consensus, teamwork and delegation in administration of leadership roles to promote corporate organizational management.

According to Oyetunyi (2006), corporate management is a fundamental principle for democratic organizational governance. Otherwise, in the absence of appealing and inclusive staff management practices as reflected by teachers' discontent in the selected private secondary schools in Pallisa district. However, Teh (2011), argues that school systems are always largely dominated by autocratic or bureaucratic leadership tendencies. In this case, it can be reliably deduced that while some private secondary schools adopted democratic leadership styles, some others do not; they are



either autocratic or bureaucratic in their methods of teacher leadership. With this insight, research question One (RQ1) is addressed.

For specific analysis of these schools' leadership particular salient management practices as indicators to such leadership styles were examined as related research variables. This is consistent with Ganatusanga (2005), who observed that the leadership style of school can be exhibited by the school practices adopted in the management of the school community including the academic staff.

By implication, subject teachers' communication with school managers is top-bottom in most of the schools of study. It is only in a few others where it is largely bottom-top and just in some others however it is both (i.e. top-bottom and bottom-top). As for the communication with head teachers it is top-bottom, bottom-top or equally both among these schools of study. This is a common scenario especially among private education institutions in Uganda as pointed by Ganatusanga (2005).

Teachers in almost half of the schools of study are not formally represented on school management committees. This implies that most of the private secondary schools in Pallisa district do not incorporate subject teacher input in the school management process. This is contrary to Adeyemi (2010), who says it is imperative to represent subordinates' experiences for collective responsibility in school management.

Many of the private secondary schools in Pallisa district encourage consensus decision making with subjects teachers, but in many others school managers do not do enough or anything about it. This is contrary to Atwebembere' (2010) assertions which suggested the need for all organizations to encourage staff to be involved in

consensus decision making so as to promote corporate responsibility that is ideal for motivated subordinate job performance.

The questions and answers method was the most common among the private secondary schools of study. By implication, these are most commonly adopted in only some of the private secondary school in Pallisa district. However; most of the schools still rely on teacher centered approach which includes the chalk and talk, lecture and other teacher dominance methods (Biira , 2010).

### **5.1.2 The relationship between leadership styles and teachers' innovativeness in the teaching process in private secondary schools.**

The findings revealed the effects of school leadership styles on teacher innovativeness among selected private secondary schools in Pallisa district. The findings were consistent with specific research objective two (RO2) and thus addresses the related research question two (RQ2), all which are specified in chapter one. The findings showed that most of the private secondary schools still rely on teacher centered approach. According to Biira (2010), these approaches include the chalk and talk, lecture and other teacher dominance methods.

In summary, since the leadership style cannot inspire teachers, does not empower them, hardly influences a shift from teacher centered to student centered methodology and does not help transform teachers to student partners and facilitators in class, it's contribution to teacher innovativeness would be less significant. This is consistent with Noran and Mahdzan (1993), in a research about Principals' leadership styles and teacher performance. Among the main submissions made in this research

is that school leadership cannot propel teachers morale to creative teaching unless it is substantially guiding, greatly inspiring and empowering for the teacher.

The findings also revealed that leadership styles do influence a shift from teacher centered to student centered. This is in line with Ananiadou and Claro (2009), who noted that globally, there has been growing consensus among education leaders and educators that teaching and learning must change to help students develop the skills needed to succeed in the 21<sup>st</sup> century and beyond.

The findings also revealed that most teachers created a variety of active learning methodologies for the learners. This is in line with Seuanez - de Clouett (2009), who said that learners throughout Northern Australia seem to particularly enjoy learning through a variety of creative active learning methods reflecting the less formal lifestyle. Debriefing on the completion of activities such as simulations, case studies and open discussions provide opportunities to reflect on experiences and their relevance to informal and formal life. Northern Australian learners often prefer to learn by actively participating and only appear interested in the occasional short lecture and PowerPoint.

From the foregoing, only in less than half of the private secondary schools of study school management has transformed teachers into student's partners. This implies that in many of private schools in Pallisa district teachers are still the traditionally dominant leaders in class than facilitators that ought to treat students as partners

## **5.2 Conclusions**

This study was conducted to ascertain the leadership styles practiced in private secondary schools in Pallisa district and also to examine the relationship between such leadership styles and teachers' innovativeness in the teaching process among these schools in the district. The study has shown that a number of leadership styles were adopted in most of the private secondary schools in Pallisa district. However, the most commonly practised was democratic leadership style.

Besides, the study also established that a more enabling environment for teacher innovativeness existed in schools where democratic leadership styles were adopted as opposed to the others practicing autocratic and bureaucratic leadership styles. With the inherent principles of democratic leadership styles revolve around fairness, involvement, consensus and teamwork. This study has shown that schools with democratic leadership style guide and empower teachers to creative teaching compared to those with autocratic and bureaucratic tendencies.

At the probability level (0.001) level and correlation co-efficient of 0.359\*\* the relationship between school leadership styles and teacher innovativeness is positive but less significant. Therefore, the leadership styles adopted among private secondary schools in Pallisa district were less significantly enabling to promote teacher innovativeness.

## **5.3 Recommendations**

Basing on the research findings and conclusions, the research objectives were achieved and therefore the following recommendations were made.

### **School management training**

School managers including non professional and professional school directors and administrators should be given necessary and continuous training in school management. Workshops and seminars should be conducted for leaders. This can be arranged by any stakeholders, particularly the government education agencies such as the Ministry of Education and Sports (MES) or Local Government.

### **Corporate school governance**

The study recommended corporate governance in order to make school leadership more useful towards the promotion of teacher innovativeness. With this school leadership can appropriately promote shared responsibility through open communication, involvement, consensus decision making and teamwork between school managers and subject teachers and among teachers themselves. This will lead to distributed leadership, decentralized among the teachers, which is known as teacher leadership.

### **Regular school management inspection**

The Ministry of Education and Sports should continuously undertake routine inspection of private secondary schools to monitor the management and leadership styles of the school managers so as to enhance teacher motivation and attitude for creative teaching.

### **Teacher attitude to change to transform**

Teachers also need to be sensitized about the need to transform from the traditionally class leaders' role to the student partners and facilitators.

### **Future research**

Because the current study was limited in time and scope, future studies should extend beyond what was covered in this study. Similar research can cover other leadership styles beyond the scope of the current study. This study was mainly limited to the widely known and perhaps the most common school leadership styles including autocratic leadership style, bureaucratic leadership style and democratic leadership style.

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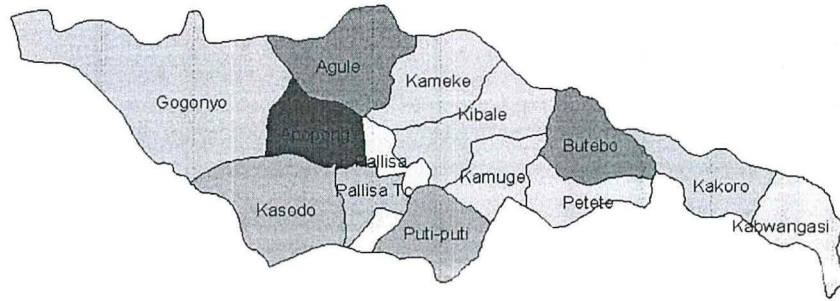
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## APPENDIX 1

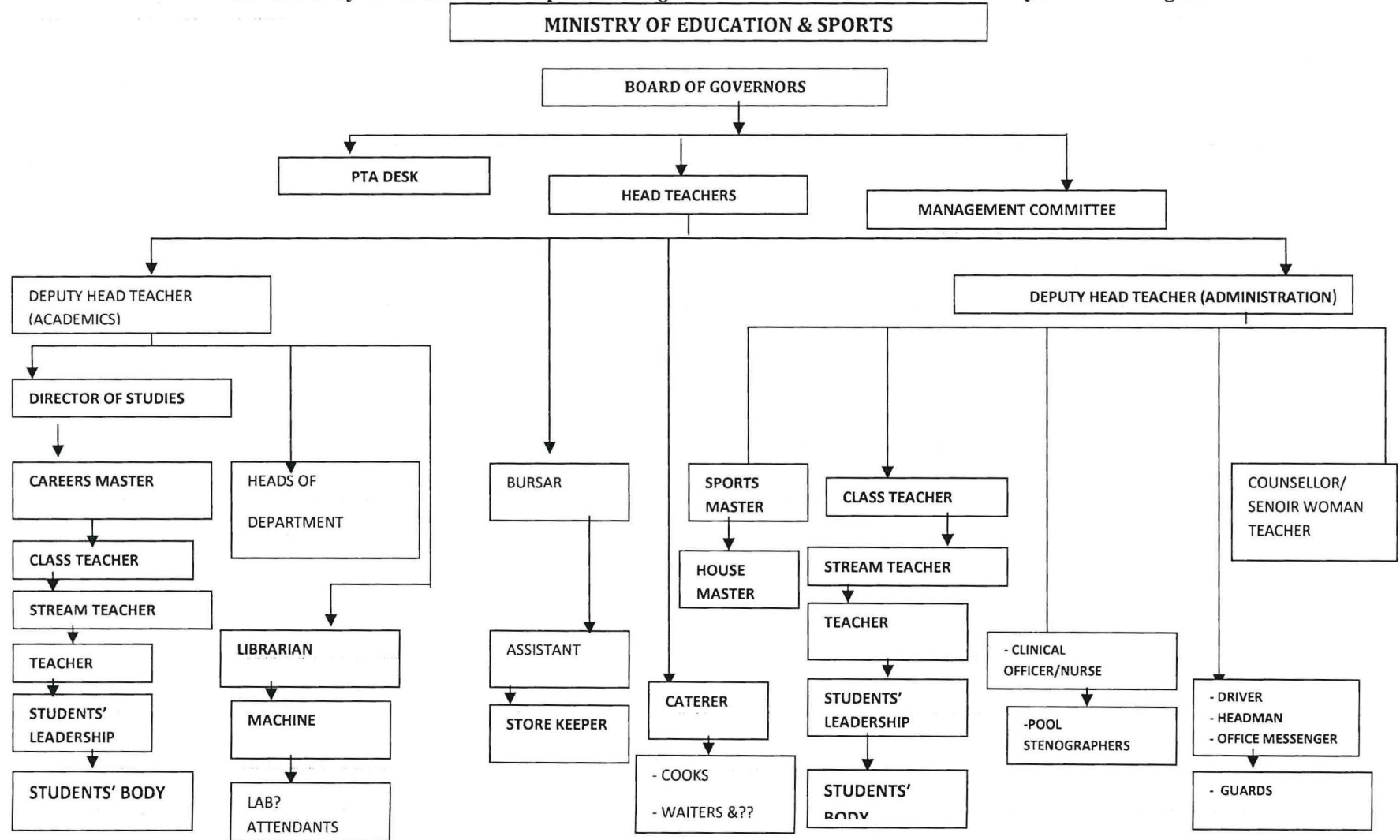
Sketch Map of Pallisa District Showing Sub-counties and the Town Council

### PALLISA DISTRICT MAP



## APPENDIX 2

### The Ministry of education and Sports *Management Micro- structure* for Secondary Schools in Uganda



Source: Ministry of education and Sports (2002), Republic of Uganda.

## APPENDIX 3

### SPSS Spearman's rho Correlations

#### Standard Significance Scale

i) 2-tailed (\*\*)

\*\*Correlation is significant at the 0.01 level- 0.099 level

\*\*Correlation is very significant at the 0.10 level- 0.99 level

\*\*Correlation is a constant at the 100 level

\*\*Correlation is less significant at the level below 0.01 and above 0.00

\*\*Correlation is not significant at the 0.00 level

\*\*Correlation is negatively significant with a negative co-efficient at any level above the 0.00 level

ii) 2-tailed (\*)

\*Correlation is significant at the 0.05 level – 0.099 level.

\*Correlation is very significant at the 0.01 level-0.99 level.

\*Correlation is a constant at the 1.00 level

\*Correlation less significant at the level below 0.01 above 0.00

\*Correlation is not significant at the 0.00 level

\*Correlation is negatively significant with a negative co-efficient at any level above the 0.00 level.

## APPENDIX 4

### Teachers' Questionnaire

Dear / Madam,

You are kindly requested to fill this questionnaire. The questionnaire is designed only for the purpose of my research work. I am a student at Kyambogo University (KYU) doing Masters of Education Policy Planning and Management (MEPPM). The research is aimed at examining "*the relationship between leadership styles and teachers' innovativeness*". This work is part of the requirements for my studies. I have no intention to present your information negatively in my research report. The information you give will be kept confidential. Where necessary, please you are asked to indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with any relevant questions herein. For other answer options you can make the right choice. Please tick the brackets and/ fill in the spaces provided.

#### Background Information

1) Age (in Years): .....

25 – 29 ( )      35 – 39 ( )      45 – 49 ( )

30 – 34 ( )      40 – 44 ( )      50 + ( )

2) Level of education:

Diploma( ) Bachelors ( ) Post Graduate Diploma (PGD) ( ) Masters ( ) PhD ( )

Any other qualification please specify .....

3) Type of school that you serve:

Mixed Boarding ( ) Single sex Boarding ( ) Mixed Day ( ) Single sex Day ( )

Single sex day and boarding ( ) Mixed day and boarding ( )

4) How long have you been in this school?

1-5 years ( ) 6-10 years ( ) Above 10 years ( )

5) Number of subjects you teach:

One ( ) Two ( ) Three ( ) None ( )

6) Teaching experience:

2 to 5 years ( ) 6 to 10 years ( ) 11 to 15 years ( ) 16 to 20 years ( ) 21 to 25 years ( ) 26 years and above ( )

7) Who owns school?

Individual ( ) Shareholders ( ) Religious group ( )

8) Who is the head of the school? First establish the leadership set up

Directors ( ) An outsider ( )

9) Who has more power in the leadership of your school academic staff?

The Board of Directors ( ) The Management Committee ( )



The Headteacher ( )

10) Does the Head teacher has full control of the various school needs such as:

Finance ( ) Academic supplies ( ) Teacher Service delivery ( )

Staff development ( ) Students' Education ( ) None of these ( )

**Section I: The Leadership Styles Adopted .**

1. What is the most predominantly practiced leadership style in your school? I am afraid they may not tell you this directly so you need to find away how to go around this question!

i) Autocratic leadership style ( ) ii) Bureaucratic leadership style ( )

iii) Democratic leadership style ( ) None of these ( )

If any other, please specify .....

2. What channel of communication commonly exists between subject teachers and each of the following school leadership:

a) School management committee;

i) Top- bottom communication ( ) ii) Bottom- Top Communication ( ) Both ( )

b) Headteacher;

i) Top- bottom communication ( ) ii) Bottom-Top Communication ( ) Both ( )

3. Are teachers formally represented on the school management committees?

SA ( )    A ( )        D ( )        SD ( )

4. Are teachers engaged in addressing the school administrative problems?

SA ( )    A ( )        D ( )        SD ( )

5. Does delegation of responsibilities to teachers in this school strongly exists?

SA ( )    A ( )        D ( )        SD ( )

6. Is there consensus decision making between the school managers and subject teachers pertaining to academic issues?

SA ( )    A ( )        D ( )        SD ( )

7. Are teachers involved in making academic policies for the school?

SA ( )    A ( )        D ( )        SD ( )

8. Are Academic leadership roles shared by teaching staff in this school?

SA ( )    A ( )        D ( )        SD ( )

9. Are Teachers involved in designing academic programmes in this School?

SA ( )    A ( )        D ( )        SD ( )

10. Is there respect for fellow teachers' opinions regarding academic improvement in this school?

SA ( )    A ( )        D ( )        SD ( )

11. Do teachers participate in determining resource allocation and utilization in this school?

SA ( )    A ( )        D ( )        SD ( )

12. Is teamwork encouraged among teachers by the school managers in regard to academic progress?

SA ( )    A ( )        D ( )        SD ( )

**The Leadership Styles and Teacher Innovativeness**

1. Does the school management encourage new ways of teaching?

SA ( )    A ( )        D ( )        SD ( )

If yes specify the methods .....

.....

.....

If no what is the problem? .....

.....

.....

2. Is the school management supportive enough to provide the relevant instructional materials necessary innovative teaching?

SA ( )    A ( )        D ( )        SD ( )

3. Does the leadership style adopted in your school guiding enough to rightly direct you on how you should transform your teaching methodology????

SA ( )    A ( )            D ( )            SD ( )

4. Is the leadership style inspiring enough to motivate you to voluntarily undertake any transformations in teaching methodology?

SA ( )    A ( )            D ( )            SD ( )

5. Is the school leadership empowering enough to enable you initiate your own students learning innovations

SA ( )    A ( )            D ( )            SD ( )

6. Is there conflict of interests between the subject teachers and school management regarding transforming the teaching approach?

SA ( )    A ( )            D ( )            SD ( )

If you agree please specify how? .....

.....

7. Has the school leadership influenced to shift from teacher centred methodologies to student active learning strategies

SA ( )    A ( )            D ( )            SD ( )

8. Which of the following student active learning strategies is most commonly adopted by subject teachers for academic theory work in your class?

i) Question & answer ( )      ii) Group discussion ( )

iii) Interactive demonstrations ( )      iv) Topic assignment and presentation ( )

9. Which of the following 'reality learning strategies' is most commonly adopted the subject teachers from traditionally class based work in your class?

i) Field work guided discovery ( )      ii) Use of Familiar Objects ( )

iii) Educational games ( )      iv) Role play ( )

10. Do the subject teachers integrate humorous stories for every study subject in your class

SA ( )    A ( )      D ( )      SD ( )

If you agree, how many do?

All of them ( )    Majority ( )    Half of them ( )    Very few ( )

Only one or two ( )

11. a) Does the school support you to incorporate e-learning or information and communication technologies (ICT) in students class work?

SA ( )    A ( )      D ( )      SD ( )

b) If you agree which of the following have subject teachers introduced in your class for students' learning process?

i) Internet search engines like Google ( )

ii) Internet social sites like Facebook or Twitter or the e-mail ( )

12. Has the school management has transformed you from a class leader to a students' facilitator and partner in class work?

SA ( ) A ( ) D ( ) SD ( )

13. Is teachers' class instruction technology driven?

SA ( ) A ( ) D ( ) SD ( )

14. Do teachers generate a situation that guarantee participate learning among all students?

SA ( ) A ( ) D ( ) SD ( )

15. Subject teachers in your class are able to create high expectations for students' achievement?

SA ( ) A ( ) D ( ) SD ( )

16. Is the leadership style adopted in your school enabling enough to promote teacher innovativeness?

SA ( ) A ( ) D ( ) SD ( )

**Thank You for your Co-operation**

## APPENDIX 5

### Students' Questionnaire

Dear Student,

You are kindly requested to fill this questionnaire. The questionnaire is designed only for the purpose of my research work. I am a student at Kyambogo University (KYU) doing Masters of Education Policy Planning and Management (MEPPM). The research is aimed at examining "*the relationship between leadership styles and teachers' innovativeness*". This work is part of the requirements for my studies. I have no intention to present your information negatively in my research report. The information you give will be kept confidential. Where necessary, please you are asked to indicate whether you Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) with any relevant questions herein. For other answer options you can make the right choice. Please tick the brackets and/ fill in the spaces provided.

#### Background information

1) Age (in Years): .....

10 – 14 ( )                      15 – 19 ( )                      20 – 24 ( )

2) Your class of study .....

3) Your Subject combination:

A' level Arts Combination ( ) A' level Science Combination ( )

O'level Science & Arts ( )

4) Type of your school:

Mixed Boarding ( ) Single sex Boarding ( ) Mixed Day ( ) Single sex Day ( )

Single sex day and boarding ( ) Mixed day and boarding ( )

5) Who owns school?

Individual ( ) Shareholders ( ) Religious group ( )

6) Who is the head of the school?

Directors ( ) An outsider ( )

7) Who wield more power in the leadership of your school?

The Board of Directors( ) The Management Committee( ) The Headteacher( )

### **The Leadership Styles and Teachers' Innovativeness**

1. Which of the following learning methods is most commonly used the by your subject teachers for your class work in?

i) Question & answer ( ) ii) Group discussion ( ) iii) Interactive demonstrations ( )

iv) Topic assignment and presentation ( ) None of these ( )

2. Which of the following 'practical learning methods' is most commonly adopted the subject teachers from traditionally class based work in your class?

i) Field work guided discovery ( ) ii) Use of Familiar Objects ( )

iii) Educational games ( ) iv) Role play ( ) None of these ( )



3. Do your subject teachers use humorous stories for every study subject in your class

SA ( )    A ( )        D ( )        SD ( )

4. Which of the following have your subject teachers introduced in your learning process?

i) Internet search engines like Google ( )

ii) Internet social sites like Facebook or Twitter or the e-mail ( )

iii) None ( )

5. Are your subject teachers competent enough in the use of ICT applications for class instruction?

SA ( )    A ( )        D ( )        SD ( ) None ( )

6. Is there any of your subject teachers that has transformed from a class leader to a students' facilitator and partner in class work exercises?

SA ( )    A ( )        D ( )        SD ( )

7. Do subject teachers generate a situation that guarantees your participation in the learning process?

SA ( )    A ( )        D ( )        SD ( )

8. Are Subject teachers in your class able to create high expectations for students' achievement?

SA ( )    A ( )        D ( )        SD ( )

**Thank You for your Co-operation**

**APPENDIX 6**

**Headteachers' Interview Schedule**

Dear Sir / Madam,

You are kindly requested to fill this interview schedule. The interview is designed only for the purpose of my research work. I am a student at Kyambogo University (KYU) doing Masters of Education Policy Planning and Management (MEPPM). The research is aimed at examining “*the relationship between leadership styles and teachers' innovativeness*”. This work is part of the requirements for my studies. I have no intention to present your information negatively in my research report. The information you give will be kept confidential.

Please tick the brackets and/ fill in the spaces provided.

**The Leadership Styles Adopted**

1. What is the most predominantly adopted leadership style in your school?

.....  
.....

2. What is the flow of communication common between you as school leaders and subject teachers?

.....  
.....

3. Are teachers formally represented on the school management committees?

Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

4. Are teachers engaged in addressing the school administrative problems?

Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

5. Do you delegate responsibilities to teachers in your school?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

6. Is there consensus decision making between you as school managers and subject teachers pertaining to academic issues?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

7. Are teachers involved in making academic policy for the school?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

8. Do you involve teachers in designing academic programmes in this School?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

9. Are teachers involved in determining resource allocation and utilization in this school?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....

10. Do you encourage teamwork among teachers in regarding academic progress?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

**The Leadership Styles and Teacher Innovativeness**

11. Has your school leadership influenced the shift from teacher centred methodologies to student centred?

.....  
.....  
.....

12. Which student centred methodologies are commonly adopted by subject teachers for academic theory work?

.....  
.....  
.....

13. Which 'reality learning strategies' are commonly adopted by the subject teachers from traditionally class based work?

.....  
.....  
.....

14. Are subject teachers humorous for every study subject in class

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....  
.....

15. Do you support subject teachers to incorporate e-learning or information and communication technologies (ICT) in students class work?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....

16. Is teachers' class instruction in your school technology driven?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....

17. Can your teachers generate a situation that guarantee participate learning among all students?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....

18. Are subject teachers in your school able to create high expectations for students' achievement?

Strongly Agree ( )

Disagree ( )

Please specify how?

.....  
.....

19. To what extent have you transformed any subject teachers from class leaders to students' facilitators and partners in class work?

Great Extent ( )

Relative Extent ( )

Less Extent ( )

Not Really ( )

Please specify how?

.....

.....

**Thank You for your Co-operation**



## APPENDIX 7

### List of Private Schools in Pallisa District, 2012.

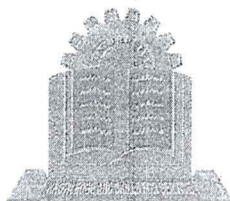
Name of School	County
Agule Secondary School	Agule
Bright Light College	Pallisa
Eastern Vision College	Butebo
Kakoro SDA Secondary School	Butebo
Pallisa Complex Project SS	Pallisa
Pal And Lisa College	Pallisa
Pallisa Modern Secondary School	Pallisa
Pallisa High School	Pallisa
Pallias Royal Christian College	Pallisa
Pallisa Community Secondary School	Pallisa
Petete College School	Butebo
St. Immaculate Secondary School	Pallisa
St. Stephens Secondary School	Pallisa
Tank Hill Secondary School	Pallisa
Victory Secondary School	Pallisa
Kasodo Secondary School	Pallisa

*Source (PDLG2012)*

## APPENDIX 8

### Letter of Introduction

**KYAMBOGO**



**UNIVERSITY**

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA

Tel: 041 - 285211 Fax: 220464

www. Kyambogo.ac.ug

*Department of Educational Planning Management*

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1 May 2012

#### **TO WHOM IT MAY CONCERN**

This is to certify that **Ms. IPERU Antonia, No. 2010/U/HD/016/MEPPM** is a student in our department. 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 Styles and Teachers' Innovations in Private Secondary schools: The Case of Pallisa 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.

Thank you

*Pp. Okongor Wilberforce*

Okongo Wilberforce  
**HEAD OF DEPARTMENT**