

**HEAD TEACHER'S LEADERSHIP BEHAVIOUR AND STUDENTS'  
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN  
IGANGA MUNICIPALITY**

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**A RESEARCH REPORT SUBMITTED TO THE GRADUATE SCHOOL IN  
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## DECLARATION

I, **Kabambwe Benard** hereby declare that this research report is my original work and it has never been submitted to any institution of higher learning for any award.

Sign:.....Date:.....

## APPROVAL

This research report under the title “Head Teacher’s Leadership Behaviour and Students’ Academic Performance in Secondary Schools in Iganga Municipality” has been submitted with our approval as the university supervisors.

Sign: ..... Date: .....

**Dr. Kasule George Wilson**

Sign: ..... Date: .....

**Dr. Owino Philip**

## **DEDICATION**

This research report is dedicated to my family especially my father Tugoloze Herbert (RIP), mother Nakabugo Mary, uncle Batesaki Fred, Auntie Batesaki Sophia and my dear wife Babirye Juliet. The same also goes to my children Tugoloze Mark, Tugoloze Marthias, Mwebaze Anne Mary, Waiswa Joseph, Tenywa Francis and Kisakye Josephine since they were patient while I was away for further studies. I ask God to bless and give them all that matters in life.

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## **LIST OF ABBREVIATIONS**

MOES	Ministry of Education and Sports
O-level	Ordinary Level
SPSS	Statistical Package for Social Science
UCE	Uganda Certificate of Education
UNEB	Uganda National Examinations Board

## **ABSTRACT**

The study investigated whether Head Teacher's Leadership Behaviour affects Students' O-level Academic Performance in Secondary Schools in Iganga Municipality. It specifically aimed at determining whether structural initiative behaviour, consideration behaviour and empowering behaviour of the head teacher influences students' O-level academic performance. A descriptive research design with qualitative and quantitative approaches was employed. Data was collected from 106 respondents who included teachers, head teachers and senior education officers and were selected using stratified random sampling and purposive sampling techniques from 4 secondary schools. Structured questionnaires and interview guides were used. The collected data was analysed using descriptive statistics and content analysis techniques. The study found that the Head Teacher's structural initiative behaviour in form of planning, clarifying goals and roles has a positive effect on students' academic performance. It was also established that Head Teacher's consideration behaviour of motivating teachers, providing materials, support supervision and encouraging teamwork influence students' academic performance. It was further discovered that Head Teacher's empowerment behaviour characterized mainly by delegating, providing administrative support, training, inducting and involving teachers in decision making also affect students' academic performance. It is recommended that head teachers should be given more funding and training in managerial skills in order to run their schools and achieve better academic performance.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter presents the background to the study, the statement of the problem, purpose of the study, specific objectives of the study, research questions, scope of the study, significance of the study, theoretical framework, conceptual frame work and definitions of operational terms.

#### 1.1 Background to the Study

According to Mwitwa (2000), many factors influence the performance of an organization, there can be little doubt that the behaviour of a leader is one of the most critical determinants of ultimate success.

##### 1.1.1 *Historical Perspective*

In education system, schools serve as learning centers and school management process is core in actualizing the purpose of the school as an institution. This is effectively achieved through creating a school leadership process (Dubrin, 2008). Leadership of schools started in the old ages and has significantly implied great importance in improving the performance of the pupils. Internationally, secondary schools are led by head teachers. The Head Teacher's main role as a leader is to ensure smooth running of learning activities in schools in order to enhance school performance.

Education is seen by society as the foundation of knowledge that is vital in social-economic development of the nation and because of this, education is compulsory to all children of school going age at both primary and secondary levels in Uganda. The performance levels attained are used as a basic entry requirement into tertiary institutions and a basic requirement for several political posts. Despite the important role that education plays in society, there has always been poor performance at national examinations (MOES, 2013).

Throughout history, pupils' academic performance has been the most contentious issues in educational institutions around the World (Dubrin, 2008). Researchers such as Yuki (2006) and Aiko (2015) have spent more time and energy conducting several studies on school factors such as school leadership, accessibility among others and their findings show that schools have faced many problems such as poor academic performance, teachers' absenteeism, and strikes. Yuki (2006) holds that right from time immemorial one source of confusion in schools and other organizations has been how to make a successful school leader in order to act in an effective manner, which may be inferred from observation of leaders at work, or which, may be reputed as contributing to leader effectiveness by a range of people who experience leadership behaviour. For instance, in Kenya, Kitavi (2014) reported that more than 300 secondary schools went on strike between the months of May and August 2008, resulting in the destruction of property worth millions of shillings. The report added that the students were protesting over poor living conditions and poor leadership behaviour. Therefore, leadership behaviour is a high priority issue for many people concerned with education these days since the public believes that it is what schools

need (Coad, 2000). Leadership behaviour plays a very important role in enhancing employee job satisfaction, work motivation and work performance. In recognition of this fact, tremendous effort and resources have been expended, with varying degrees of success, to identify and develop personnel who will occupy the positions of leadership needed to meet present and future organizational requirements. Good leadership behaviour accelerates the development of most organizations. It therefore plays a critical role in the performance of organizations.

In Uganda, a study carried out by Mbabazi, (2012) reported some school management problems as causing poor performance. The Government of Uganda has continued to be committed in ensuring education for all through Universal Primary Education (UPE). School management courses have been established in the field of Education Management. The aim is to develop the necessary leadership skills required in the contemporary education sector. Head teachers should be equipped with management skills through in-service training in order to change their attitudes, conduct and improve the teacher productivity. The leadership that head teachers provide determines the effectiveness of the school (MOES, 2013).

#### 1.1.2 *Theoretical Perspective*

This study was guided by Path-Goal Theory of Leadership, one of the most influential leadership theories (Yang, Long, and Zhou, 2010). According to this theory, a leader provides necessary direction and support to subordinates to achieve individual as well as organizational goals. The stated goal of this leadership theory is to enhance employee performance and satisfaction by focusing on employee motivation. In

contrast to the situational approach to leadership, this suggests that a leader must adapt to the development level of subordinates, and unlike contingency approach, which emphasizes the match between the leadership behaviour and specific situation, path-goal theory emphasizes the match between leader behaviour and subordinates characteristics along with work settings (Northouse, 2013). The path-goal theory explains how a leader can provide support to subordinates on the path to goals by using specific behaviour based on subordinates needs and work settings or situations in which subordinates are operating. As the theory suggests that different leadership behaviours have different impact on subordinates' motivation.

According to Bass and Avolio (2007), path-goal is a cognitive approach to understanding motivation where subordinates calculate effort-to-performance and performance-to-outcome probabilities. The most effective leader will ensure/provide availability of valued rewards or goals by helping them in finding best ways to reach there (path). This task and leadership relation involves effort-to-performance and performance-to-reward expectations. The two situational contingencies in the path-goal theory are: (1) the personal characteristics of group members; and (2) the work environment. This theory may be applicable to the secondary schools because it advocates for managers to lay emphasis on provision of valued rewards to the workers, to have good relationship with workers, harmonization of individual and organizational goals, recognition of individual effort, and greater delegation of authority which are key elements of improving academic performance of students.

### 1.1.3 *Conceptual Perspective*

#### *Leadership behaviour*

Dunham and Klafehn (2002) emphasize that leadership behaviour is the way a leader goes about in the organization trying to establish and maintain a relationship which is supportive to the subordinates. In essence, behaviour centers on individual character, attitude and image and from it we can infer the school's value and beliefs. Hersey (2002) cited in Namirembe (2009) says that leaders rely on a few key behaviour which include directing - when an employee is new to a task or job; Coaching - the stage in which the employee is doing the task but tentatively and probably not perfectly; Supporting - employee knows the task but lacks some confidence and delegating - employee is up to speed and can handle the job. Namirembe (2009) asserts that many secondary schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities, but as a result of poor leadership behaviour.

#### *Structural initiative leadership behaviour*

Structural initiative behaviour also referred to as directive behaviour involves setting and clarifying goals, objectives and roles of employees, monitoring individual performance and operations, and short-term planning (Yuki, 2006; Northouse, 2013). Structural initiative leadership behaviour tells subordinates exactly what they are supposed to do. It characterizes a leader who tells subordinates about their task, including what is expected of them, how it is to be done, and time line for the completion of particular task. Freeman (2005) wrote that this type of leadership

behaviour is where the leader provides the team with a definite sense of direction and purpose through communicating the vision to subordinates.

#### *Consideration Leadership Behaviour*

Consideration behaviour also known as relations-oriented leadership behaviour, on the other hand, are more concerned with developing close, interpersonal relationships. They involve a two-way communication method to show social and emotional support while helping their employees feel comfortable about themselves, their co-workers, and their situations (Northouse, 2010). According to Yuki (2006), consideration behaviour includes supporting behaviour, developing behaviour, and recognizing behaviour. Consideration behaviour involves showing acceptance, concern, and confidence for the needs and feelings of others and provides potential benefits to new subordinates (Yuki, 2006). Hersey (2002) further defined consideration behaviour as the extent to which the leader engages in two-way or multi-way communications. This includes: listening, facilitating, tolerance and supportive behaviour. A considerate leader consults with subordinates about decisions, obtains their ideas and opinions and integrates their suggestions into decision making (Northouse, 2013).

#### *Empowering leadership behaviour*

The concept of empowering leadership was proposed in 1990s. Manz originally called empowering leadership as “super leadership” (Liu, 2015). From this perspective, empowerment is a kind of resource allocation strategy that can reduce the dependence on high power. The empowering leadership behavior can be defined as a series of management practices, including decentralization, participation, information sharing

and training (Ahearne, Ricardo, and Mia, 2005). Empowering leadership behaviors from psychological perspective include any management decision or technology that can improve employee's inner level of motivation by enhancing his self-determining demand or self-efficiency (Hakimi, Abdulkalifi, and Mushraf, 2010). Hakimi et. al (2010) believed that empowerment was an improvement on the level of intrinsic motivation, and proposed the concept of "psychological empowerment". The researcher further explained employees' perception of power as the four aspects of employee's perception of work meaning, self-efficacy, autonomy and influence.

### *Academic Performance*

Academic performance was perceived as the degree of achievement by students in their class assessment tests, beginning of term exams, mid-term exams, terminal and national examinations. Kiggundu (2009), described performance as action of a person or a group when given a learning task. In education, performance is often presented as synonymous with academic achievement or attainment, in carrying out of a task, course or assignment. Derek (1981) cited in Kiggundu (2009), argued that academic performance is the measured ability and achievement level of a learner in a school, subject or particular skills. Therefore academic performance has to do with a learner's scholastic ability and attainment, as regards his or her work and this is often measured through tests, exams, course works and assignments. Hawes (1982) also defined performance as accomplishment of grades in a particular subject, area and course usually by reasons of skill, hard work and interest typically realized in various types of grades.

#### 1.1.4 *Contextual Perspective*

The academic performance in secondary schools in Uganda has become a national concern (MOES, 2013). There has been continued decline in average academic grades of schools in the country. Iganga Municipality is not exceptional in this trend with results since 2014 indicating very low performance levels (UNEB, 2017).

Studies done in Kenya by Kindiki (2007) holds that the head teacher is significant in determining the quality of the schools. Hoy and Di Paola (2007) highlighted various types of school climates: a school may have an open climate, an autonomous climate, a controlled climate, a familiar climate, a paternalistic climate or a closed climate. In the light of the above, it can be assumed that the head teacher's leadership behaviour principally determines the kind of climate that prevails in the school (Anderson, 2013). Ordinarily, the main task of the head teacher is to help create a healthy working environment in which students are happy and prepared to learn and teachers identify with the school's mission but such tasks have not changed the ailing performance.

The head teacher is charged with the responsibility of executing the plans of the school. In order to effectively attain this goal, he or she may decide to issue job directives to the staff, have a participatory way of decision making or give them power and freedom to exercise their responsibilities (Kitavi, 2014) however, in Iganga Municipality, it is reported that Head teachers in most secondary schools have failed to improve the academic performance (DEO, 2014). Kirya (2007) revealed that the academic performance of secondary school in Eastern Uganda was poor because teachers were irregular. The DEO (2014) indicated in the annual report that even

government teachers are irregular at school while Katamba (2008) found out that teachers do not give exercises to students and the school leaders were entirely responsible.

## **1.2 Statement of the Problem**

There is continued public concern about the deteriorating academic performance of students in the secondary schools in Iganga Municipality (Iganga Municipality Inspector of Schools, 2017). This academic performance has been demonstrated by the disheartening results in Uganda Certificate of Education (UCE) for the past 3 years (see appendix D). Though Anderson (2013) stated that school leadership behaviour is very important in running the affairs of the school, the head teachers of secondary schools in Iganga Municipality fail to properly direct their teachers of their roles, poorly motivate their staff, and do not empower their teachers to make decisions on major school activities. While most previous researchers like Zenger (2010) and Leithwood, Louis and Anderson (2014) have examined causes of poor performance, very little is known about the influence of the Head Teacher's leadership behaviour on the students' academic performance in schools. It is upon this basis that the researcher picked interest to investigate the influence of Head Teacher's leadership behaviour on students' academic performance in secondary schools in Iganga municipality.

## **1.3 Purpose of the Study**

The purpose of the study was to determine whether the Head Teacher's leadership behaviour affects students' academic performance in secondary schools in Iganga Municipality.

#### **1.4 Objectives of the Study**

The study was guided by the following objectives:

- i. To establish whether the Head Teacher's structural initiative behaviour affects students' academic performance in secondary schools in Iganga municipality.
- ii. To find out if the Head Teacher's consideration behaviour has an influence on students' academic performance in secondary schools in Iganga municipality.
- iii. To determine whether the Head Teacher's empowerment behaviour influences students' academic performance in secondary schools in Iganga municipality.

#### **1.5 Research Questions**

The study aimed to answer the research questions below:

- i. Does Head Teacher's structural initiative behaviour affect students' academic performance in secondary schools in Iganga municipality?
- ii. Does Head Teacher's consideration behaviour influence students' academic performance in secondary schools in Iganga municipality?
- iii. Does head teacher's empowering behaviour influence students' academic performance in Iganga Municipality?

## **1.6 Scope of the study**

### *1.1.1 Geographical*

The study was carried out in Iganga municipality because this place was faced with many complaints from public related to the perpetuating poor academic performance in secondary schools compared to other places in Iganga District.

### *1.1.2 Content Scope*

The study focused on Head Teacher's structural initiative behaviour, consideration behaviour and empowerment behaviour as the independent variables and the students' O-level academic performance as dependent variable.

### *1.1.3 Time Scope*

The study covered the period between 2016 to date when the schools in Iganga Municipality experienced many complaints of deteriorating academic performance.

## **1.7 Significance of the Study**

It is hoped that the study would be of significance to the following categories of people;

*Government and District administrators:* This study may be used by decision makers and other stake holders in education sectors as it would guide them in selecting and training school leaders who could improve students' academic performance.

*Teachers:* Teachers are an important facet in the schools hence satisfying them would most likely enhance performance and in the long run help to realize the goals of the

educational sector in general. From this study, it is anticipated that the findings would bring out the different leadership behaviour that help the teachers in achievement of better students' academic results. The teachers would also be able to identify gaps in their operations and probably move to the rightful direction.

*Students and parents:* The result of the study could help the students to be aware of the schools that have Head Teacher's with better leadership behaviour. They would also study the findings; make informed judgment, and selection of schools.

*Scholars and Researchers:* The study findings may be used in future by scholars and researchers in related field as a study reference.

## 1.8 Conceptual Framework

Figure 1: Conceptual framework showing the relationship between leadership behaviour and academic performance. Source: Adopted from Robbin (2005)

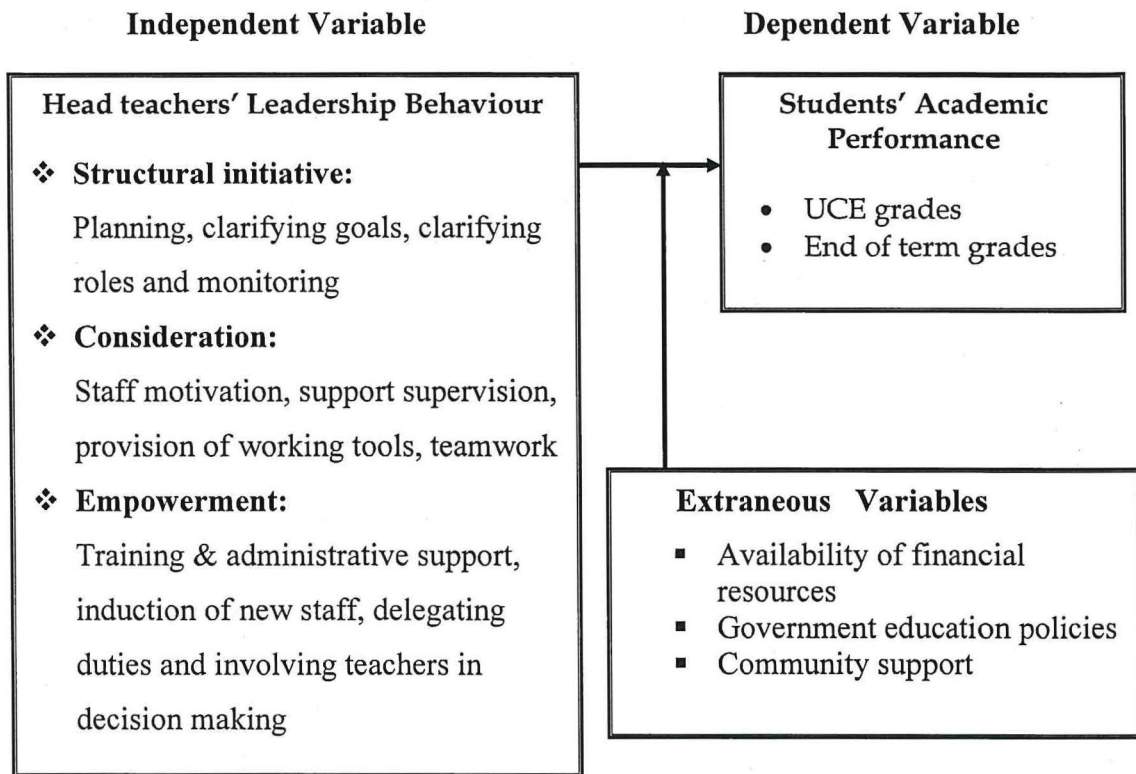


Figure 1 examines the independent variables: Head Teacher's structural initiative behaviour, consideration behaviour and empowerment behaviour in predicting the students' academic performance indicated by their grades and how availability of financial resources, teachers' involvement in decision making, government education policies and community support may influence academic performance. These extraneous variables were controlled by randomization.

## 1.9 Definition of Operational Terms

*Head teacher:* This is the chief academic officer in a school.

*Leadership Behaviour:* This refers to the manner or conduct in which a leader collaborates with subordinates to achieve organizational goals.

*Structural initiative behaviour:* This is the way to which the leader engages in planning and spelling out the duties and responsibilities to an individual or group.

*Consideration behaviour:* This is the tendency to care or support others to achieve a desired goal.

*Empowering behaviour:* This refers to a conduct of giving confidence and strength to subordinates to perform a given task.

*Student:* This is a person enrolled in school to study particular subjects under instruction.

*Academic performance* refers to the grade which the candidates/students scored in the final examinations such as UCE. It is indicated by UCE grades and end of term grades.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a review of related literature from previous studies in line with the research objectives.

#### 2.1 Theoretical Review

The path-goal theory can be considered as a variant on Transactional Leadership theory, where the leader clearly is directing activity and the only factor that varies is the manner in which this is done (House and Mitchel, 1974). There are some aspects of Contingency Theory, as well, where various means of application vary with the situation. The leader sees a path that needs to be tread, one leading to the accomplishment of a goal and she or he attempts to clear it and get the group members to tread on it. The leader may command, reward or punish, get suggestions from the group, or sugar coat the tasks, if necessary, but it is clear that democracy is not the hallmark of this method. The Path-Goal Theory is also a leadership participation method, where the leader does what she or he can to clear a path for group members to act. This is done by delineating clearly what is to be done, removing obstacles, and rewarding those who perform well. The levels in intensity a leader may do these things will vary according to the circumstances. The follower may be more motivated or capable, or the work to be done could be easy or difficult. Leadership behaviour in this method can vary from being dictatorial to the leader being a participant. House and Mitchel say that these behaviours include support, directive, participative, and

achievement-orientation. According to Evans (1996), a leader facilitates the group by appealing to a group member's self-esteem and making the task enjoyable, or at least palatable. A leader simply may direct the group to do the task, as Transactional Theory would have it. With a Contingency Theory approach, at some points, a leader may engage in participative leadership behaviour, where she or he takes suggestions from the group on how to do work. This assumes the members are knowledgeable. A leader may set standards, goals and urge the group to attain them. This behaviour is used usually used for tasks that are more complex. Whatever the case, the assumption is that the leader knows what is best in the way of accomplishing something. It also assumes that the leader is rational and that there are ways that positively can work for a situation. In a 1996 a re-formulation of the theory - definitely more Contingency Theory oriented,

House and Mitchel (1974) stated, that "...leaders, to be effective, engage in behaviors that complement subordinates' environments and capabilities in a manner that compensates for deficiencies and is instrumental to subordinate satisfaction and individual and work unit performance". House and Mitchel (1974) stated that people are trapped in using existing measurements of social phenomena, and "we get trapped in our own paradigms" because these models simply are available (House and Mitchel, 1974).

The major proponents of the theory suggested that the path goal theory is every relevant in four situations. 1) In a situation where something needs to be done in a short time - such as emergencies and complicated situations in which there is a time constraint, this theory is the most preferable be preferable. 2) The formulator of the

theory, House and Mitchel (1974) acknowledge that "all theories ....are ultimately incorrect..." and that "A theory which cannot be mortally in danger cannot be alive." Hence, there is room for flexibility. 3) The theory adds more with respect to group participation, making it friendlier to use in groups who are knowledgeable and intelligent. 4) The Path-Goal Theory has a common sense ring to it and the ideas are easy to convey. The analogy to a path needing to be cleared and workers driven along it is an easy visualization (House and Mitchel, 1974).

However House and Mitchel (1974) argued that this theory assumes that the group members do not know what is good for them. It is inherently undemocratic. They added that if the leader has flaws the whole method stands a good chance of failure. The researchers identified that leaders are not always rational, and a course of action might be based on delusion, thus jeopardizing group members. The leader-led-task system could collapse, if there is too much dependence on the leader and where either something happens to the leader or he simply cannot carry out his leadership functions.

House and Mitchel (1974), admit that there have been no tests of specifically of any theory of how a leader's behavior affects followers. The 1996 theory expands to eight classes of leader behavior that suggests will help leadership performance. In addition, the behavior can be substituted for each other, depending upon circumstances. House and Mitchel (1974) add ways the group members can be empowered through delegation of authority and work facilitation (developing task autonomy). There is an enhanced group decision process and interaction among members. House and Mitchel

(1974) talk of value-based leadership that motivates workers to achieve their goals and is justified if it enhances their performance (Evans, 1996).

Evans (1996) also found that even with the modifications of the Path-Goal Theory, it is still leader-centered, and if something happens to the leader, the organization can collapse. There cannot be too much dependence on the leader for an organization's survival. Further, as House and Mitchel (1974) admit the whole concept of path-goal needs to be tested. The problem as with many other theories, there is no quantification of the terms and they are context free.

The Path-Goal Theory still is undemocratic, and it remains to be seen whether the modifications would work in environments where group members are independently-oriented, intelligent, and knowledgeable. For example, would the theory work in a scientific or academic setting? This raises the concern of whether or not the theory can be universally applied, and the theory advocates would probably admit that it has limitations (Evans, 1996; House and Mitchel, 1974).

## **2.2 Structural Initiative Behaviour and Students' Academic Performance**

Northouse (2013) noted that the structural initiative leader sets standards of performance and defines clear rules and regulations for subordinates. But this type of behaviour is appropriate when task is complex or ambiguous, formal authority is strong and the work group provides job satisfaction (Lussier and Achua, 2010).

According to Freeman (2005), leaders who provide their team with a definite sense of direction and purpose tend to have more satisfied and committed employees which eventually improve performance. The researcher added that these leaders paint a clear

perspective between the overall picture and the details of day-to-day activities. However, Barnard (2008) found that when a structural initiative leader becomes too “hands off” there is the tendency that a subordinate could complete an important project wrongly because he misunderstood the project specification, and that the leader kept aloof from him. The leader could be engrossed with paper work and pay less attention to the work force. Such a leader feels his employees bother him which he regards as interruption and would prefer to be alone to get his work done.

Kirkman, Moen and Nancy (2007) stressed walk the talk as a key leadership behaviour in creating a satisfied and committed workforce is the very basic and fundamental skill of being honest and acting with integrity. Leaders need to be role models and set a good example for their work group. Leaders create cynicism and lose trust when they say one thing and do another, such as telling employees that the budget is tight and to curb all expenditures, but then proceed to stay in 5 star hotels and eat in expensive restaurants.

According to Tandoh’s (2011) study argued that if structural initiative behaviour is limited though it creates positive effect on subordinate performance. What this means is that managers are very particular about getting results and only motivate subordinates to give their best in order to increase productivity. However, it is also observed that there is very minimal subordinate consideration exhibited and this negatively impacts performance.

Brooke (2003) noted that leadership begins with the character of leaders, expressed in terms of personal values, self-awareness, emotional and moral capability. Day, Harris

and Hadfield (2001) cited in Brooke (2003) studied 12 schools in England and Wales which focused on heads who were deemed effective by the Office for Standards in Education. They concluded that good leaders are informed and communicate clear sets of personal and educational values which represent their moral purposes for the school. Principals should be able to communicate the vision to the staff of what their schools should become (Aiko, 2015). Barnard (2008) added that this type of leadership behaviour being human and inclining to be innovative and risk-taking makes several other mistakes including putting paper works before people, failing to give clear feedbacks, resisting new ideas, dictatorial in decision-making, hurrying recruitment, not treating all employees equally, failing to provide clear direction, failing to react quickly to problems, and trying to be friends with direct reports.

A study by Brooke (2003) for the School Management Task Force illustrates a number of problems about the development and articulation of vision in English and Welsh schools. Their study of 12 “effective schools” shows that most school heads were able to describe “some sort of vision” but “they varied in their capacity to articulate the vision and the visions were more or less sophisticated”. However, the study casts doubt on the ability of school heads to communicate the vision effectively and to ensure that it is shared by staff.

Structural initiative leadership behaviour is demonstrated when a visionary leader as the Chief Executive of a company mobilizes his top subordinates to convey a compelling vision of what they want the organization to achieve to their subordinates. He must carry everyone along. If subordinates buy into the vision, and model their behaviors on the leader, they develop willingness to undertake the hard, stressful work

that is necessary for creative, risk-taking and strategy making. Though the company's goals should be challenging, they should also be realistic so as to give subordinates at all levels the impetus to look for ways to enhance organizational performance. A goal that is unrealistic or unattainable soon kills subordinates incentive and create the urge to give up after a reasonable period. They therefore inject a sense of urgency into goal attainment and act as a motivator (Austine, 2015; Brown, 2008).

The structural initiative leadership according to Brown (2008) requires further articulating a clear vision and energizing and enabling organization members understand the part they play in achieving organizational goals, which is one of the principal tasks of management. Leadership involves making subordinates use their power, personality, persuasion and communication skill to coordinate their supervisors and workers under them so as to achieve the organizational vision and goals. Leadership in this regard revolves around encouraging all employees to perform at a high level to help the Leader achieve his organizational vision and goals. Another outcome of leadership is the cultivation of a highly motivated, hardworking and committed workforce which must trust their leader to achieve the desired goal. General Stanley McChrystal, one of the most visionary and accomplished Generals in American Armed Forces, observed on 31th August 2015, on CNN. Public Affairs programme, that "If you will win the trust of people, you must unleash their initiatives". This accounted for his success in leading American soldiers in the Middle East Wars (Brown, 2008).

### **2.3 Consideration Behaviour and Students' Academic Performance**

Consideration leadership behaviour shows concern for subordinates' well-being and personal needs. This type of leadership behaviour consists of being friendly and approachable as a leader and includes attending to the well-being and human needs of subordinates (Northouse, 2013). However, a consideration leadership behaviour is appropriate when task is simple, formal authority is weak, and the work group does not provide job satisfaction (Lussier and Achua, 2010). Consideration leadership behaviour is appropriate when subordinates don't want autocratic leadership, have internal locus of control, and follower ability is high, when task is complex, authority is either weak or strong, and satisfaction from co-workers is either high or low (Lussier and Achua, 2010).

Moloye (2004) stated that leaders who are effective at driving for results are skillful at getting people to stay focused on and stretch for the highest priority goals. They establish high standards of excellence for the work group and are not afraid to ask their employees for a higher level of performance and continually remind them of their progress relative to the goals.

Consideration leadership behaviour is criticized because it is used as a technique for management to an understanding of human nature and thereby creating the desirable changes in the organization that lead to improved organizational performance (Chiemeka, 2015). According to Moloye (2004), considerate leaders need to adopt "a drive for result behaviour" to register success. However, Austin (2015) argued that consideration leadership behaviour is overemphasizes human needs at the expense of

need for accomplishment or responsibility, or for organizational task and process. In addition, the effect of consideration behaviour did not result in the demise of the numerous applications of the negative employee behaviours.

Dansereau and Yammarino (2008) stated that developing and supporting employees pushes them to develop new skills and abilities and this results in higher levels of employee satisfaction and commitment which is a characteristic of considerate leaders.

Abdikarin, Hussein and Ali (2013) noted that the success of an organization is reliant on the leader's ability to optimize human resources. A considerate leader understands the importance of subordinates in achieving the goals of the organization, and that motivating these subordinates is of paramount importance in achieving these goals. To have an effective organization, the subordinates need to be stimulated so that they can be effective; hence effective organizations require considerate leadership. This enables greater participation of the entire workforce, and can also influence both individual and organizational performance (Abdikarin et. al, 2013). This type of leadership behaviour facilitates the attainment of the follower's desires, which then results in effective performance (Stefan, Andres, and Pfister, 2009). In contrast, Unde (2007) pointed out that the evidence is less conclusive with regard to the often assumed relationship between increase employee satisfaction and increased productivity. Barnard (2008) noted that this leadership behaviour posed certain dilemmas without solutions offered such as a standoff between increasing employee wages and expanding infrastructures in the organisation where resources are very limited.

## **2.4 Empowering leadership Behaviour and Students' Academic Performance**

Yang et. al (2010) stated that leadership behaviour raises employees' level of commitment and shapes organizational performance. Liu (2015) stresses that inspiration and motivation of subordinates has a positive impact on their performance. Empowering leadership behaviour entails giving subordinates the authority to make critical institution decisions on their own with little to no supervision. When done right, having empowered subordinates can be great. However, when done wrong, it can be devastating for both the institution and its workforce.

The researcher therefore says that leaders who are effective at inspiring and motivating others have a high level of energy and enthusiasm. However, when inspiration is a focus, leaders unlock a level of additional effort and energy that can make the difference between organizational success and failure according to Clifford (2014) cited in Yang et. al (2010).

Ajayi and Ayodele (2002) posited that the most common challenges in today's organizations is the lack of collaboration between groups within an organization especially when one team is competing for the resources or recognition against other teams. Information is not shared, customers are not well-served, and work frequently gets stalled. This conflict and lack of synergy frustrates and discourages employees. Leaders who promote high level of cooperation among their work groups create a positive and productive atmosphere in the organization. This is also consistent with Kirkman (2007) who stressed that when leaders demonstrate that they can achieve

objectives that require a high level of intergroup cooperation, synergy is created and every employee enjoys the work experience.

According to the study by Leithwood et. al. (2014), one of the main leadership practices has to do with the teacher's empowerment which is strongly related to the central goal of the school; students' learning and academic performance. The improvement of the teachers' job performance is significantly an important aim which the head teacher tries to achieve through several actions taking into consideration of individuals' beliefs, values and skill level. A study by Austin (2015) revealed that when subordinates are empowered, their confidence levels tend to increase. This additional confidence is a good thing because it creates happier workers and productivity levels soar. However, in some situations, confidence levels can be taken too far and end up crossing the line into arrogance. Arrogant subordinates are difficult to deal with, don't take direction well and can become insubordinate. Working in this type of work environment takes its toll on subordinates and they once again become dissatisfied with their job and productivity levels decrease.

Murphy, Elliott, Goldring and Porter (2007) argued that school leaders in productive schools are knowledgeable about and deeply involved in the schools' curricular programs. These leaders work with colleagues to ensure that schools are defined by rigorous curriculum programs and that each student's academic performance improves (Marzano, Waters and McNulty, 2005). Ahearne et. al. (2005) in their examination of the influence of Leadership Behavior on employee Satisfaction and Performance, noted that employers empower their subordinates is by sharing important information with them. This free exchange of ideas and information makes the subordinates feel

appreciated and important, which ends up empowering them. However, the researchers found that when information is freely exchanged with people throughout the company, there is an increased risk of confidential and security-related data being leaked to parties that shouldn't have access to that type of information. For competitive institution, these potential leaks could prove devastating to their operations.

Humborstad, Nerstad and Dysvik (2014) confirmed that empowering leadership was important to job performance while Wellins, Byham and Wilson (2011) found that the empowered team was more proactive, seeking continuous improvement on the quality of work, continuous optimization of work process, searching for creative solutions thereby achieving organizational performance. While Fong and Snape (2015) during their study on psychological empowerment and employee outcomes found that a benefit of having empowered subordinates is that they take on more responsibility within the company. As they take on more responsibility, they begin working independently with little to no supervision. Institutions like this because it saves them money by decreasing their subordinate workforce. However, unlike subordinates and supervisors who are educated and trained in making sound decisions, empowered subordinates often lack this type of experience. This lack of experience lends to an increase in mistakes and unnecessary company risks (Fong and Snape, 2015).

Gorn and Kanungo (2006) found that empowered team with higher sense of competency would provide better service for both internal and external customers while Fong and Snape (2015) noted that organizational performance would be higher when the work was more meaningful to employees. Cordery, Mueller and Smith

(2010) found that empowering leaders increased organizational team commitment level. Through analysis of the differences between leadership behaviour, Yang et. al (2010) further confirmed that empowering leadership could predict employee's job satisfaction, employee commitment and organizational performance. According to Kirkman et. al. (2007) in their findings on a multilevel study of leadership, empowerment, and performance in teams, some subordinates confuse empowerment and being able to make their own decisions with having the authority to do whatever they want. As subordinates are allowed to take on additional responsibilities, some may end up taking things too far. If this happens, interpersonal relations within the company will suffer and incidents involving conflict will rise. Over time, tensions increase and a hostile work environment may surface. This type of situation is bad for both the institution and the workforce.

On the basis of synthesizing previous studies, Raub and Robert (2010) explored the effectiveness of the empowering leadership on individual level. Their research explored a series of behavioral outcome variables of different levels from the perspective of empowering leadership practice and psychological empowerment. The research objects were frontline service staff and their supervisors from Middle East and Asia Pacific division of a multinational chain hotel. The research found that empowering leadership positively affected cooperation behavior and innovative behavior of the team through psychological empowerment and affective commitment which increased their performance.

Cordery et. al (2010) found the empowered team had higher organizational commitment level compared with the traditional team in the same company and

further confirmed that empowering leadership behaviour could predict employee's job satisfaction, employee commitment level and organizational performance.

Empowering leadership behaviour grants employees more autonomy, self-leadership and control of the work environment (Liu, 2015). On the other hand, leaders are required to provide support, encouraging self-management and increasing empowerment. In addition, they should also set an example, provide information and resources, encourage self-reinforcement and build trust. An authorized organization can better cope with the change of business environment brought by increasingly fierce global competition, can meet customer requirements for higher quality of products and adapt to the transformation from manufacturing enterprises to service-oriented enterprises. Therefore, managers should pay attention to empower their staff like providing technical support, encouragement, decentralizing authority and participative decision-making (Liu, 2015).

## **2.5 Summary of the literature review**

This section has reviewed relevant previous literature in relation to the path goal theory and the objectives of the study particular with special reference to meaning, rationale, application and criticisms both locally and internationally. It has also evaluated the impact of structural initiative leadership behaviour, consideration leadership behaviour and empowering leadership behaviour on the employee job satisfaction and performance. Most of the empirical literature reviewed has limited focus on the education sector and does not show direct link between leadership behaviour and institutional performance yet none so far has focused on Iganga Municipality. It is against the backdrop of the above research gap that this study entitled “head teacher’s leadership behaviour and students’ academic performance in Iganga Municipality” need to be investigated.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research design, study population, sampling techniques, research instruments, data quality control, research procedure, data analysis techniques and ethical considerations.

#### **3.1 Research Design**

The researcher employed a descriptive research design containing both qualitative and quantitative approaches. This is because this design allows the respondents give their opinions and allows a big population to be investigated (Creswell, 2003).

#### **3.2 Target Population**

The target population in the study constituted respondents from 4 schools including private and government schools; Head Teachers, Senior Education Officers and Teachers.

#### **3.3 Sampling Techniques and Size**

A sample of 108 respondents from a population of 248 was determined using statistical Tables of Krejcie and Morgan (1970).

The Head teachers and Senior Education Officers (S.E.O) were purposively selected in this study because they are directly involved in the school administration, school policy making and can provide the rightful information which relates to school

leadership. Since teachers are the directly involved in determining academic performance of students and their number varies with the school, they were selected using stratified random sampling. Frankfort and Nachmias (1996) noted that purposive sampling is appropriate when the respondent has the relevant information for the study while stratified random sampling technique helps to generate a fairly representative size of the sample according to number, gender and other attributes.

The sampling frame is presented in Table 1 as shown:

*Table 1: Sampling frame*

	Schools					
Group	A	B	C	D	Totals	Sampling Technique
Head teachers	1	1	1	1	4	Purposive
Teachers	25	20	30	25	100	Stratified Random
S.E.O	1	1	1	1	4	Purposive
	27	22	32	27	108	

### **3.4 Research Instruments**

The data collection instruments are tools that a researcher uses to collect data from the respondents. The interview guide with unstructured questions and a structured questionnaire were used as appropriate to make use of their different strength.

### 3.4.1 *Questionnaire*

A questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions. It consists of questions in which the subject responds in writing, (Denscombe, 2000). This structured questionnaire consisted of Likert scale ranging from Strongly agree (SA)=5, Agree(A)=4, Neutral (N)=3, Disagree (D) =2, and strongly disagree (SD)=1. A criterion mean of 3.0 (median value of the likert scale) was used for comparison and interpretation. Students' academic performance items also had a scale ranging from excellent (5), very good (4), good (3), fair (2) and poor (1). The close ended items were designed in a uniform format so as to ease entry of numerical data into Statistical Package for Social Scientists for analysis. Thus, the questionnaire was used to collect quantitative data only. The advantage of the questionnaire is that it is very suitable when respondents are literate and professional (Weisberg, 1977).

### 3.4.2 *Interview guide*

An interview is a face to face interaction where the interviewer asks questions to the interviewee (Denscombe, 2000). Unstructured interview guide were formulated where specific questions were asked to head teachers and senior education officers. The choice of this technique is that it is flexible and easy to generate information. This interview guide was administered on Head teachers and senior education officers because it was convenient to them since they are always busy. The researcher observed their facial expressions and was able to judge their perceptions about the

study. Weisberg (1977) noted that interviews help the researcher to get responses instantly with ease.

### **3.5 Data Quality Control**

#### *3.5.1 Validity*

Validity refers to the degree to which an instrument measures what its support to measure and consequently permit appropriate interpretation of scores. The researcher sought expert knowledge from 3 people who rated the accuracy of the items in the instruments and provided necessary modifications and then content validity index of 0.8 was obtained. This made the instruments very usable. The content validity index is the ratio of the average number of correctly rated items to the total number of items in the instrument.

#### *3.5.2 Reliability*

An instrument is said to be reliable if it gives the same results every time it is administered to the same group of respondents. In this study, reliability 0.74 of the instrument was established through use of Cronbach Alpha correlation formula after pre-testing the instruments on 10 respondents from a separate school on two different occasions after a time interval of 1 week. Carmines and Zeller (1979) asserted that an instrument with a reliability coefficient greater than 0.7 is very consistent.

### **3.6 Data Collection Procedure**

This researcher generated official permission from the Head of Educational Planning- Kyambogo University to carry out research. Thereafter, the researcher visited the

selected schools to collect data after being granted permission by the school authorities. The research assistants selected from schools who received training were used while all the interviews held by the researcher with the respondents directly.

### **3.7 Data Analysis Techniques**

Quantitative data was analysed by descriptive statistics. Statistical mean and standard deviation (STD) were used and data was presented in tables. According to William (2006), descriptive statistics provide a simplified way of understanding and interpreting results. This was done with the help of statistical package for social science. Qualitative data from interviews was analyzed by filtering similar responses/data and summarizing it according to the themes.

### **3.8 Ethical Considerations**

The researcher obtained voluntary consent from all the respondents, with extreme respect, professionalism, and confidentiality while handling them. Assurance was given that the information gathered was to be kept confidential and used for academic purpose only.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS and INTERPRETATION

#### 4.0 Introduction

This chapter presents the findings, analysis and interpretation of the background characteristics of the respondents and findings in line with the objectives of the study.

#### 4.1 Background Information of Respondents

The background information of the respondents is important because it can influence the opinion of the respondents on study objectives. The data gathered was mainly on their age, sex, level of education and working experience.

A total of 98 teachers' questionnaires were returned and interviews with 4 head teachers and 4 Senior Education Officer were held implying that the response rate was high.

The distribution by sex of all the 98 respondents is presented in the Table 2.

*Table 2: Sex distribution of respondents*

Category	Number	Percentage
Male	63	59%
Female	43	41%
Total	106	100%

According to the Table 2, 59% of the respondents were males while 41 were females. This means that more males participated compared to the females but their representation is significant. Guion et. al. (2013) argued that gender sensitivity allows inclusion of ideas of male and female respondents thus avoiding bias in the findings

The responses on the ages of all the respondents were also captured and presented in Table 3 as shown.

*Table 3: Distribution of respondents by their Age*

Category	20-29	30-39	40-49	50+ years
Head teacher	0	0	2	2
Teacher	22	42	27	7
Senior Education Officer	0	0	3	1
Number	22	42	32	10
Percentage	21%	40%	30%	9%

The Table 3 shows that majority (40%) of the respondents were aged between 30-39 years, followed by 30% who were aged between 40-49 years, 21% between 20-29 years and minority 9% were aged 50 years and above. This implies that most respondents were mature enough to give reliable opinions.

The data implies that since majority of the respondents are in the age range of 30-39 years old, they belong to the young adult age group. Frankfort and Nachmias (1996) argued that the young adults at work place are a good reflection on the hiring

requirements where the young workers abound and also shows that the young adults are willing to work in schools as a way to gain work experience.

The distribution of respondents according to their level of education of all teachers, education officers and head teachers is presented in Table 4 below.

*Table 4: Distribution of respondents by their Level of Education*

	Diploma	Degree	Masters	Other	Total
Number	44	58	04	00	106
Percentage	41%	55%	04%	00%	100%

The Table 4 shows that most respondents possessed a first degree (55%) followed by 41% who had a diploma and only 4% possessed a masters. This suggests that since majority had a degree, their opinions were very reliable in terms of comprehending the items in the questionnaires and interviews. According to the study by Nather (2013) entitled “exploring the Impact of Formal Education on the Moral Reasoning Abilities of College Students”, it was found that the level of formal education increased the speed and abilities to reason.

*Table 5: Distribution of respondents by their Working Experience*

	1-5 years	6-10 years	11+ years	Total
Number	11	35	60	106
Percentage	10%	33%	57%	100%

The findings presented in Table 5 shows that 57% of the respondents had worked for 11 years or more followed by 33% who had worked for 6 to 10 years while 10% had worked for 1-5 years. This implies that majority had enough experience to give informed responses. Frankfort and Nachmias (1996) supported the argument that an individual's experience increased his quality accuracy of answering questions.

#### 4.2 Students' Academic performance Level

The ratings of 98 teachers on the level of Students' Academic Performance are summarized in table 6.

*Table 6: Students' Academic Performance Ratings by Teachers*

Excellent	Very Good	Good	Fair	Poor	N
2	15	35	28	18	98
2.0%	15.3%	35.7%	28.6%	18.4%	100%

Table 6 shows the ratings of Students' Academic Performance by the teachers. It indicates that 37.7% rated their Students' Academic Performance as good followed by 28.6% who rated Students' Academic Performance as fair, 18.4% rated Students' Academic Performance as poor while only 2% rated Students' Academic Performance as excellent. The results were compared with the mean values of independent variables to determine the correlation.

### **4.3 Findings on Head Teacher's Structural Initiative Behaviour and Students' Academic Performance**

The data from 98 teachers' responses, 4 head teachers and 4 senior education officers concerning the influence of Structural Initiative Behaviour of Head Teacher's on students' academic performance in secondary schools was captured from questionnaires and interviews.

#### **4.3.1 Mean Values and Standard Deviation on the effect of Structural Initiative Behaviour on Students' Academic Performance**

When asked whether they agree that head teacher's initiative behaviour affects students' academic performance, the views of 90 teachers from the questionnaires were computed using the Likert's scale and the mean-values presented in Table 7 as shown. The mean-values were compared with the criterion mean of 3.0.

*Table 7: Mean Values and Standard Deviation of Teachers' Response on the effect of Structural Initiative Behaviour on Students' Academic Performance*

	SD	D	N	A	SA	Mean	STD
Head Teacher's planning influence students' academic performance.	03	05	08	58	24	4.3	0.23
Clarifying roles and duties of staff by head teacher has an impact on students' academic performance.	00	03	05	55	35	4.2	0.25
Clarifying goals and objectives to teachers affects academic performance.	08	05	20	40	25	4.0	0.14
Monitoring of teaching and termly performance influences students' academic performance.	10	08	22	28	30	3.9	0.10
						4.10	0.18

*STD=Standard Deviation*

Table 7 shows that 58 agreed that the head teacher's planning influence students' academic performance, 35 strongly agreed, 8 were neutral while 5 disagreed and 3

strongly disagreed. Their mean 4.3 >3.0 and standard deviation 0.23 imply that the head teacher's planning influences students' academic performance in secondary schools. When asked about the effect of clarifying roles and duties by the head teacher on students' academic performance, Table 7 shows that 55 agreed, 35 strongly agreed, 5 were undecided while 3 disagreed and none strongly disagreed. This implies that they agreed that clarifying roles and duties affects students' academic performance determined by the mean 4.2 and small standard deviation 0.25. According to the question of whether clarifying goals and objectives to teachers affects students' academic performance, 40 agreed, 25 strongly disagreed, 20 were neutral while 5 and 8 disagreed and strongly disagreed respectively. Their mean 4.0 and standard deviation 0.14 imply that there is an agreement on this issue. Table 7 shows that 30 strongly agreed that monitoring of teaching and termly performance influences students' academic performance, 28 agreed, and 22 were neutral, whereas 8 disagreed and 10 strongly disagreed. This result shows that monitoring of teaching and termly performance influences students' academic performance as supported by the mean 3.9 and standard deviation of 0.10. The summary of findings in table 7 is indicated by the mean 4.1 and standard deviation 0.18, thus implying that the head teacher's structural initiative behaviour affects students' academic performance in secondary schools.

#### **4.3.2 Qualitative data supporting the findings on Structural Initiative Behaviour and Students' Academic Performance**

The similar responses and most catching ones from the interviewed head teachers and senior education officers were also captured. The seven respondents said "Yes" while 1 said "No", implying that majority were in agreement with the teachers that head

teacher's structural initiative behaviour affects students' academic performance. Three responses are expressed in direct form as follows.

One head teacher said: *"The proper initiative behaviour of any head teacher would improve academic performance in school if the new ideas and goals are very clear, realistic and achievable to the teachers and students"*.

One Senior Education Officer added that: *"That's why a new head teacher is introduced when the current one fails to initiate plans that improve academic performance. Some head teachers who do not carry enough research and fail to come up with new ideas in school cause poor performance in schools"*

Another head teacher said: *"When the board of governors supports my new initiative with resources, then implementation is effected and academic performance of students improves"*.

#### **4.4 Findings on the Head Teacher's Consideration Behaviour and Students' Academic Performance**

##### **4.4.1 Mean Values and Standard Deviation of Teachers' Responses on Consideration Leadership Behaviour and Students' Academic Performance**

The data from teachers' response on the influence of Head Teacher's consideration behaviour on students' academic performance in secondary schools were captured from questionnaires and presented as shown in Table 8.

*Table 8: Mean Values and Standard Deviation of Teachers' Responses on Consideration Leadership Behaviour and Students' Academic Performance*

	SD	D	N	A	SA	Mean	STD
Staff motivation by the head teacher impacts on academic performance.	00	02	14	40	42	4.6	0.21
Head teacher's support supervision influences academic performance.	02	18	26	30	22	3.8	0.11
Provision of working tools and materials affects students' academic performance.	00	05	00	58	35	4.6	0.26
Head teacher's emphasis on staff teamwork influences students' academic performance.	12	15	10	31	30	3.8	0.10
						4.2	0.45

Table 8 shows that 82 teachers agreed that staff motivation by the head teacher impacts on students' academic performance while 14 were neutral and only 2 disagreed. The findings (mean= 4.6, STD=0.21) shows an agreement on this matter. In addition, 62 teachers agreed that head teacher's support supervision influences students' academic performance while 26 were neutral and 20 disagreed. However, the mean 3.8 implies an agreement and standard deviation of 0.11 confirms this since it is small. It is also shown that 93 teachers agreed that provision of working tools and materials affects students' academic performance while only 5 disagreed. The results indicated by mean-value 4.6 and standard deviation 0.26 portray a high agreement. When asked whether head teacher's emphasis on staff teamwork influences students' academic performance, Table 8 indicates that 61 teachers agreed, 10 were neutral while 27 disagreed. This resulted in the mean of 3.8 and standard deviation 0.10 implying that staff team work influences students' academic performance.

As a result, the findings in table 8 where mean=4.2 and standard deviation=0.45 imply that consideration leadership behaviour of the head teacher influences students' academic performance in secondary schools in Iganga Municipality.

#### **4.4.2 Qualitative Data on Consideration Leadership Behaviour and Students'**

##### **Academic Performance**

Among the 8 respondents who included head teachers and senior education officers, 5 agreed that "The Head Teacher's consideration behaviour influences students' academic performance" when they said "Yes" while 3 disagreed by saying "No". Two catching responses were;

One respondent argued that: *“Students’ academic performance would be affected by the extent to which the head teacher provides the required tools and materials to the teachers to do their job”*.

One respondent who disagreed said that: *“Many teachers who are highly paid become lazy compared to those who are less paid. Being considerate to the teachers decreases their work performance resulting into decreased academic performance in school because teachers would subordinate organizational goals”*.

Hence the analysis of the results in table 10 and interview responses argue that the Head Teacher’s consideration behaviour positively influences students’ academic performance in secondary schools in Iganga Municipality.

#### **4.4.3 Findings on the Head Teacher’s Empowering Behaviour and Students’ Academic Performance and Standard Deviation of Teachers Responses on Empowering Leadership Behaviour and Students’ Academic Performance**

The responses from the teachers when asked whether the Head Teacher’s empowering behaviour influences students’ academic performance in secondary schools are summarized as shown in Table 9.

*Table 9: Mean-values and Standard Deviation of Teachers responses on Empowering Leadership Behaviour and Students' Academic Performance*

	SD	D	N	A	SA	Mean	STD
Training and administrative support has an impact on academic performance.	0	5	0	35	58	4.9	0.26
Induction of new staff by head teacher influences academic performance.	10	25	12	40	11	3.5	0.13
When the head teacher involves teachers in decision making, it affects academic performance.	8	5	0	35	50	4.5	0.22
Delegating of duties to teachers by the head teacher has an effect on academic performance.	15	22	5	26	30	3.6	0.10
						4.13	0.69

Table 9 shows teachers responses on the influence of the Head Teacher's consideration behaviour on students' academic performance. Of the 90 teachers, 58 strongly agreed that training and administrative support has an impact on students' academic performance, 35 agreed while 5 disagreed. The mean-value 4.9 is greater than 3.0 and standard deviation 0.26 implying that a higher agreement in the issue. When asked whether induction of new staff by head teacher influences students' academic performance, 40 agreed followed by 25 who disagreed while 12 were neutral, 11 strongly disagreed and 10 strongly disagreed as seen in Table 9. The mean-value 3.5 and standard deviation 0.13 implies that there is an agreement. Similarly, the teachers' responses in Table 9 on whether the head teacher involves of teachers in decision making affects students' academic performance show that 50 strongly agreed, 35 agreed while 5 disagreed and 8 strongly disagreed. Their 4.5 mean-value implied an agreement on the item in the questionnaire since it's greater than that the criterion mean 3.0 and standard deviation 0.22 is small. The responses on whether delegating of duties to teachers by the head teacher has an effect on students' academic performance revealed that 15 strongly disagreed, 22 disagreed, 5 were neutral, 26 agreed while 30 strongly agreed. The mean-value 3.6 and standard deviation 0.10 indicates that there was an agreement on this item as seen in Table 9.

The general mean of 4.13 and a small standard deviation of 0.69 therefore show that the head teacher's empowering behaviour affects the students' academic performance in secondary schools in Iganga Municipality.

#### **4.4.4 Qualitative Data on Empowering Leadership Behaviour and Students'**

##### **Academic Performance**

Most respondents were in support of the view that the Head Teacher's empowering behaviour of the head teacher influences students' academic performance and some responses were reported as follows.

One respondent stressed that: *"Head teacher's delegation capacity motivates the teachers and members of the school community to work with their hearts out and hence resulting into improved academic performance"*.

Another respondent reported that: *"Empowering teachers through involving them in decision making develops a sense of ownership and this increases their work rate and academic performance as well"*.

The analysis of results from table 12 and the interview responses support that the Head Teacher's empowering behaviour positively affect students' academic performance in secondary schools in Iganga Municipality.

## CHAPTER FIVE

### DISCUSSIONS, CONCLUSION and RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the discussion of findings, conclusions and recommendations in line with the research questions and objectives.

#### 5.1 Discussion of Findings

##### 5.1.1 Discussion of Research Question One

Does Head Teacher's structural initiative behaviour affect Students' Academic Performance in secondary schools in Iganga municipality?

The study results showed that there was an agreement that the head teacher's planning influences academic performance indicated by (mean=4.3 and STD=0.23). Freeman (2005) also supports the findings when he argued that organisation performance improves when leaders provide their team with a definite sense of direction and purpose. This implies that when a head teacher plans for every activity in time, teachers will follow and tend to meet the goals thereby improving the academic performance of students.

In addition, Brooke (2003) and Northouse (2013) argued that when managers are able to describe the vision, goals and employee roles clearly, it creates high commitment thus increasing institutional performance. Their argument is congruent to the study results which show that there is an agreement that clarifying roles and responsibilities

(mean=4.2, and STD=0.25) as well as goals and objectives (mean=4.0, and STD=0.14) affect academic performance. This implies that if head teachers set, clarify and properly communicate the goals, objectives and roles to the teachers, the students' academic performance improves.

The general analysis of the study results in table 8 where (mean=4.1 and standard deviation=0.18) imply that the head teacher's structural initiative behaviour affects students' academic performance in secondary schools in Iganga municipality while majority (7 out of 8) of the interviewed respondents who said "Yes" also supported that structural initiative behaviour positively affects students' academic performance. The result is also supported by Aiko (2015) who noted that the success of any institution depends on leaders who are informed and able to communicate the vision to the staff of what their schools should become and clear sets of personal and educational values which represent their moral purposes for the school. One interview respondent had a similar view that it is possible to achieve improved academic performance if the head teacher sets clear objectives for the teachers and students.

### **5.1.2 Discussion of Research Question Two**

Does Head Teacher's consideration behaviour influence students' academic performance in secondary schools in Iganga Municipality?

The results from Table 8 indicate the mean as 4.2 and a small standard deviation of 0.45 implying that the Head Teacher's consideration behaviour is influences students' academic performance in secondary schools in Iganga Municipality. This is also congruent with findings of Dansereau and Yammarino (2008) who stated that

developing, motivating and supporting employees pushes them to develop new skills and abilities and this results in higher levels of employee satisfaction, commitment and organizational performance. The 5 out of 8 interviewed head teachers and senior education officers also supported the argument while it was also identified that students' academic performance would be affected by the extent to which the head teacher provides the required tools and materials to the teachers to do their job. Abdikarin et. al (2013) noted that the success of an organization is reliant on the leader's ability to optimize human resources, understands the importance of subordinates in achieving the goals of the organization, and that motivating these subordinates is of paramount importance in achieving these goals while Lossier and Achua (2010) noted that motivation of staff is very appropriate to drive employees to meet the organizational goals especially when their morale is low and tasks are complex. A great participation of every employee can facilitate a great attainment of individual desires leading to increased work performance and organizational performance (Abdikarin et. al, 2013).

This implies that when teachers are motivated, their level of commitment towards work improves and when support supervised, they tend to work better while knowing that the head teacher is interested in what they are doing. It is important to provide teachers with working tools and materials to aid their work and results into improved students' academic performance.

### 5.1.3 Discussion of Research Question Three

Does head teacher's empowering behaviour influence Students' Academic Performance in Iganga Municipality?

Table 9 shows that there was an agreement in the four items of empowering leadership behaviour with their mean greater than 3.0 since the teachers agreed that training and administrative support for teachers (mean=4.9, STD=0.26), induction of new staff by the head teacher (mean=3.5, STD=0.13), involvement of teachers in decision making (mean=4.5, STD=0.22) and delegation of duties to teachers by the head teacher (mean=3.6, STD=0.10) influence students' academic performance in schools.

Humborstad et. al (2014) confirmed that empowering leadership was important to job performance while Wellins et. al (2011) found that the empowered team was more proactive, seeking continuous improvement on the quality of work, continuous optimization of work process, searching for creative solutions thereby achieving organizational performance.

The analysis of results in table 9 indicates the general mean as 4.13 and a small standard deviation as 0.69. This high mean and small spread of data implies that the head teacher's empowering behaviour affects the students' academic performance in secondary schools in Iganga Municipality. In addition, it was also identified from the analysis of findings from interviews that empowering teachers through involving them in decision making and delegating tasks develops a sense of ownership and increases their work rate and academic performance. This is also supported by the findings of Kirkman (2007) who argued that when leaders demonstrate that they can achieve

objectives, they require a high level of intergroup cooperation, synergy and that every employee enjoys the work experience. Kirkman (2007) also noted that all organizations require their leaders to empower the people they work with in order to achieve the goals of the organization while Cordery et. al (2010) added that the empowered team had higher organizational commitment level compared with the traditional team in the same company and further confirmed that empowerment could predict employees' job satisfaction, commitment level and organizational performance.

## **5.2 Conclusions**

The purpose of the study was to determine whether the Head Teacher's leadership behaviour affects students' academic performance in secondary schools in Iganga Municipality. The discussion of quantitative results from tables and qualitative results from interviews together with existing literature were based on to make the following conclusions.

### **5.2.1 Conclusion on Research Question One**

It is therefore deduced that Head Teacher's structural initiative behaviour has a positive effect on students' academic performance. This performance is attributed to proper planning in school, setting of clear goals and roles and good communication of plans to teachers by the head teacher.

### **5.2.2 Conclusion on Research Question Two**

From the analysis and discussion of results, it is therefore evident that motivating teachers, provision of materials, support supervision and encouragement of team work by the head teacher have a moderately positive influence on students' academic performance.

### **5.2.3 Conclusion on Research Question Three**

It is therefore concluded that the head teacher's empowering behaviour has a positive effect on academic performance of students in secondary school whenever the head teacher properly delegates duties to teachers, provides administrative support, facilitates staff trainings and involves teachers in decision making.

## **5.3 Recommendations**

The findings of the study have implications for policy and practice in secondary schools. Therefore the following recommendations emanate from the findings:

Head teachers should acquire and better employ management skills in planning for the school. The head teachers should also supervise teachers and students closely for effective teaching and learning and for students to consistently do well in national examinations. They should ensure that there are teaching schemes for each subject in the curriculum to ensure coverage for the full period of the course in each subject. The board of governors should increase resources to allow head teachers to facilitate this process.

The educational partners and ministry of education and sports should increase the support to the schools which do not have enough resources to facilitate the teaching and learning process. Teamwork and quality improvement measures should be employed by head teachers regularly so as to influence the academic performance in schools. Head teachers must create opportunities for understanding the needs, aspirations and frustrations of each staff members through effective communication, mutual trust and openness among all the stakeholders. Thus there should be proper and free flow of information in the institutions regardless of the communication model adopted by the school. Board of governors should support the head teachers in students' and teachers' motivation through financing since motivation plays a major role to improve students' academic performance. Head teachers should also start being team players instead of being managers by improving their communication skills.

The ministry of education and sports should organize in-service courses for head teachers on management behaviour, principles and practices other than considering academic qualification and experience so that they become trainers of trainers. This requires inculcation of leadership skills through intensive skill training at the Civil Service College every year.

#### **5.4 Recommendations for Further Research**

The study did not exhaust all matters related to it. There are other issues emanating from the study that require further investigation. These are:

- i. Comprehensive studies should be undertaken to include a larger population in order to ascertain whether the problem transcends other districts.

- ii. The study needs to be further taken to others institutions especially the primary schools to generalize the findings.
- iii. In addition, since Iganga municipality is urban, further similar studies should be carried out in rural areas for comparative analysis.
- iv. The government policies in government aided schools such as Head Teacher's transfers, school funding pattern, and USE policy should be investigated since they may have a bearing on the behaviour of head teachers and academic performance.
- v. The influence of planning meetings on teachers' commitment should be investigated since the frequencies of planning meetings vary in schools.
- vi. Further research should be done on the influence of support supervision on teacher's job satisfaction since some head teachers focus on fault finding other than supporting the teacher to perform better.

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## APPENDICES

### Appendix A: Teachers' Questionnaire

This questionnaire is designed to collect **your** opinion that will help in a research about, **“Head Teacher’s leadership behaviour on students’ academic performance in secondary schools in Iganga municipality”**. Your responses will be kept confidential and used for academic purposes only. Please honest in giving your responses.

#### Section A: Background Information (Please tick in the box of your choice)

1. Sex; Male  Female
2. Age bracket (years)  
20-29  30-39  40-49  50 and above
3. What is your working experience?  
1- 5 years  6 - 10 years  11 years and above
4. Level of education;  
Diploma  Degree  Masters  Other

In sections B, C and D you need to choose by circling *the value that applies to you*”.

#### Key for circling the value of your choice

	Value	
Strongly Disagree (SD)	1	You have adequate knowledge to answer the question
Disagree (D)	2	You have some knowledge to answer the question
Neutral (N)	3	You don't have any knowledge to answer the question
Agree (A)	4	You have some knowledge to answer the question

Strongly Agree (SA)	5	You have adequate knowledge to answer the question
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**Section B: Do you agree that head teacher's initiative structural behaviour affects students' academic performance in your school? (Circle the value of your choice)**

		SD	D	N	A	SA
5	Head Teacher's planning influence students' academic performance	1	2	3	4	5
6	Clarifying roles and duties of staff by head teacher has an impact on students' academic performance	1	2	3	4	5
7	Clarifying goals and objectives to teachers affects students' academic performance	1	2	3	4	5
8	Monitoring of teaching and termly performance influences students' academic performance	1	2	3	4	5

**SECTION C: Does head teacher's consideration behaviour influence students' academic performance in school? (Circle the value of your choice)**

		SD	D	N	A	SA
9	Staff motivation by the head teacher impacts on students' academic performance.	1	2	3	4	5
10	Head teacher's support supervision influences students' academic performance.	1	2	3	4	5

11	Provision of working tools and materials affects students' academic performance.	1	2	3	4	5
12	Head teacher's emphasis on staff teamwork influences students' academic performance.	1	2	3	4	5

**SECTION D: What is the impact of head teacher's empowerment behaviour on students' academic performance in school? (Circle the value of your choice)**

		SD	D	N	A	SA
13	Training and administrative support has an impact on students' academic performance.	1	2	3	4	5
14	Induction of new staff by head teacher influences students' academic performance.	1	2	3	4	5
15	When the head teacher involves teachers in decision making, it affects students' academic performance.	1	2	3	4	5
16	Delegating of duties to teachers by the head teacher has an effect on students' academic performance.	1	2	3	4	5

17. Rate the academic performance level of senior four candidates from since 2016.

Please tick in the box of your choice.

Excellent	Very Good	Good	Fair	Poor

Thank You Very Much

**Appendix B: Interview Guide (Head teachers)**

1. Sex; Male  Female

2. Age bracket (years)  
20-29  30-39  40-49  50 and above

3. What is your working experience?  
1- 5 years  6 - 10 years  11 years and above

4. Level of education;  
Diploma  Degree  Masters  Other

5. Do you think your structural initiative behaviour affects students' academic performance? Yes..... No.....

If yes, explain how; .....  
.....  
.....

6. Does your consideration behaviour influence students' academic performance in school? Yes..... No .....

If yes, to what extent: .....  
.....  
.....

7. Does your empowerment behaviour affect students' academic performance in your schools?

.....  
.....

Thank You Very Much

**Appendix C: Interview Guide (Senior Education Officers)**

1. Sex;

Male

Female

2. Age bracket (years)

20-29

30-39

40-49

50 and above

3. What is your working experience?

1- 5 years

6 - 10 years

11 years and above

4. Level of education;

Diploma

Degree

Masters

Other

5. Do you think head teacher's structural initiative behaviour affects students' academic performance? Yes..... No.....

If yes, explain how; .....  
.....  
.....

6. Does head teacher's consideration behaviour influence students' academic performance in school? Yes/No .....

If yes, to what extent: .....  
.....  
.....

7. What is the impact of head teacher's empowerment behaviour on students' academic performance in your schools?

.....

.....

.....

Thank You Very Much

**Appendix D: UCE Performance of Iganga Municipality**

*Table 1.1: UCE Performance of Iganga Municipality for 2014, 2015 and 2016*

	2014		2015		2016	
Division	Students' No.	%	Students' No.	%	Students' No.	%
1	186	7.5	150	6.0	142	5.5
2	357	14.4	335	13.3	294	11.4
3	498	20.1	526	20.9	510	19.7
4	1,123	45.3	1,097	43.5	1186	45.9
9	314	12.7	412	16.4	453	17.5
	2,478		2,520		2,585	

*Source: Uganda National Examinations Board statement of release, (2017).*

## Appendix E: Kyambogo University Introductory Letter



### *Department of Educational Planning Management*

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8<sup>th</sup> September 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

**RE: KABAMBWE BENARD - 13/U/14622/GMED/PE**

This is to certify that **Kabambwe Benard, Reg. No. 13/U/ 14622/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

***Head Teachers' Leadership Behaviour and Students' Academic Performance in Secondary Schools in Iganga Municipality***

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

Thank you.

*Komba*

Leticia Komba Rwakijuma (Mrs.)  
**AG.HEAD OF DEPARTMENT**

