

**LEADERSHIP STYLES AND TEACHERS' PERFORMANCE IN SELECTED
GOVERNMENT AIDED SECONDARY SCHOOLS IN MUKONO DISTRICT.**

BY

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DECLARATION

I Nangosa Beatrice certify that this research dissertation is my original work and nobody else has presented it for the award of diploma or degree in any college, institute or university in Uganda.

Signature 

Date 12/11/2014

APPROVAL

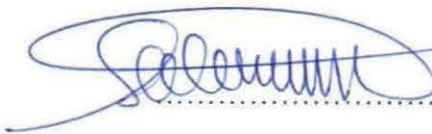
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DEDICATION

I dedicate this work to special people in my life. My father Mr Wabwire James and mother Mrs. Wabwire Jane for educating me up to the level of my first degree; My sister Ms Namwenge Evelyne for giving me unreserved support through my entire course; My husband Eng. Tumusiime Alex for his unlimited support through the course; and last but not least my beloved children Glen, Rizer and Ryan who had to bear with my heavy work load and study schedule.

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ABSTRACT

The research study dealt with the leadership styles and teachers' performance in selected government aided secondary schools in Mukono District. This study was guided by the following objectives; to find out the leadership styles used by school leaders in government aided secondary schools, establish the effect of leadership styles on teachers' performance in these schools and establish the ways of enhancing teachers' performance in government aided secondary schools in Mukono District. Related literature was reviewed in relation to the study objectives mentioned above. In the study, a cross- sectional survey design was applied due to a cross section of population and relevancy to the study. The researcher used both qualitative and quantitative approaches to collect and analyze data. Purposive sampling and simple random sampling techniques were used to select samples. The findings revealed that the leadership style largely used in the selected government aided secondary schools was autocratic or authoritarian leadership style. This style of leadership stifles teachers' performance since it ignores their expertise, smothers motivation and commitment. It was also found out that teachers' performance under this leadership style in these schools is poor since teachers do not participate in decision making. It is therefore recommended that School leaders should integrate leadership styles so as to check the excesses of a single leadership style. They should use participatory leadership style which allows teachers to participate in decision making and avoid coercive practices.

The Ministry of Education and Sports should revise teachers' remuneration, motivate them and provide better working conditions to enhance their performance in schools. It should also regularly inspect these schools and evaluate the performance of school leaders and teachers, give professional advice hence uplifting their performance.

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CHAPTER ONE: INTRODUCTION

The performance of teachers largely depends on the leadership exhibited in that school. Similarly every organization has leaders who steer other employees towards achieving the desired organisational goals. Leadership is therefore an integral part of management and plays an important role in managerial operations of any organization. This study explored the extent to which leadership styles employed by school leaders affect the teachers' performance in Mukono District. The chapter brings out the background to the study, problem statement, purpose, objectives, research questions, significance, and scope of the study

1.1 Background

The aspect of leadership has been in existence as long as men have formed into groups.

It was assumed that most workers could not think for themselves and therefore needed a superior to direct their efforts. This then was a leader believed to be superior in intellect, experience, skill and understanding but, often power came from the position itself. (www.hermangroup.com/leadershiprevolution.html).

Despite the fact that the concept of leadership continues to evolve, three aspects stand out and these are people, influence and goals (Daft, 2008). Leadership therefore is dynamic and involves the use of power to influence people and have things done through the given means. The study therefore was conducted on leadership in relation to performance.

This study was guided by the path goal theory of leadership which states that a manager or leader can influence performance, satisfaction, motivation of workers by offering means for achieving performance goals and removing obstacles to performance (Wehrich & Koontz,

2005). With reference to this theory, the subordinates who are the subject teachers execute their duties depending on how the leaders such as Head Teachers, Deputy Head Teachers, Director of Studies, Heads of Department set goals, delegate duties, promote team work and help them to find the path to achieve the school goals. The researcher had assumed that this theory would help teachers' involvement in decision making, proper delegation thereby enhancing the teachers' performance.

According to Okumbe, (1998) leadership styles refer to particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. In this study, the leadership styles under study were autocratic or authoritarian, participative or democratic and laissez-faire or free reign leadership styles. These in a way relate to how school leaders execute their duties hence affecting the teachers' performance.

Armstrong and Baron, (1998) view performance as the function of what the organization expects from the employees in the way of task execution and what they are willing to offer on the job. The World Book Encyclopedia, (1994) defines teacher performance as duties carried out by teachers inside and outside the classroom. In the school setting, performance is measured in terms of their ability to work, attend to lessons, be punctual and committed to work. It is noted that rewards and incentives may influence one's performance.

Armstrong and Baron, (1998) point out that performance of employees is affected by the quality of encouragement, guidance and support provided by managers and team leaders. Olmstead, (2000) urges that in most organizations leadership is exercised by the individuals who occupy positions of authority. However, he notes that effective leadership may or may not be exercised by those in positions of authority. A leader may perform without exception

a very technical duty attached to his position but this is no assurance that he will exert much positive effect on others or that he will be able to enlist much genuine enthusiasm on the part of the employees. If the leadership styles of school leaders are not investigated and brought to book, the performance of teachers' in government aided secondary schools may not improve. The researcher therefore believes that members of an enterprise depend on their leaders to identify their tasks and to provide resources for task performance.

In Mukono District, the performance of teachers in some government aided schools is wanting as revealed in the Mukono District Inspection Reports,(2012 & 2013). The report also revealed that in some schools, the teachers and head teachers were not readily available at their work stations to execute their duties. It was also reported that a number of teachers in rural government aided schools are irregular at school, a few had schemes of work, no lesson plans among others. This situation automatically impacts on the students' performance in these schools. While there could be various reasons for this, the researcher felt that there was need to investigate the leadership and teachers' performance in the government aided secondary schools in Mukono District.

1.2 Statement of the problem

Leadership is an integral part of management and plays a vital role in managerial operations. According to Hannagan, (2008) some organizations fail to perform to their expectations due to leadership related problems.

There have been media reports about the leadership in schools, the performance of the teachers and its effects on their pupils or students in Uganda.

In the article “Leadership skills still on high demand in Uganda”, Isaac Khisa quotes Nsubuga Yusuf, the Acting Director of Basic and Secondary Education in the Ministry of Education and Sports, who notes that there is a big deficiency in leadership skills in many schools (Daily Monitor, Wednesday 9th February, 2011. Pg 22). Mayamba Johnson also reports in the article “Lweza head teacher shifted after strike” that the head teacher of Lweza Primary School in Mukono District was forced out of the school by parents accusing her of poor leadership, mismanagement and pupils’ poor performance (Daily Monitor Thursday 14th February, 2013 pg 13). Performance in schools should be a product of teacher commitment, efficiency and effectiveness. The teacher is considered to be the operating core of the schools and the students who graduate through their performance efforts. Unfortunately, school inspection reports from Mukono District 2012 and 2013 revealed that teachers’ performance in some government schools is poor. Well as there could be other reasons for this poor performance, the researcher decided to investigate whether the leadership styles used in schools might have a bearing on the teachers’ performance hence the study.

1.3 Purpose

The purpose of the study was to examine whether leadership styles of school leaders affect the teachers’ performance in the selected government aided secondary schools in Mukono District.

1.4 Objectives

1. To identify the leadership styles used by the school leaders in the selected government aided secondary schools in Mukono District.

2. To establish the effect of leadership styles on teachers' performance in the selected secondary schools in Mukono District.
3. To find out how the teachers' performance in selected government aided secondary schools in Mukono District can be enhanced.

1.5 Research questions

The study was guided by the following questions:

1. Which leadership styles are employed by school leaders in the selected government aided secondary schools in Mukono District?
2. What effect do the leadership styles used by the school leaders have on the teachers' performance in government aided secondary schools?
3. How can the teachers' performance be enhanced in government aided secondary schools in Mukono District?

1.7 Scope

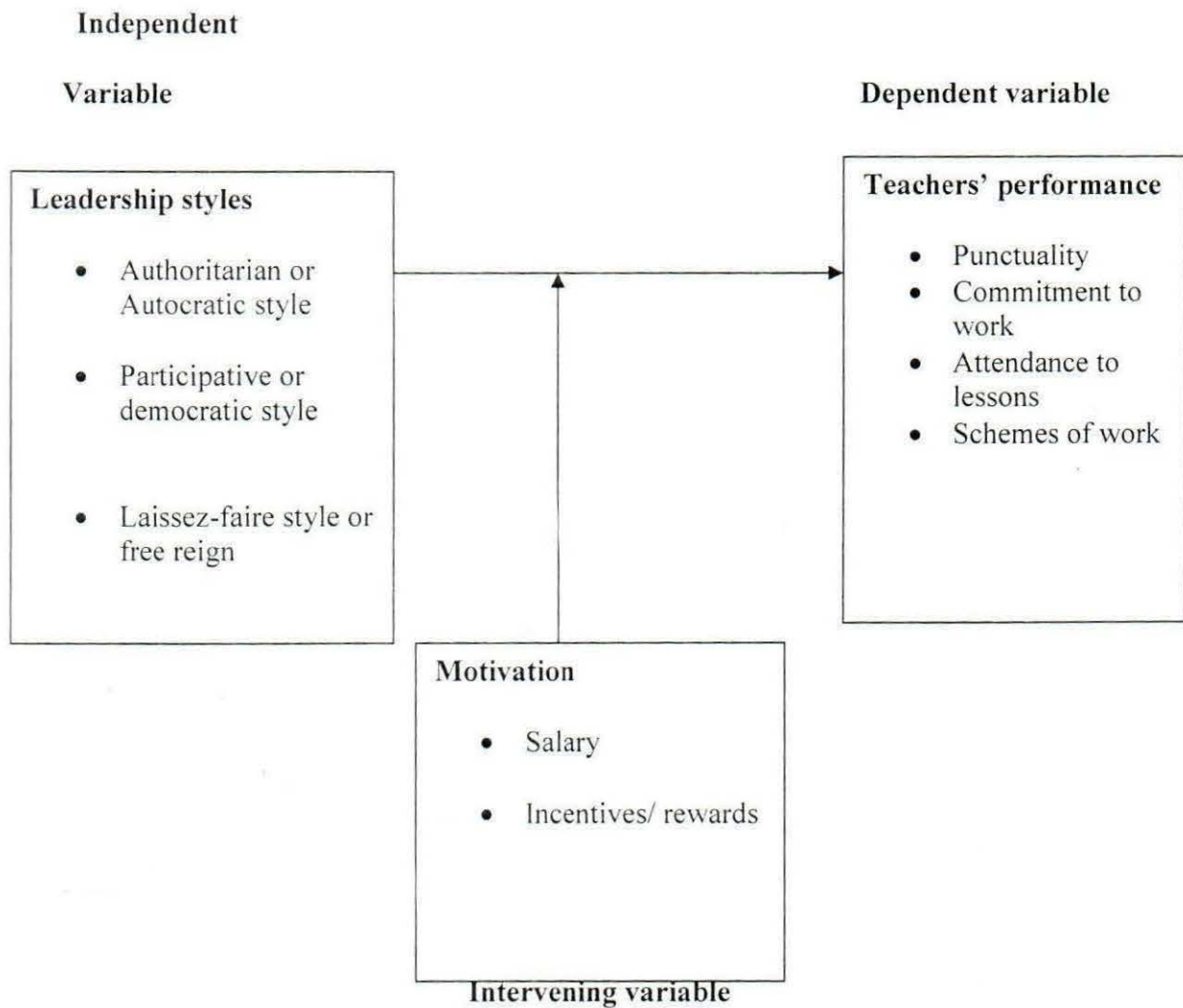
The study was conducted in ten selected government aided secondary schools in Mukono District. These schools consisted of both Universal Secondary Education [USE] and non Universal Secondary Education Government aided secondary schools as shown in appendix D. Consideration was given to both rural and urban based government aided secondary schools in the district. Two of the urban secondary schools were USE while the other two non USE. The study investigated the leadership styles employed by school leaders, the effect of these leadership styles on the teachers' performance and ways of enhancing teachers' performance. The study was conducted between March and April 2014

1.6 Significance

1. The findings would help the school leaders to have a deeper understanding of the relationship between the leadership styles and teachers' performance hence be able to formulate school practices that promote teachers' performance.
2. Head teachers would be able to use the findings to generate new ideas and use them to improve their policies and leadership so as to bring out the desired behavioral patterns from the staff.
3. The head teachers could use the findings to come up with modalities of improving on the teachers' performance through integration of leadership styles as the situation may demand. This is true because some school leaders are so rigid that they do not change their approach even when the situation demands so. Therefore this new knowledge could help them to adjust accordingly.
4. The Ministry of Education and Sports [MoES] and Board of Governors [BOGs] could use the findings to come up with new policies that could facilitate teachers to perform more effectively.
5. Teachers would also use the findings to generate ideas on improving their own practices and performance in school.

Figure 1.

1.8 Conceptual frame work showing relationship among variables.



It was conceptualized that the performance of teachers in the schools i.e. commitment to time and work, lesson preparation and attendance to them are significantly affected by the people in authority. The way in which they exercise their authority and power over the subordinates will have a bearing on their work behavioral patterns. Despite the fact that the

teachers are employed and given terms and conditions of service, their performance may be influenced by the rewards and incentives they receive as shown in the frame work. That is to say leadership style is seen to influence the teachers' performance and this relationship may be influenced by the rewards and incentives given to the teachers as shown in the figure 1.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature reviewed on the topic in relation to the study objectives.

The related literature was reviewed on three leadership styles, the effect of leadership styles on teachers' performance and ways in which teachers' performance can be enhanced.

The attention given to leadership styles is based on the assumption that subordinates are more likely to work more effectively for managers who adopt a certain style of leadership than they will for managers who adopt alternative styles (Mullins, 2000).. The study therefore zeroed on three leadership styles i.e. autocratic or authoritarian, participative or democratic and laissezfare or free regn.

2.2 Leadership styles

According to Mullins, (2010) leadership style is the way in which functions of leadership are carried out and the behavior of the leader towards the members of the group. Leadership style is also viewed as behavior patterns of a person who attempts to influence others in achieving desired goals (Worthhouse, 2012). In light of the above, School leaders influence the attitude, perception and functions of staff through the leadership style they adopt and can either foster or frustrate the aspirations, expectations, motivation and productivity of staff in a school.

In autocratic or authoritarian leadership style, scholars have described it differently. Andrzej and Buchanan, (2007) point out that the leader has no confidence and trust in the subordinates, imposes decisions upon them, never delegates and instead acts by threats.

According to Robbins, De Cenzo and Coulter, (2011) autocratic leaders tend to centralize

authority; they decide the work methods, make unilateral decisions and limit employee participation. Mullins,(2010) is also in agreement with other scholars that under this leadership style, focus of power is within the manager and all interactions within the group move towards the manager. The manager alone exercises decision making power for determining policy, procedures for achieving work tasks, goals plus control of rewards and punishments. The researcher concurs with those views in that subordinates do not participate in decision making. Orders just come from the leaders and subordinates are expected to follow them without question or deviation. It is under this style where the leader identifies the problem, makes a decision and announces it to the subordinates, it is directive and coercive in ensuring that the organizational goals are achieved (Gayle 2004). However, some scholars argue that leaders can no longer rely solely on the use of their position as a means of exercising the functions of leadership. Alger, Delahunty, and Diamantopoulos, (2000) also concur with the view that leaders today are moving away from this style of leadership as it has proven unpopular and generally workers prefer to be included in the decision-making process.

Under supervision, autocratic or authoritarian supervisors are exploitative in nature, make decisions about what is to be done, how it should be done and who should do it (Bulin,2001). The author also highlights that communication flows from top to bottom, workers are treated like children and failure to follow instructions leads to punishments. Despite its effectiveness when the time is short and where the leader is the most knowledgeable, this style may not yield positive results in a school setting according to the researcher. This is because it is misleading for the leader to assume that he / she is the most knowledgeable in the organization yet there are those that may be better and more

experienced in performing certain tasks than their leaders. Mullins, (2010) also points out that leadership today is increasingly associated not with command and control but with the concept of team work, getting along with other people, inspiration and creating a vision which others can identify. The leaders therefore need to focus on moving people and organizations forward by increasing the competency of staff and cooperation of teams in order to improve employees' performance. The leaders' job is to constantly challenge the bureaucracy which smothers individual enthusiasm and the desire to contribute to the organization.

Under the participative or democratic leadership style, Alger, et al, (2000) note that it involves leaders consulting employees before making decisions. The focus of power is more with the group as a whole and there is great interaction within the group (Mullins, 2000). The leadership functions are shared with members of the group and the leader is more part of a team. Under this style, leaders involve employees in decision making, delegate authority, encourage participation in choosing work methods, goals and use the feedback as an opportunity to bring the employees on board (Robbin, et al, (2011). The leader's job is primarily of a moderator, even though he makes the final decision and he alone is responsible for the results. Worthhouse, (2012) also asserts that under this leadership style, the leader does not exclusively focus on the goals but uses supportive behavior that brings out the employees' skills around the task to be accomplished. The style therefore involves listening to employees, giving credit where it is due, asking for their input and giving the required feedback. According to Gayle, (2004) democratic or participative leadership style gives consideration to the followers; consultation and consensus are vital, facilitating interaction, sharing power and authority. The researcher

believes that this kind of style fosters the employees' performance since they are consulted on issues pertaining their areas of operation. The employees' participation in decision making, determine their work methods and thus bring about desired behavioral patterns. The participative leadership style therefore is motivating on the side of the employees since they are consulted and their input is considered hence tend to own such decisions and ensure they succeed.

The laissez-faire or free reign leadership style is where the leader or manager observes that members of the group are working well on their own. The leader consciously makes a decision to pass the focus of power to members to allow them freedom of action, "to do as they think best" and not to interfere but be readily available if help is needed (Mullins, 2000). This style does not encourage rules in the organization and does not bind itself to any kind of regulations. The leader is merely a symbol and his role is basically to supply materials required by the group (Robbins, et al, 2011). Under the laissez-faire leadership style, there is complete delegation and subordinates execute their duties as they wish and think. The leader simply observes the members of the group working on their own. The members are left to make decisions that rightly belong to the manager (Mullins, 2010). yield positive results especially where the subordinates need technical guidance in executing their duties.

2.3 The effect of leadership styles on the teachers' performance

Leaders and managers have values, beliefs and ways of doing things with a purpose of enhancing performance of the people within the organization (Kydd, Anderson & Newton, 2003).

Under autocratic or authoritarian leadership style, the manager alone exercises decision making and authority for determining policy procedures for achieving goals, work tasks and relationships, control of rewards and punishments (Mullins, 2000). In this style, the leader ignores the expertise and smothers motivation and commitment of the employees. In systems where leaders and followers exhibit a “master – servant” relationship, the leaders do not trust the followers and motivation is by threats, punishments and occasional rewards. Communication flows from top to bottom where decisions are made up and imposed on the followers (Duncan, 1999).

Under this style workers will always do as they are told but will seldom be creative and there is very little trust between the leaders and the subordinates. This creates uncomfortable working relationships through anxiety and tensions which in turn hinder staff performance (Kydd, et al, 2003).

According to Andrzej, et al, (2007) this style can be more effective when the time is short and the leader is the most knowledgeable in the organization. Mullins, (2010) also is in agreement with this view in that this leadership style though can be over bearing, it may motivate employees and inspire commitment if appropriately used. This can be misleading for a leader to assume that he / she is the most knowledgeable in a school since it is a complex organization. The researcher also believes that school leaders who use this leadership style make all decisions and motivation is by threats rather than inspiration. This style can therefore stifle the teachers’ creativity and commitment to work hence limited positive results.

The participative or democratic leadership style allows the employees to be involved in decision making; there is high employee involvement, good employee relations which

translate into increase in productivity (Alger, et al 2000). Under this leadership style, there is sharing of ideas and more of team work which facilitates better performance of the employees. This kind of working relationship leads to better and improved performance and leaders gain more commitment of the employees (Crean, 2006). Thus the employees' morale, self esteem, loyalty, confidence and job satisfaction are boosted (Tibamwenda, 2010). Gomez-Majia, et al, (2008) also point out that a leader who builds trust by being dependable, consistent, persevering and does not feel complacent creates a relationship which reduces employee turnover, improve employee satisfaction and performance. Kydd, et al, (2003) cite Bottery, (1992) who notes that employees under this style, employees are treated as "resourceful humans" and the leaders are motivated by concern for the people involved in the process. Bulin, (2001) concurs with those views that this leadership style leads to improved productivity, team work, shared abilities and knowledge. The workers also gain responsibility for quality control, dependence and commitment. This encourages input from the staff and builds consensus through participation (Mullins,2010). The researcher also supports those views in that this kind of relationship makes the employees to feel valued, important and part of the organisation thereby increasing their commitment to work. This in turn leads to a better performance since decisions are made by the same people who are supposed to implement them.

Glatthorn, (1990) points out that school leaders share decision making with team leaders and teachers, thus giving direction to school improvement efforts; teachers then play an active role in curriculum development, implementation and supervision. The relationship between the style and teachers' performance is shown where school leaders participate in the selection and assignment of personnel in a manner that makes optimal use of their

knowledge and ability. Despite the employee involvement and its advantages this style may be time consuming in situations where immediate decisions need to be made since consultations have to be made with the staff.

In the laissez-faire or free reign style of leadership, employees have a great deal of decision making where creativity is encouraged from employees but there is loss of control by management since little direction is given (Alger, et al, 2000). Since the leader offers little or no guidance to the employees, it leads to poor definition of roles and lack of motivation. This view is also held by Mac Donald, (2007) as he points out that this style is associated with the highest level of truancy and little modifications which lead to un productive attitudes. Nsubuga, (2008) in his study of leadership style and school performance, points out that head teachers who use laissez-faire style fail to follow up on those they delegated tasks to and consequently performance declines. They tend to leave everything to the subordinates some of whom may lack the necessary skills and competence to execute the tasks at hand. ([education.go.ug/journal Article \(1\):pdf](http://education.go.ug/journal%20Article%20(1).pdf)). The researcher notes that if the members are not knowledgeable and experienced enough to handle those particular tasks and roles are poorly defined without proper follow up mechanisms, inefficiencies in the school will crop up hence poor performance of teachers.

The observations cited above were not made in the context of identifying leadership styles used in government aided secondary schools but rather in general context. They show how these styles affect the performance of the organization hence the need for this study in the USE and non USE government schools to cover up that gap in the literature.

The leadership styles above are discussed with reference to other organizations rather than a school setting hence the need for this study to establish whether these leadership styles are being used by school leaders in government aided secondary schools

2.4 Enhancing teachers' performance in schools

All schools have teachers but their level of performance varies from individual to individual and from school to school. The staff may have the competencies needed to do the job but as they take on more responsibilities for the completion of the task they are likely to be less in confidence. The leader therefore needs to provide a high level of support to encourage and facilitate individuals and teams in making their own decisions (Management Extra, 2000). In order to have the best results from subordinates, the leader should encourage high morale, a spirit of involvement, cooperation and team work (Mullins, 2000). The teachers' participation in decision making bring feelings of control and satisfaction leading to professional development and performance improvement (Kydd, Anderson & Newton, 2003). The researcher however observes that this is possible where the leaders provide meaningful support, resources and have respect for the subordinates bearing in mind that they are human beings and knowledgeable as far as their tasks are concerned.

In a bid to enhance staff performance, Glatthorn, (1990) urges that organization leadership should focus on fostering the elements that support a culture of excellence, clear mission and goals, policies that ensure equity in the context of shared decision making. The school leadership should therefore be facilitative in allocating resources, providing the incentives to the staff and implement the planning together. Regarding the human resource, Nabawanuka, (2004) cites Kayongo, (2002) who observes that delegation leads to optimum

use of human resources and improved organization performance since it leads to increase in the amount of work done, staff satisfaction, enthusiasm and faster growth for teachers. Malcom, (1993) supports this view in that delegation is essential in coping with large amounts of work and the best way of developing people. This provides a good opportunity to train people, motivate them and show the leader's confidence in them. If this is coupled with regular team meetings at which progress is jointly reviewed and problems solved can be the essence of team working and better performance. (Ibid, 1993). To the researcher, these views may work in some schools where there is proper delegation and resources are readily available to facilitate the execution of tasks. However this is not the case with USE schools where the resources are limited and not provided in time.

There are scholars who suggest that staff development can go a long way in enhancing teachers' performance. According to Kydd, et al, (2003), on-going development of people working in Education organizations is important since it ensures that the people undertaking the work are able to adjust their thinking, and working styles in relation to the situation. Thompson, (1993) also points out the importance of self and staff development in continuous performance improvement. Tam and Cheng, (1996) as cited by Foskett and Lumby, (1997) describe the nature of development required as different programs and activity which aim at empowering teachers and leaders to develop positive attitudes and beliefs about education so as to become more effective individuals and teams in performing their tasks. Mullins, (2010) equally recognizes that self development enhances performance once real development needs and goals are clearly identified, take responsibility for the actions and recognize opportunities for learning.

This can be possible in those schools whose leadership value staff development, are willing and able to allocate resources to that effect. This is true because some rural government aided secondary schools have inadequate resources to support staff development while some do not have the will to do so. That is to say it requires an organizational climate that will encourages people to develop themselves in order to take advantage of situations which are likely to improve their knowledge and skills.

Teacher appraisal is yet another aspect that can enhance teacher's performance according to Odhiambo, (2005) as cited by Kafeero, (2010). This is due to the greater need for accountability and quality delivery in the public and private sector. Performance appraisal if done regularly and systematically as part of the organizational procedure can enhance performance (Malcom, 1993). This helps the leaders to know if the employees are performing adequately, discuss and solve long standing difficulties. Not only does it help in establishing performance levels but also assessing development and training needs as well as documenting employees' potential for promotion. The researcher points out that there is need to improve in the current system for teacher appraisal so as to bring about a desired positive change in performance. This teacher appraisal can only be meaningful if the action points are keenly followed up and teachers are provided with the required resources and support to enable them to effectively execute their duties.

Employees' performance can also be enhanced through Total Quality Management (TQM). According to Sagimo, (2010) TQM is a philosophy of pursuing continuous improvement in every process through the integrated effort of all members of the organization. It is a commitment to total customer satisfaction, continuous process of improvement,

contribution and involvement of all people (Mullins, 2010). In a school setting the parents and students are the clients that need to be satisfied by the services offered by the school. Similarly there should be continuous improvement in all the school departments like teaching, welfare, co curricular activities among others. This concept of TQM can only yield positive results if the school leadership is able and willing to embrace it and involve the school staff in its implementation.

In general, the literature reviewed identifies the leadership styles and how they affect the performance of employees. However, it does not cover the variables in relation to USE and non USE government schools in Mukono District in Uganda. This study is therefore required to fill that gap left in the literature.

Similarly there is need to conduct this study to verify whether the ways cited in performance enhancement in other organizations can be applicable in the context of government aided secondary schools in Mukono District.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents a detailed description of the methodology that was used in the study. It focuses on the research design that was used, the population, sampling methods, data collection methods, validity and reliability of instruments and data analysis.

3.2 Research design

A cross-sectional survey design guided the study using both qualitative and quantitative approaches. This design was adopted because it handled different categories of respondents at the same time i.e. head teachers, deputy head teachers, directors of studies, heads of department and subject teachers. It was also considered relevant to the topic and allowed random sampling for the subject teachers. The qualitative approach was used to analyze descriptive data because the nature of the research problem required the collection of data in its natural setting. The quantitative approach on the other hand was used to analyze statistical data tabulated in form of frequency counts, percentages and graphs.

3.3 Population

The study was conducted in selected government aided secondary schools in Mukono district. The schools were either day or boarding, single – sex or mixed schools. Some of these schools were urban while others were rural based. Similarly some of them were under USE while others were not. The district had 20 government aided secondary schools out of which 10 schools were considered. Some of these schools were purposively selected while others selected using simple random sampling. The schools that were urban based,

under USE and non USE were purposively selected because they were few. The rural based schools were majorly USE and selected using simple random sampling. The target population included; head teachers, deputy head teachers, director of studies, and heads of department and class room teachers. These respondents were chosen because they are directly or indirectly involved in school activities and knowledgeable enough to give the relevant and reliable information.

3.4 Sampling techniques

Purposive sampling was used to select the government aided secondary schools. This technique was adopted because helped the researcher to judge and select samples based on the kind of information required to provide data on the leadership styles and teachers' performance. Ten schools were selected and the urban USE and non USE schools were purposively selected. The rural USE schools were selected using simple random sampling since they were more than the urban based. The selected schools were used to provide the samples of the subjects needed to provide the required information. One head teacher, one deputy head teacher, one director of studies, and six heads of department were chosen per school using purposive sampling as it was suitable for a small population. The number of subject teachers that were selected was based on the size of the staff and 50% of the teachers were selected per school. They were randomly selected so as to give an equal opportunity to the participants. This sampling technique was also deemed suitable for big population. A total of thirty leaders and 230 subject teachers were selected for the study.

3.5 Instrumentation

Data was collected using Self- Administered Questionnaires (SAQs) and face to face interviews as per the guide in appendix A and B respectively. The questionnaires were used to collect large data in a short time and from a big population. The SAQs were largely close- ended so as to limit the respondents to the expected or relevant responses. However some few questions were open-ended so that the respondents could be allowed to vividly express their views regarding ways of enhancing the teachers' performance.

A 4-point likert scale of strongly agree, agree, disagree, strongly disagree, was adopted for the close ended responses. The instrument was designed to get the views of the respondents whether they agreed or not to the items in the questionnaire.

Face to face interviews were administered to head teachers using interview guides so that they could cover the gaps left by questionnaires through collaboration or triangulation and helped to get first hand information. The head teachers' interviews were conducted at their work stations and the researcher took note of the responses provided.

3.6 Validity

According to Litwin (1995) validity refers to how well an instrument measures what it sets out to measure. Validity of the instruments was ascertained through discussions with colleagues and the supervisors. The items were also carefully and critically examined by both the researcher and her supervisors. They assisted the researcher in comparing the items with the objectives of the study and necessary corrections in the questionnaire were made. Thereafter, the instruments were piloted to get content validity before final data collection in the selected government aided schools in Mukono district. The content

validity index obtained was 0.8 as per the calculation below; The content validity index was obtained by ascertaining the validity of each item by my supervisors and colleagues. Thereafter the CVI was obtained by dividing the number of items declared valid by the total number of items.

CVI = number of items declared valid

Total number of items

CVI = 28/35

CVI = 0.8

This was done to refine the instruments for the final data collection.

3.7 Reliability

Reliability is the degree to which study data consistently measures whatever they measure (Bogdan & Biklen, 1998). Reliability of the instruments was established by the use of internal consistency approach where individual items of the questionnaire were examined. The reliability of the questionnaire was ascertained through a pre test of the questionnaires. This was done by carrying out the pilot test using the staff of Busaana Secondary School in Kayunga district, not included among the final participants. The findings of the pilot study showed that the respondents understood the questions and answered them in the right direction. When compared with the respondents from the schools under study, they answered the questions in the same direction. This was done to help the researcher in refining the instruments for the final data collection.

3.8 Procedure

The researcher obtained an introduction letter from the department of Education Planning and Management as in appendix C. This letter enabled her to go to the field and collect data. Permission was also obtained from the head teachers of the selected schools such that

the researcher could embark on data collection without interruption from the school authorities. The questionnaires were then given to the deputy head teachers, directors of studies, heads of department and subject teachers who filled them in. The face to face interviews were conducted with the head teachers in their offices while the researcher noted down their responses. The collected data was then presented, analyzed and interpreted. It was presented in tabular form and graphs. Thereafter conclusions, recommendations were made and a final report written.

3.9 Data analysis

The researcher used descriptive and narrative methods to analyze qualitative data which was obtained from the structured questions and face to face interviews. Statistical data on the other hand was organized into the different categories of respondents. The responses were collapsed into agreement and disagreement and analysed using the Statistical Package for Social Scientists (SPSS) version 16. Thereafter, frequencies, percentages, and chi square values were generated to explain the leadership styles and teachers' performance in the selected government aided secondary schools. The chi square valves obtained showed the level of significance as per the table in appendix F. Bar graphs were also used to enhance the quality of data presentation. A descriptive method was used to explain the frequency distributions and percentages in relation to the study objectives.

3.10 Limitations

1. Some head teachers were too busy to give the researcher some time for the face to face interview. This made the researcher to travel several times to the same stations.
2. In some schools the head teachers were so busy to hold face to face interviews and delegated the responsibility to their deputies.

3. The close – ended questions limited the respondents who might have wanted to explain some issues in details. There were some open ended questions that catered for their opinions.
4. Some few respondents were not interested in filling the questionnaires but the researcher had to be open and convince them to fill them.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPTATION

4.1 Introduction

In this chapter results were presented, analyzed and interpreted according to the three objectives of the study as follows;

- (1) The leadership styles used in government aided secondary schools in Mukono District.
- (2) The effects of leadership styles used on the teachers' performance.
- (3) The ways of enhancing the teachers' performance in government aided secondary Schools in Mukono District.

The above objectives were achieved by the use of structured and unstructured questions. The structured questions generated qualitative data, while the close ended questions generated quantitative data. The quantitative data was analyzed descriptively and presented in form of frequency tables, percentages and graphs. The quantitative data was analyzed through the use of content analysis. The results of the data analysis were a basis on which the findings were discussed, important conclusions and recommendations made.

4.2 Background information regarding leadership styles and teachers' performance.

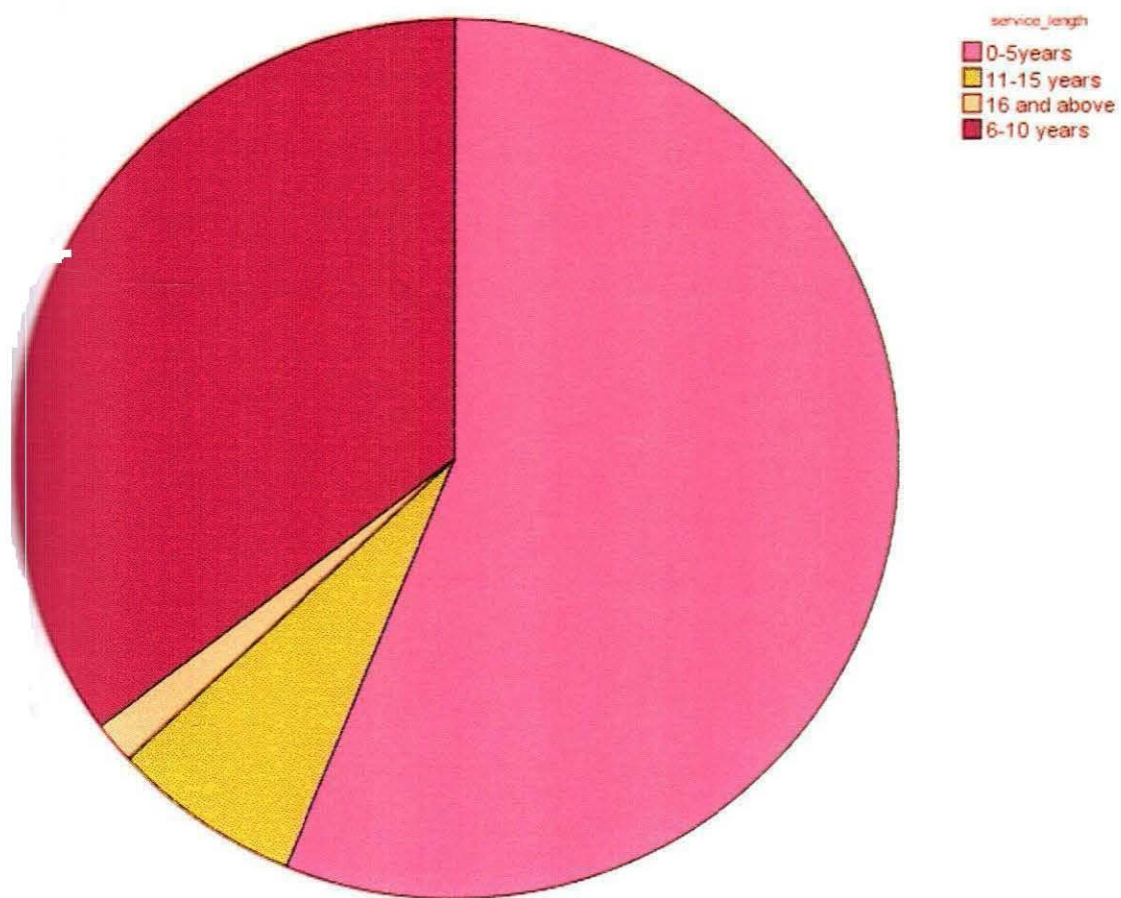
Table 1: Response by gender

	Responsibility		
	Leaders	Teacher	Total
Gender female count	12	140	152
% within responsibility	40%	60.9%	58.5%
Male count	18	90	108
% within responsibility	60.0%	39.1%	41.5%
Total Count	30	230	260
% within responsibility	100.0%	100.0%	100.0%

Source: field data

Table 1 displays information regarding response by gender reveals that the distribution of both male and female teachers is not even since there are more female teachers than their male counterparts. However, the female leaders are still too few compared to their male leaders. This uneven distribution of teachers in schools requires that the leadership styles used in schools should be universal to all and generally gender sensitive.

Figure 2: Period of teaching in schools under study



Source: field data

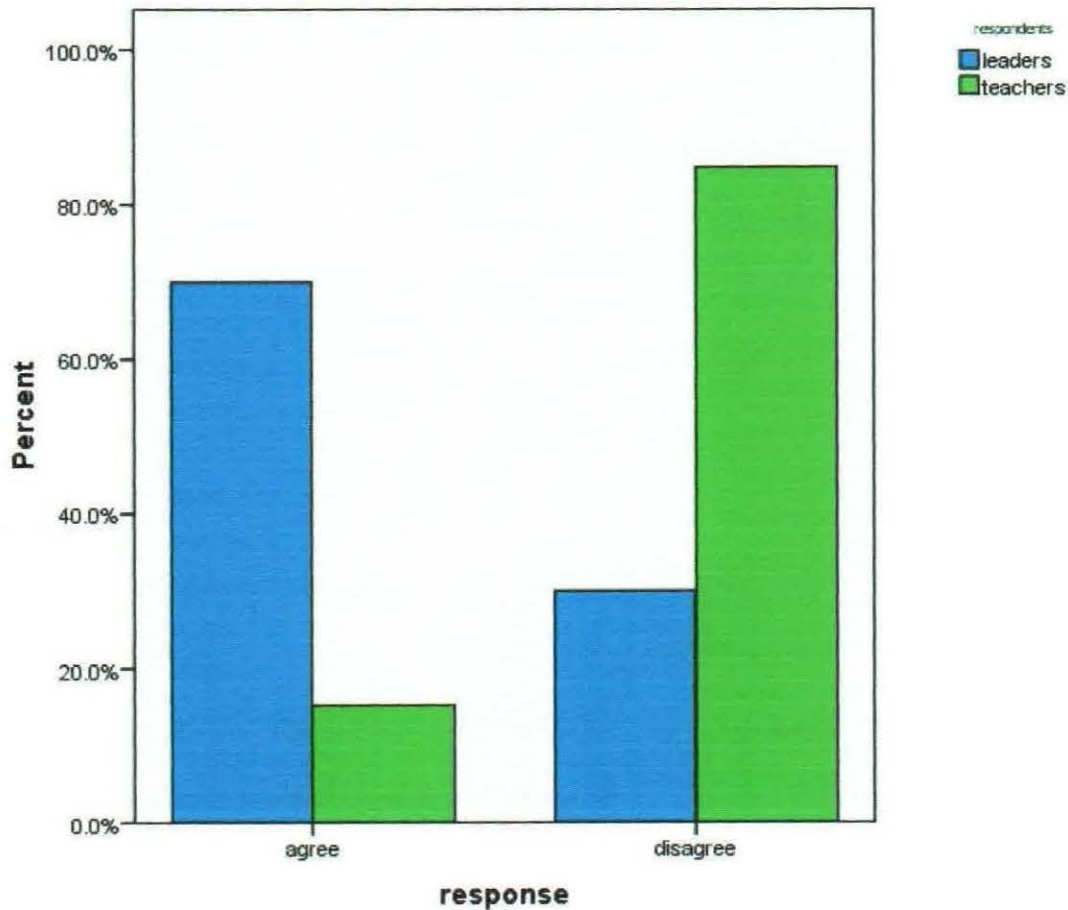
The findings in figure 2 show that teachers have been at this station under study for a relatively long period of time and therefore are in position to give reliable information. The findings also reveal that the majority of the teachers in these schools have worked there for

not more than five years. This perhaps has a bearing on their performance as it may call for use of instructions hence the autocratic leadership.

4.3 Presentations of the leadership styles employed by school leaders

In order to come up with a clear picture of the leadership styles used in schools in Mukono District, the researcher came up with questions to the respondents pointing at the nature of leadership in schools. The response pointed at a specific leadership style among which included the democratic or participative leadership style, the autocratic or authoritarian leadership style and the laissez-faire or free reign type of leadership.

Figure 3: Response on consultation of teachers in decision making.



Source: field data

According to figure 3, it was revealed that 78% of the respondents contend that school leaders do not consult with the staff members when making important decisions and therefore use autocratic type of leadership. Only 22% of the respondents said that leaders consult with such a response therefore, it is clear that school leaders are autocratic for as (mullins,2000) affirms that under autocratic leadership style, the manager alone exercises decision making and authority for determining policy procedures for achieving goals, work tasks and relationships, control of rewards and punishments.

Table 2 : Response on organization of regular departmental meetings by school leaders.

	Responsibility		
	Leaders	Teacher	Total
Response agree	24	203	227
Disagree	6	27	33
Total	30	230	260

Source: field data

Table 2 reveals that 87% of the respondents agree that school leaders organize regular departmental and staff meetings and only 13% of the respondents disagree. This shows that school leaders attempt to be democratic for as Mullin, (2000) states that in democratic leadership there is a great interaction with in the group. However it is also important to note that leaders make such interactions merely as briefing where they give teachers instructions but not as a venue of getting ideas and interaction. The above distribution on whether school leaders hold regular departmental meetings is also expressed in percentage as shown in figure 4.

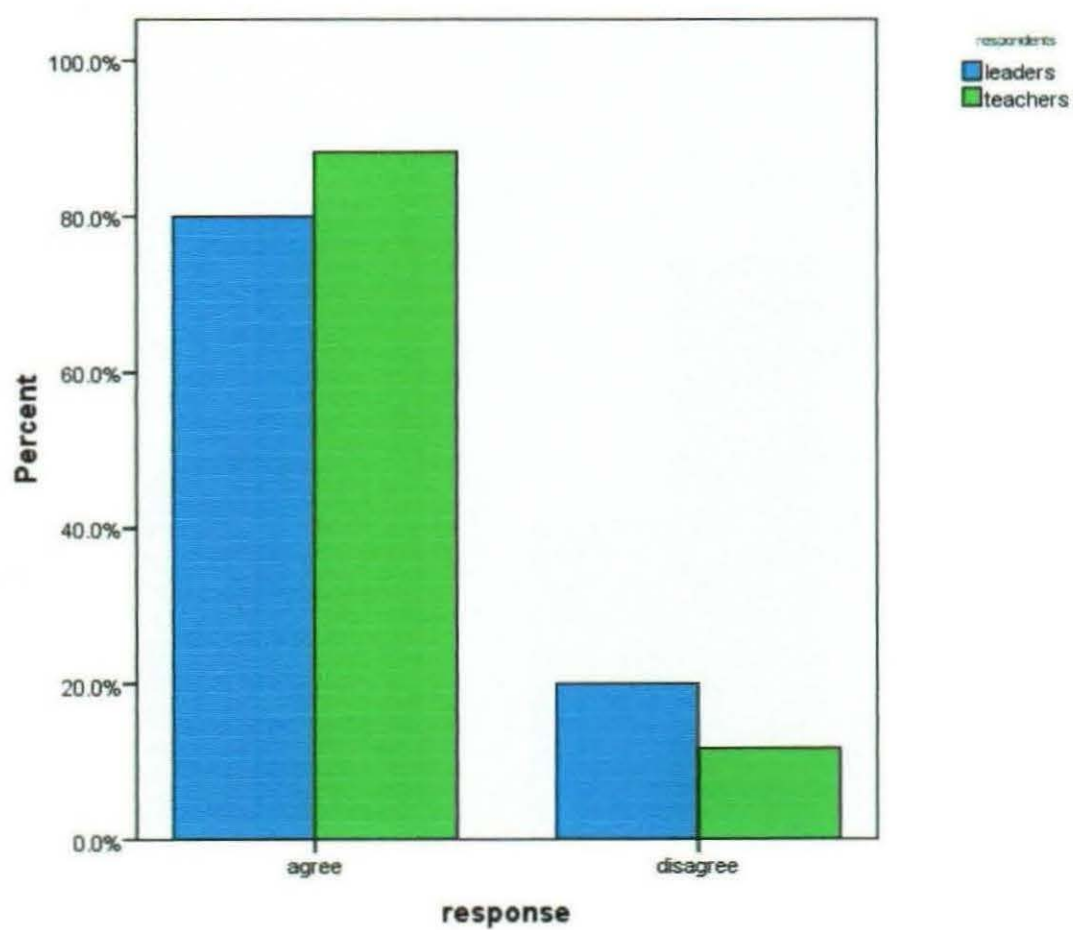
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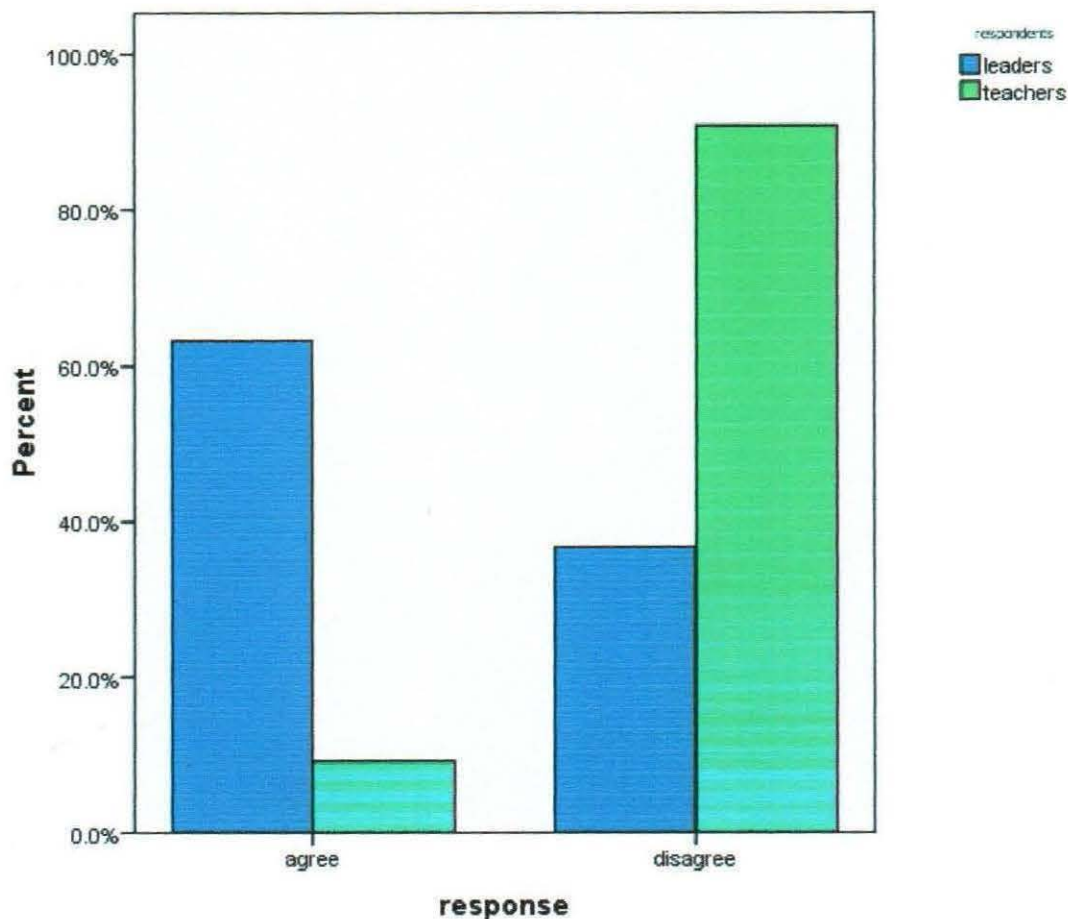
Figure 4: Response on organization of regular departmental meetings



Source: field data

like (Duncan 1999) states that in such a system, communication flows from top to bottom where decisions are made up and imposed on the followers.

Figure 6: Response on motivation of teachers by school leaders.



Source: field data

Accordingly, it was found out that 85% of the respondents believe that teachers are not motivated. Only 15% of the respondents said that teachers were motivated. This response again emphasizes the view that school leaders employ authoritarian styles of leadership. This is in line with (Mullins 2000) who states that it is in the autocratic style of leadership where the leaders ignore the expertise and smother motivation and commitment of the

employees. Indeed the researcher believes that a leadership devoid of motivational tendencies directly points towards autocratic leadership.

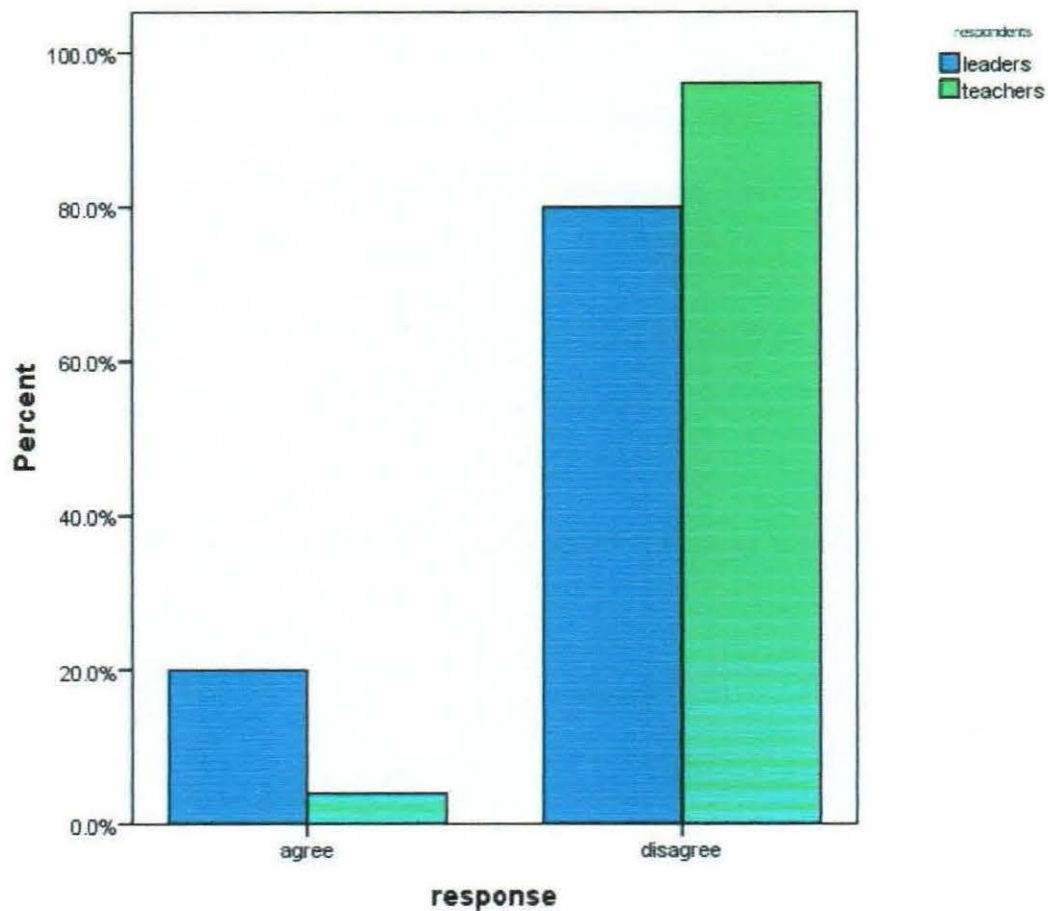
Table 3: Response on whether there is horizontal and vertical communication among leaders and teachers.

	Responsibility		
	Leaders	Teacher	Total
Response agree	6	9	15
Disagree	24	221	245
Total	30	230	260

Source: field data

Table 3 shows responses on whether there is vertical and horizontal communication between school leaders and teachers. The table presents the frequency counts while percentages of these responses are presented in figure 7.

Figure 7: Response on whether there is vertical and horizontal communication between school leaders and teachers.



Source: field data

The findings reveal that 6% of the respondents in these government aided secondary schools in Mukono district assert that there is horizontal and vertical communication as opposed to 94% of the respondents. The school leaders in these schools employ authoritative system of leadership. These respondents contend that there is no horizontal and vertical communication among leaders and teachers. This is in line with Bulin, (2001) and (Duncan, 1999) who assert that in autocratic leadership communication flows from top to bottom where decisions are made up and imposed on the followers and are expected to follow without deviation.

4.4 The effect of the leadership styles on the teachers' performance

In this section the researcher reviewed the overall effects of the leadership styles employed in government aided secondary schools in Mukono district on the teachers' performance. The dominant leadership style that school leaders use as noted in the previous chapter was the autocratic style of leadership and the teachers performance was determined in terms of their regularity at school, punctuality, ability to plan, commitment to their work, ability to teach extra lessons and availability at school.

Respondents were asked the extent to which the dominant leadership styles affect their performance in terms of each of the above traits.

Table 4: opinion on whether school leaders' autocratic leadership makes teachers less committed.

	Responsibility		
	Leaders	Teacher	Total
Response agree	19	165	184
Disagree	11	65	76
Total	30	230	260

Source: field data

Table 4 presents responses on how teachers' commitment is affected by autocratic leadership. The distribution reveals that 71% of the respondents agreed that school leaders with autocratic tendencies have a lot to do with teachers' lack of commitment while only 29% said that this did not affect them. Owing to those therefore, it is clear that teachers become less committed whenever their leaders become autocratic. This is in agreement

with (Kydd, etal, 2003) who assert that autocratic leadership style creates uncomfortable working relationships through anxiety and tensions which in turn hinder staff performance.

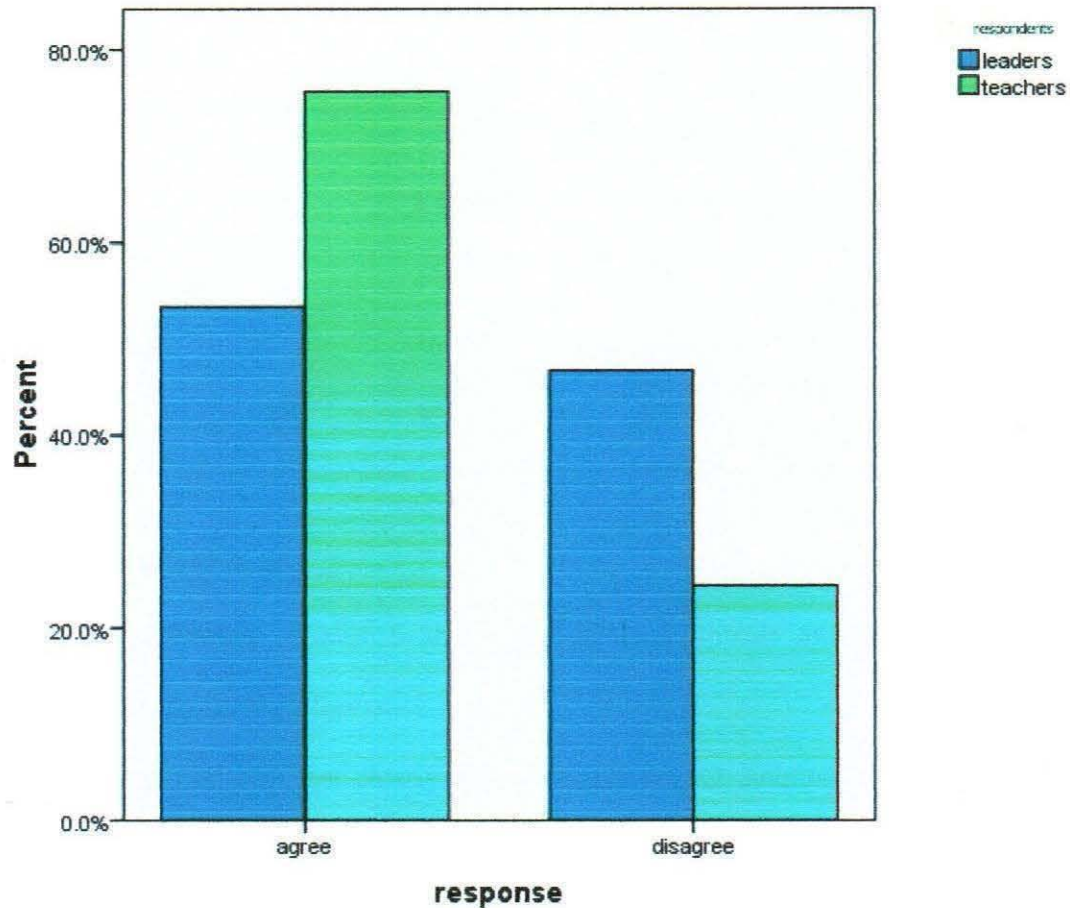
Table 5: Response on whether school leaders' autocratic tendencies affect teachers' availability in school.

	Responsibility		
	Leaders	Teacher	Total
Response agree	16	174	190
Disagree	14	56	70
Total	30	230	260

Source: field data

Table 5 presents responses on whether teachers' availability in school is affected by school leaders' autocratic tendencies and this distribution is expressed in percentage form as shown in figure 8.

Figure 8: Response on whether school leaders' autocratic tendencies affect teachers' availability in school.



Source: field data

Accordinging figure 8, 73% of the respondents contend that the leaders' autocratic tendencies affect the teachers' availability in school as opposed to 27% of the respondents. This in turn affects the teachers' commitment to work since they are not regularly available in

school. This is in line with Mullin, (2000) who notes that autocratic leadership smothers commitment of the employees.

Table 6: Response on whether leaders' use of threats and punishments boost teachers' creativity in planning lessons.

	Responsibility		
	Leaders	Teacher	Total
Response agree	14	116	130
Disagree	16	114	130
Total	30	230	260

Source: field data

The distribution in table 6 shows the effect of threats and punishments on teachers' creativity in their performance.

The response does not clearly show whether or not autocratic practices affect teachers' performance by way of boosting their creativity. However, with half of the respondents agreeing and the other half disagreeing have the implications that autocratic leadership if well apportioned can influence good performance. This is consistent with Andrzej et al, (2007) who asserts that autocratic style can be affective when the time is short and the leader is the most knowledgeable in the organization. This is also in line with Mullin, (2010) who points out that autocratic style can motivate and inspire commitment if appropriately used.

4.5 Enhancing teachers' performance in government aided secondary schools.

In this section the researcher presents the ways which the respondents cited as the basis for enhancing the teachers' performance. These have been carefully categorized in order to summarize the responses. This information was obtained from the questionnaires that were filled by the respondents.

Table 7: Distribution of responses on ways of enhancing teachers' performance

Suggestions made by the respondents	frequency	Total number of respondents	Percentage
Prompt payment of salaries	210	260	80.8
Reduction on the big population in classes	40	260	15.3
Provision of scholastic materials	53	260	20.3
Involve teachers in decision making	150	260	57.6
Reduction of the work load of teachers	113	260	43.4
Motivation (Housing, transport, medical care)	210	260	80.7
PTA allowances	200	260	76.2
In-service training and workshops	70	260	26.7

Source: field data

Table 7 presents the ways of enhancing teachers' performance as suggested by the respondents.

Majority of them (80.8%) fronted prompt and regular payment salaries. They noted that if teachers' salaries are paid in time and they are not unfairly deleted from the pay roll, teachers would develop interest in their work there by increasing on their commitment.

Second popular suggestion from the respondents was the issue of motivation. They suggested that provision of incentives like accommodation, transport allowances, medical care, and food basket would enhance teachers' performance. Some respondents noted that medical care should be extended to the teachers' immediate families (husband, wife and biological children). This is in agreement with Kydd, et al, (2003) where employees are treated as humans with needs and leaders are motivated by the concern for the people involved, they tend to be motivated to work, get more committed to their work hence performance enhancement.

Provision of scholastic materials to aid in the teaching and learning process was yet another suggestion made by the respondents especially in USE schools. They noted that materials like relevant text books, preparation books, and science equipment among others would facilitate the teachers in preparation and performance of their duties. In line with this suggestion is Glathorn, (1999) who points out that in order to enhance staff performance, the school leadership should be facilitative in providing and allocating resources to the staff for implementation. However, Glewwe and Kremer, (2006) note that teachers' performance can be enhanced if the resources go hand in hand with incentives given to them.

Some of the respondents (57.6%) suggested that involvement of teachers in decision making could enhance their performance. They pointed out that involving teachers in policy making and implementation of school programmes would make them to own such decisions and ensure that they are successfully implemented. This view is also in line with Mullins, (2000) who asserts that in order to get the best results from subordinates; leaders need to encourage employee involvement in decision making which will lead to a high morale and team work

Though a small number, 27% of the respondents suggested that in-service training could also enhance teachers' performance. To them, refresher courses would equip teachers with current knowledge and skills that would uplift their performance. This suggestion corresponds with Foskett and Lumby, (1997) who point out that in-service training empowers teachers to develop positive attitudes and beliefs about education so as to become effective individuals in performing their tasks.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study relating them with the earlier findings reviewed in the literature section. It also contains the conclusions and recommendations of the study.

Discussion

5.2 Leadership style employed by school leaders in secondary schools

According to the findings, it was clear that most school leaders in government aided secondary schools use autocratic style of leadership. There is always a semblance of democratic leadership but this is never put in practice. The leaders for example, organize departmental and staff meetings but these act as assemblies where they brief their subjects (the teachers) on what they are supposed to do. This is in relation to Andrzej et al, (2007) who points out that autocratic leaders impose decisions, never delegate and instead act by threats.

The findings also reveal that leaders use autocratic principles in schools. They make decisions independent of their staff members; do not guide the teachers but use threats and punishments to influence performance. A number of those interviewed revealed that among the threats that leaders use, include forceful transfer, deletion of offenders' names from pay rolls and complete alienation of teachers from day to day activities of the school. This does not yield dividends and it is dangerous for a few individuals to make decisions in situations

of learning for as De Cenzo and Coulter, (2011) reveal, personal limitations lead to mistakes and oversight in performance.

The study established that as typical autocrats, school leaders do not motivate their teachers. Very few of the teachers are given housing and transport allowances and there is no element of teachers' facilitation and incentives. It is important that motivation goes all the way to impact on the individual and his family members without which an individual's performance is greatly limited. These findings concur with (Mullins, 2000) illustration of autocratic leadership, when he says that as an autocrat, the leader ignores the expertise and smothers motivation and commitment of the employees.

5.3 The effect of the leadership styles on the teachers' performance in secondary schools in Mukono District

In this section the researcher discusses the effect of the leadership styles that the leaders use in secondary schools in Mukono on the teachers performance. The dominant leadership style that is used in these schools is the autocratic style of leadership. This directly affects teachers' performance. Respondents revealed that autocratic leadership style in schools has something to do with teachers' lack of commitment and creativity, irregularity at school and in general coupled with poor performance. This therefore explains the perpetual poor results that are posted by these schools every year. These findings are in agreement with the previous studies done by (Kydd et al, 2003) who revealed that autocratic leadership creates uncomfortable working relationships through anxiety and tensions which in turn hinder staff performance. It is however important to note that save from the autocratic leadership styles, respondents revealed other factors that deter performance. Nevertheless,

where leadership is all involving, the leadership functions are shared with members of the group and the leaders are more part of a team, these hindrances can be easily outlawed.

The findings surprisingly revealed that school leaders are unconsciously autocratic, they are not aware that by behaving the way they do, they are dictators of the sorts. This style of leadership is traditional and hence has out lived its time. A number of school leaders interviewed revealed that the leadership styles they use are tailored from those used by the previous leaders. It is important to note that this leadership arrangement where the leader is the sole source of wisdom and vision may work well when explicit guidance is not required. However, it is not the best when school leaders are working with teachers who know as much or even more than them. As it were, the teachers choose to remain passive hence poor performance.

5.4 Enhancing teachers' performance in government aided secondary schools.

Learning and teaching activities depend centrally on the nature and competency of the teacher (Krueger & Whitmore, 2000). Respondents cited a number of ways through which the teachers' performance that is obviously poor, as discussed in the previous chapter, can be enhanced. These included adjustment in the leadership style in secondary schools so as to involve also the teachers in decision making. Other incentives that were cited included prompt and regular salary payment, provision of resources, and motivation of teachers, staff development and effective supervision of teachers. However it is important to note that changing the incentives given to teachers or using new resources may not directly enhance the performance. Reforming leadership styles may be more effective than pouring resources into public schools (Banerjee et al, 2007). Some leadership styles call for certain practices that in turn will lead to motivation of teachers and involvement in decision

making. Mullins, (2000) concurs that in order to get the best results from subordinates, leaders need to encourage employee involvement in decision making, high morale and team work.

It was also found out from the study that enhancement of teachers' performance requires a great deal of staff and self development. Respondents identified such aspects like allowing teachers to go for further studies, organizing workshops, seminars, guiding and helping teachers in both vertical and horizontal development. These findings corroborate with the conclusions made by Kydd, et al, (2003) when he says that ongoing development of people working in education organizations is important since it ensures that people under taking the work are able to adjust their thinking situation. Similarly Thompson, (1993) concurs when he points out that self and staff development are essential to continuous performance improvement. The researcher entirely agrees that staff development is a prerequisite for improvement in performance of teachers' for this gives teachers confidence and interest in whatever they do hence become more committed to their work.

Teachers' performance can also be enhanced by ensuring that the teachers are paid promptly and regularly their salaries. If they are paid in time coupled with other incentives as discussed before, the teachers' interest in their work will improve and commitment hence their performance.

5.5 Conclusions

Basing on the findings, presentation and eventual discussion of the study, the researcher concluded that;

In government aided secondary schools in Mukono District, school leaders use autocratic style of leadership. This is true as revealed by the findings in chapter 4; table 2, 3, and figure 3, 5 and 6. There is a semblance of democratic leadership in these schools in the sense that they organize staff and departmental meetings where administrative policies are communicated. The meetings are not for interaction but more of school assemblies through which the leaders' will is voiced. They are merely briefings where teachers are given instructions by their leaders.

The findings in table 4, 5 and 6, chapter 4 revealed that there is generally a poor performance of teachers in government aided secondary schools in Mukono District. This is so because teachers lack a sense of ownership and belonging of these schools as a result of autocratic tendencies of the leadership which alienate some of them from school systems.

The autocratic leadership in these schools gives limited chance for teachers' development as the leaders are not bothered with the teachers' personal and professional development. This is because under this leadership style, the teachers' wellbeing is not a priority to the school leaders.

Teachers are more satisfied with leaders who appreciate their work, understand them, and sympathize with their plight. However, heads of schools continue to have extensive

pedagogical responsibilities in addition to administrative ones which give them little time to support the staff.

Efficient performance in schools occurs when power goes to employees who then experience a sense of ownership and control over their jobs. When they have the power to make decisions regarding their areas of operation, they develop a sense of involvement and ownership which enhances their commitment to work thereby boosting their performance.

Teachers' remunerations, incentives and working conditions affect their ability to provide quality education and good performance. This is true as exhibited in table 7, chapter 4 that the respondents believe that teachers' salaries, incentives and working conditions need to be revised to enhance teachers' good performance.

5.6 Recommendations

Basing on the findings and the conclusions of the study, the researcher gives the following recommendations for the purpose of policy formation and school improvement.

The findings of the study have revealed that the autocratic leadership style is used in these schools and it stifles the teachers' performance. School leaders therefore should integrate the leadership styles used in schools so as to check on the excesses of a single leadership style. The weaknesses of a particular style would be covered by the strength of another style provided they are used as the situation may require. The study has shown that autocratic leadership alienates the subjects and relegates them away from the system. Therefore school leaders should practice participatory leadership as this would allow the teachers to participate in decision making and implementation of school programmes.

Under the autocratic leadership style, leaders do not regularly organize workshops and refresher courses for the teachers. The head teachers and Ministry of Education and Sports should therefore support teachers with in-service training and other training workshops. In addition, teachers wish to go for further studies should be granted study leave with pay such that they are able to meet their financial obligations.

The findings in chapter 4 and eventual conclusion of the study has revealed that school leaders shape the school culture where leaders tend to follow styles that have shaped their culture regardless of their relevancy. The Ministry of Education and Sports therefore should occasionally organize training in leadership functions for head teachers and other school leaders. This will avail them with current knowledge and skills to improve their performance as leaders thereby improving the teachers' performance.

Large population of teachers felt dissatisfied with the poor remuneration and working conditions leading to low motivation and poor performance. The Ministry of Education and Sports should come up with policies and revise the teachers' remuneration. Similarly teachers in USE schools should also be provided with accommodation, transport allowances, medical care like their counterparts in the non USE government schools. Improving on their working conditions would improve the teachers' job satisfaction leading to improvement in their performance.

The Ministry of Education and Sports should regularly inspect these schools and evaluate the performance of the school leaders and teachers. This will enable them to find out the

weaknesses in these systems, identify training needs and organize refresher courses to that effect.

Suggestions for further studies

The research study suggests that further studies be carried out in the following related areas:

The relationship between teachers' attitude to work and students' performance in government aided secondary schools.

The relationship between the school culture and teachers' performance in government aided secondary schools.

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APPENDIX A

QUESTIONNAIRE FOR DEPUTY TEACHERS, DIRECTOR OF STUDIES HEADS OF DEPARTMENT AND SUBJECT TEACHERS

Dear sir / Madam,

I am Nangosa Beatrice.

This questionnaire is part of the study being carried out in government aided secondary schools in Mukono district. It aims at finding out the leadership styles employed in these schools and how they affect the teachers' performance. It is therefore for academic purposes only and confidential. Please feel free when giving your responses regarding the topic.

Thank you for your cooperation.

General information

Please tick in the appropriate box.

1. Sex Male ☐ Female ☐
2. Age 0-20 ☐ 21-35 ☐ 36-45 ☐ above 45 ☐
3. Academic qualification
Diploma ☐ First degree ☐ Post graduate diploma ☐
Masters degree ☐
4. Years spent at the station
0-05 ☐ 06-10 ☐ 11-15 ☐ 16-20 ☐

5. Responsibility held at school

Deputy H/M ☐

Director of Studies

Head of Department ☐

Class Teacher ☐

Others (specify) ☐

6. Nature of school

Single –sex school ☐

Mixed school ☐

7. School type Day school ☐

Day and Boarding ☐

Boarding school ☐

8. School Category

U.S.E ☐

Non USE ☐

Tick in the box with the answer of your choice.

The abbreviations mean the following:

SA – Strongly Agree, A – Agree, D –Disagree. SD – Strongly Disagree

Items

Responses

Leadership styles in the school	SA	A	D	SD
1. School leaders make decisions in consultation with the staff members.				
2. School leaders make their own decisions concerning their areas of responsibility.				
3. School leaders organize regular departmental meetings.				
4. School leaders make decisions in the best interest of the teachers.				
5. School leaders practice complete delegation of their duties.				
6. The school leaders guide the teachers on how to perform their tasks.				
7. School leaders motivate the teachers.				
8. There is horizontal and vertical communication among leaders and teachers.				
Teachers' performance in the school.				
9. Teachers come to school in time.				

10. Teachers make schemes of work and present them to Heads of Department for approval.				
11. Teachers attend to their lessons regularly.				
12. Teachers attend to their lessons in time.				
13. Teachers accomplish tasks according to the set deadlines.				
14. Teachers dedicate most of their free time to students consultations.				
15. Teachers under take remedial teaching or lessons to students.				
16. Teachers are committed to their work.				
17. The school leaders are satisfied with the teachers' performance.				
Effect of leadership style on teachers' performance.				
18. Teachers participate in decision making process.				
19. Teachers' morale to perform is boosted.				
20. Teachers' commitment to work is enhanced.				
21. Teachers get job satisfaction through their work.				
22. Teachers' creativity is boosted.				
23. Teachers' confidence is increased.				

Performance enhancement

24. Are you performing to the expectations of the school leadership?

.....

.....

25. What do you think affects the performance of teachers in this school?

i.

ii.

iii.

iv.

v.

26. Why do you think teachers perform the way they do?

.....

.....

27. What do you think can be done to enhance or improve the teachers' performance in this school?

.....

.....

.....

.....

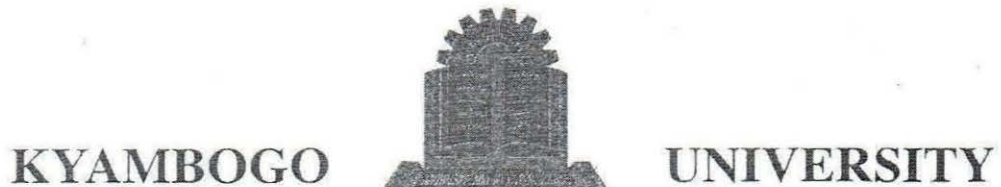
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APPENDIX B

INTERVIEW GUIDE FOR HEAD TEACHERS

1. What do you do to motivate your teachers?
2. How do you deal with teachers who have personal problems?
3. What do you do to sustain or enhance the commitment of your staff?
4. How do you make decisions in this school?
5. How are your teachers involved in the management of the school?
6. Do you often delegate your power and authority to other members of staff?
7. In case of misconduct by some teachers, how do you handle such cases?
8. Are you satisfied with the performance of your teachers?
9. What do you think can be done to enhance the performance of the teachers in this school?

APPENDIX C



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Department of Educational Planning Management

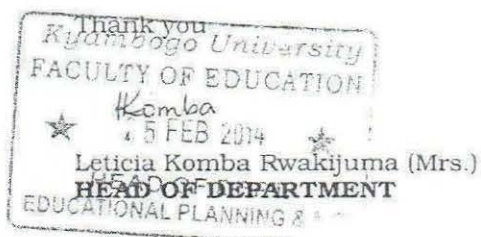
Date: 25th February 2014

TO WHOM IT MAY CONCERN

This is to certify that **Ms. NANGOSA Beatrice, Reg. No. 2011/U/HD/041/MEPPM** is a Master 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' Performance in Selected Government Aided Secondary Schools in Mukono 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.



APPENDIX D
LIST OF GOVERNMENT AIDED SECONDARY SCHOOLS UNDER STUDY

Schools	School category	School leaders	Heads of department	Subject teachers	Total
Mukono High School	USE	3	8	24	35
Mukono Bishops School	Non USE	3	8	24	35
Kisowera S.S	USE	3	5	12	20
ST Mary's Namagunga	Non USE	3	8	24	35
ST Charles Lwanga s.s.Bukerere	USE	3	5	12	20
Namilyango College	Non USE	3	8	24	35
Namakwa S.S	USE	3	5	12	20
Namataba S.S	USE	3	5	12	20
SirAppollo Kaggwa S.S	USE	3	5	12	20
Nakanyonyi S.S	USE	3	5	12	20

APPENDIX E

	Frequency	Percent	Valid percent	Cumulative percent
Valid 0-5years	146	56.2	56.2	56.2
11.15years	18	6.9	6.9	63.1
16 and above	4	1.5	1.5	64.6
6-10years	92	35.4	35.4	64.6
Total	260	100.0	100.0	

APPENDIX F

Table showing chi square values and level of significance.

Leadership style	Teachers' performance	Chi square	Frequency	P' value	Conclusion
	Punctuality	45.451	75	0.288	Positive relationship hence significant.
	Commitment to work	40.335	65	0.250	Positive relationship hence significant.
	Attendance to lessons	25.253	60	0.231	Weak relationship hence insignificant.
	Schemes of work	38.624	60	0.231	Relatively strong relationship hence significant.

APPENDIX G

Table 5: Response on whether decisions are made in the best interest of teachers

	Respondents		
	Leaders	Teachers	Total
Response agree	16	60	76
Disagree	14	170	184
Total	30	230	260

APPENDIX H

Table showing response on whether school leaders motivate teachers

	Respondents		
	Leaders	Teachers	Total
Response agree	19	21	40
Disagree	11	209	220
Total	30	230	260

Source: field data