

Head Teachers' Management Styles and Teachers'
Performance in Secondary Schools
in Rakai District

by

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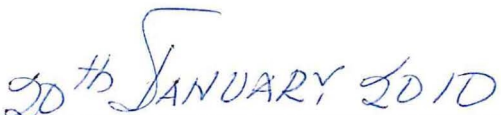
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Declaration

I, Paul Kafeero, hereby declare that this work is original and to the best of my knowledge, has never been submitted to any other university for the award of any degree.

Signed:.....
Paul Kafeero

Date:

Approval

I certify that this dissertation has been submitted with my approval as University Supervisor.

Signed:..........

Dr. Julius Caesar Enon

Supervisor

Date:..........

Dedication

This work is a manifestation of the unending search for knowledge and further studies; and so I am dedicating it to all my little nephews and nieces who are to carry on our family struggle to have a literate community.

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Abstract

The study sought to investigate the management styles of head teachers and how they influence teacher performance in secondary schools in Rakai district. This was in light of the fact that in Rakai district, secondary schools students' performance in the national examinations is still very weak. This caused a wonder whether the management styles used by the head teachers influence teachers who in the long run have to cater for the students' academic standards. The study was guided by three objectives, namely: to find out whether there are differences in management styles of head teachers with reference to their individual characteristics, to find out whether there are differences in management styles of head teachers with reference to school types and to examine how management styles of head teachers influence teacher performance. A cross-sectional survey design was used and data was collected using questionnaire and interview responses from 226 teachers and 22 head teachers and 20 Chairpersons of Boards of Governors. A non-probabilistic purposive sampling technique was used for all the different categories of teachers and head teachers in the study. In the first two objectives, management styles were correlated with individual characteristics of head teachers; and management styles were correlated with school types using the chi square-test. In the third objective head teachers' management styles were correlated to teachers' performance using analysis of variance (ANOVA).

The findings from the collected and analysed data revealed that paternalistic is the most used management style while laissez faire is the least used style. It also revealed that management styles of head teachers do not vary with their individual characteristics, and that management styles of head teachers do not vary with school types. The study established that there is a correlation between management styles used by head teachers and teacher performance. The study further confirms Robert House's Path-Goal Theory as applicable to the education sector. The research recommends that workshops and training courses should be conducted for head teachers on how to intensify, articulate, communicate and implement the benefits of paternalistic management style. Head teachers should pay more attention to the management style they use, well knowing that any flaw would adversely affect not only the performance of their teachers but their students too. Head teachers should also consider the option of using democratic management style for more cooperation, involvement and better performance of their teachers.

Chapter One: Introduction

Background

Head teachers play a pivotal leadership role in the overall management of their schools. They are the key personnel focused on whenever a school is perceived to be performing well or poorly with measures of praise or condemnation. Huber and West (2002) as cited by Onguko, Abdalla and Webber (2008) hold that head teachers are required to play multiple roles such as being instructional leaders, accounting officers and public relations officers, among others. The head teacher, working with the teaching and non-teaching staff, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards, ensuring equality of opportunity for all, developing policies and practices, ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives, and for the day-to-day management, organisation and administration of the school. A survey made by the office for standards in education (OFSTED) in United Kingdom found out that in all schools making good progress, the head teacher provided strong leadership and good management (OFSTED, 2008). And so the key component to attaining school objectives is the relationship between the head teacher management and his staff.

Management is defined as “the process of working with and through others to achieve organisational objectives in an efficient and ethical way” (Cools & Broeck, 2008). This definition implies a task-oriented (achieving goals) and a people-oriented aspect (working with and through others). In education, it concerns planning, coordinating

and implementing all aspects of the school's operation in a manner which fulfils the school's aims. Once the school identifies its purpose, good management styles of the head teachers will help to achieve it.

The head teacher plays a critical and determining role in achieving the central purpose of a school. The extent to which the head teacher succeeds in attaining the school objectives and fulfilling the principles included in the philosophy or mission statement depends on how skilfully a suitable management style is developed and used in a specific context. A successful management style will depend largely on the head teacher's own personality, as well as on his/her training to realise that there is a range of ways of working with his/her staff. Any particular style of management would affect the school's tone either adversely or positively (Williams, 1993).

A management style is the term often used to describe the "how" of management. It most often describes the way a manager tends to make decisions (McGuire, 2005). Management style as defined by Dubrin (2006) is the typical pattern of behaviour that leaders use to influence ones employee to achieve organisational goals. According to Tull & Albaum (1971) as quoted by Mikhailitchenko and Lundstrom (2006), management style is "a recurring set of characteristics that are associated with the decisional process of the firm or individual managers". Hoy (1987) as cited by Nabawanuka (2004) defines it as the underlying needs structure of a leader that motivates behaviour in various interpersonal situations. While Mullins (2002) defines management style as the way in which the functions of leadership are carried out, the

way in which a manager typically behaves towards members of the group. Tibenderana (1988) defines it as the habits and work patterns of an administrator.

Mircea and Delia (2008) note that management styles are classified using a series of criteria, as follows: attitude toward responsibility; authority used by the manager; organizational initiative and consideration for the workforce; concern for production and employees; concern for production, employees and efficiency; types of motivations, communication characteristics, nature of cooperation and decision-making strategy. For our study about management styles we considered the second criterion that refers to the amount of authority used by managers. There are four management styles according to this criterion (Runion, 2006):

Authoritarian. The basic premise of the authoritarian style is that people don't really want to work hard and don't give their full effort unless strict guidelines and policies are enforced. An authoritarian manager (head teacher) makes all the decisions and tends to keep the information sharing and decision making among the senior management. This style gives the impression of a well-run organization because there isn't a lot of input or confusion. Performance is motivated by threats rather than inspiration. It often works well with employees who are not interested in participating in any aspect of the decision-making process, and are satisfied with being told what to do. The head teacher who subscribes to this style of management determines school policy alone and assigns duties to staff without consulting them. Directives are issued and must be carried out without question and in the prescribed manner. Where people

are coerced, controlled, directed and threatened, individual initiative may be stifled and self-motivation may be discouraged. This style involves very little sense of the head teacher being accountable to anyone; s/he may at times do what they like. In schools it may lead to low morale amongst both staff and students which may, in turn, become the root cause of strikes, riots, absenteeism and staff turnover. On the other hand, an authoritarian style may provide a degree of certainty for those beneath the leader. They may feel safe because they do not have to be involved in solving problems. The authoritarian leader usually has great self-confidence, a clear vision of what needs to be done, and the political skills to get things done.

Paternalistic. The paternalistic style is similar to the authoritarian style in that they both basically dictate what employees should do and how they should do it. But specific to the paternalistic style, decisions tend to be made with the best interests of the employee in mind rather than those of the organisation. Its focus is to make employees happy, not by including them in the organisation process but by tending to their social and leisure needs. It can lead to the workforce being inordinately dependent on the manager. The head teacher who subscribes to this style appreciates the need to achieve the school's goals while at the same time ensuring that the individual needs of staff members are not ignored. Although the head teacher sticks to the rules and procedures, s/he also aims at achieving school objectives without upsetting people too much in terms of their needs. It may sound as though achieving this balance between the needs of the school and those of the individual is quite simple. In fact, the head teacher has to make decisions like this many times every day.

For example: Should Teacher A be allowed time off in order to chase up a personnel matter with the registry? Should the money raised by the Parents Teacher Associations (PTAs) be used to purchase more textbooks or to renovate the place where food snacks are sold? Only by analysing many decisions like this will one be able to see whether s/he inclines more towards the needs of the school or the individuals, or achieves a true balance between them.

Democratic. Under the democratic management style, nearly everyone is involved in the decision-making process. Managers spend their energy building consensus around their ideas and enlist the expertise of the folks on their team. They will delegate to them the authority to do this (empowerment) and listen to their advice. The manager is more likely to enjoy the cooperation of others because others view decisions as having been made by them and they ensure compliance. In this style, the head teacher believes that the staff should be involved in decision-making processes. Decisions are arrived at after consultation with the staff, and even with the students. A democratic style allows freedom of thought and action within the framework of the mission and objectives of the school. Available skills and talents can be used optimally through delegation and a sense of belonging, as well as promoting creativity and a higher degree of staff morale. This style is based on the belief that where people are committed to the service of ideas which they have helped to frame, they will exercise self-control, self-direction and be motivated. All these ideas will promote job interest and encourage both staff and students to set their own targets and find the best

way of achieving them. But democracy may not always work very well, when, for example, there is a lack of clarity as to how binding decisions will be reached.

Laissez-faire. Laissez-faire management is sometimes called management by exception. This style is very hands-off. Laissez-faire managers avoid getting involved at all costs, leaving team members to find solutions on their own. Communication between the manager and the group tends to run horizontally, meaning the group decides its own priorities and solutions and communicates them to the manager — not the other way around. In theory, the head teacher who uses this style of management believes that there should be no rules and regulations since everyone has an 'inborn sense of responsibility'. Such a situation may well exist amongst mature, experienced teachers, but how would it work with new, young teachers fresh from the 'freedom years' of university or college? This style of management (or maybe mismanagement), where the head sits back and allows everyone to do as they please, might lead to anarchy and chaos, which would hardly be conducive to the provision of quality education.

But as the laissez-faire (literally let-do) style is opposite to the autocratic style, many of the criticisms of the latter become arguments in favour of the former. Thus individuals have to think for themselves and individual initiative and hard work may be well rewarded. A laissez-faire environment may be more creative and fulfilling for those involved.

Whatever management style used by head teachers, it is likely to influence teacher performance as well as transforming the quality of learning for the students and the school development. Thus success in the management of a school by the head teacher would be more certainly assured if the appropriate style of management for a particular situation is used.

Meanwhile Kayizzi (2001) as cited by Nkonge (2008) asserts that teachers too hold a strategic position; they produce, organise and transmit knowledge, set standards of excellence and direct learning and evaluation. This is in line with what the Education Service Commission holds about teachers. It recognizes that teachers are essential players in promoting quality education; they are advocates for and catalysts of change thus very vital in achievement of the educational sector goals. The way teachers teach has a direct impact on learning out comes. Therefore investment in teachers is critical to achieving quality in education (Education Service Commission, 2008). Teachers also have their share of the normal and the abnormal management of the school. If the head teacher is to build an effective team to share the many and varied tasks in the school, s/he would need to demonstrate an understanding and appreciation of the teachers' working situation, as well as their perception of him/her as their head teacher (Williams, 1993). It is the teachers' performance that would lead to the attainment of the school goals.

Performance is the act of carrying out something, the execution of an action; something accomplished or carried out against agreed expectation (Barugahare, 2000).

Teacher performance therefore, is the accomplishment of the objectives and responsibilities related to one's appointment. Jaiyeoba (2008) defines teacher effective performance as the ability to identify and work towards achieving the aims and objectives of education. According to Cheng and Tsui (1998), there are three levels of teacher effectiveness in their performance including the individual level, the group level and the school level. Individual-level teacher effectiveness refers to the effectiveness of individual teachers in performing their own assigned tasks such as teaching in classrooms, evaluating students' educational outcomes and managing students in their classes. Group-level teacher effectiveness refers to the effectiveness of a group or team of teachers in performing their group tasks and achieving group objectives. Similarly teacher effectiveness at the school level refers to the effectiveness of all teachers as a whole in performing school activities and achieving school aims and objectives.

In Rakai District, the task of teaching and learning is done in a very demanding socio-economic environment. The district is located in the south-central part of Uganda. Its southern boundaries are parts of the international boundary of between Uganda and Tanzania. It is bordered by Lyantonde district in the North West, Masaka district in the East, Kalangala district in the South East and Mbarara district in the West. The district headquarters are at Rakai town which is a distance of about 190kms from Kampala, the national capital. It has an area of about 4989 square kilometres. The region has been particularly hit by the AIDS-scourge with the current infection rate at

approximately 15%, significantly higher than the national 5% average (Canadian International Learning Foundation, 2009).

The district's other problems include poverty, war-torn villages, low primary education, lack of infrastructure, limited processing of primary agricultural production. For production is mainly subsistence agriculture in bananas, coffee, livestock and fishery. With the introduction of Universal Secondary Education (USE) enrolment in secondary schools increased tremendously since many pupils have all along graduated from the Universal Primary Education (UPE). The increase in secondary enrolment did not have a corresponding increase in educational infrastructure. There are still very few schools in the district and they are not well facilitated (Kasiko, Bindya, Mulumba, Nayiga, & Namuddu, 2002).

In Rakai district, secondary schools students' performance in the national examinations is still very weak. In 2007, the district was ranked 20th out of the 79 districts then who participated in the ordinary level national examinations. The district presented 2346 candidates and out of these only 150 (6.4%) got first grade. Mbarara district a neighbour to Rakai was third (3rd) after getting 658 (14.3%) first grades out of the 4597 candidates who sat for the same national examinations in 2007. Masaka, the immediate neighbouring district fielded 7019 candidates for the same examinations of whom 669 (9.5%) got first grades, and thus ranked twelfth (12th). The ranking (in percentages, see Appendix L) was done in relation to the total number of students who sat for the examinations (Muyita & Natabaalo, 2008).

According to the Weekly Observer (February 28 - March 4, 2008) as cited by Nkonge (2008), in the top 250 schools, Rakai had only three, and even the best in this district, ranked as 127th out of the 1451 schools that had a first grade. The same newspaper reported that Rakai district fielded 12 schools in the 560 schools that did not score a single first grade. In 2006, Rakai presented 2,038 candidates and only 10.8 % (220) passed in grade one. Masaka district, neighbour to Rakai district, presented 6,066 candidates and 15.2% (922) of these passed in grade one while Mbarara district another neighbour, had 19.3% (787) of the 4,078 candidates passing in grade one (Mugisa & Ahimbisibwe, 2007). Of the three districts, Rakai still proved weaker even in that particular year (details in appendix L).

According to results of students (especially O-level) released in 2009 by the Uganda National Examination Board (UNEB), Wakiso emerged the best with 14.8 percent of its candidates in Division One, followed by Mbarara (14.5 percent) and Kampala (13.6 percent). They were followed by Mukono, Luweero, Jinja, Bushenyi and Mpigi. These were followed by Tororo, Kotido, Masaka, Rukungiri, Kabale and Kayunga. The ranking was based on the percentage passes in divisions one and two. The worst performing districts were Nebbi, Adjumani, Kaberamaido, Katakwi, Amuria and Bugiri. Others were Bukwo, Kiboga, Kyenjojo, Yumbe and Kiruhura districts (Businge, Ahimbisibwe, & Baguma, 2009). It is a bit comforting that Rakai district does not feature in the worst performing districts in the country. But at the same time nowhere does it feature in the best performing districts. Indeed what prevents Rakai from featuring in the good performing districts required probing.

According to Bennell and Akyaempong (2007), discussion about education for all and improving the quality of education have generally failed to recognize the pivotal role of teachers. Kayemba (1995) holds that today human resource is the least efficiently used yet the greatest opportunity in employee performance. He further argues that those concerned with management of organisations should show how effective they are by ensuring that those they lead perform. Effective school management depends on collaboration and team work among the head teacher, teachers, learners and parents. The school head teacher is expected to manifest effective school management through many strategies such as creating conducive learning environment, availing information to teachers, strong leadership and a variety of mechanism to enhance school development, teacher performance and student achievement. To make their employees perform, managers should be aware of what makes their subjects perform. The study made by Pol and Rabusicova (1997) shows that a variety of management styles are being used by head teachers and the majority satisfied with the management style they have adopted.

Statement of the problem

The performance of students greatly depends on their teachers. The teachers' constant presence, response to assignments, time taken to accomplish tasks and participation in various school-related activities depends on how they are managed by their head teachers. Different management styles used by head teachers affect teachers' performance in different ways. In Rakai district, secondary schools students' performance in the national examinations is appalling. This leaves Rakai district in a

very awkward situation. As different education stakeholders identify a decline in teachers' performance who in the long run have to cater for the academic performance of the students (Nkonge, 2008), none is looking at management styles of head teachers as the likely factor that may be playing a vital role. This concern thus led the researcher to examine how management styles of head teachers influence teacher performance in secondary schools in Rakai district.

The purpose of the study

The purpose of the study was to investigate the management styles of the head teachers and how they influence performance of teachers in secondary schools in Rakai district with a view of improving that performance for the attainment of the school goals.

Objectives of the study

The study was guided by the following objectives:

1. To find out whether there are differences in management styles used by head teachers with reference to their individual characteristics in secondary schools in Rakai district.
2. To find out whether there are differences in management styles used by head teachers with reference to school types in Rakai district.
3. To examine how management styles of head teachers influence teacher performance in secondary schools in Rakai district.

Hypotheses

1. Management styles differ with individual characteristics of head teachers.
2. Management styles used by head teachers differ with school types.
3. There is a correlation between management styles used by the head teacher and teacher performance.

Scope

The study concentrated on secondary schools in Rakai district. These consisted of day and boarding, mixed and single sex schools, O-level and A-level schools. The study also dealt with both private and government aided secondary schools. In content the study focused on management styles of head teachers and how these influenced performance of teachers in their schools. The study mainly employed quantitative technique of the cross sectional survey. The data was collected in the months of June and July 2009, mainly from head teachers and teachers in the selected schools. The District Inspector of Schools (DIS) together with chair persons of boards of governors from selected schools were interviewed.

Significance

The researcher considered this study significantly important for the following reasons:

1. The study will verify to the district education officials whether the claim that management styles of head teachers are playing a big role in influencing performance of teachers in Rakai district is justified so that more attention is directed to the problem and appropriate measures are taken from an informed

position.

2. The study will provide an opportunity to head teachers to review their management styles and find ways of redesigning their various approaches for improving teacher performance and student achievements in line with the management styles perceived as the most effective in fostering teacher performance.
3. The head teachers, Parents Teacher Associations (PTAs), Board of Governors (BOG) and district education actors will be given opportunity to focus on and direct their efforts and resources to the actual problems of the teachers and take the necessary measures that will strengthen their performance.
4. Policy makers, funding agencies, school management committees, teacher education development authorities and other key players in education will hopefully greatly benefit from the research information obtained from this study through internalising the available data, scrutinising and identifying aspects of it that can be made use of to benefit higher teacher performance.
5. The management styles obtained from the study as the most effective in fostering teacher performance if adopted and used by head teachers will lead to an improvement in students' performance.
6. The data and findings of the study may inspire other researchers interested in enhancing academic standard of Rakai district secondary schools.
7. The study would also help the head teachers to realise the importance of appropriate management styles in enhancing teacher performance and so taking extra care in the way they manage their staffs.

Conceptual framework

This study on management styles (IV) of head teacher and performance of teachers (DV) can be put in the following model:

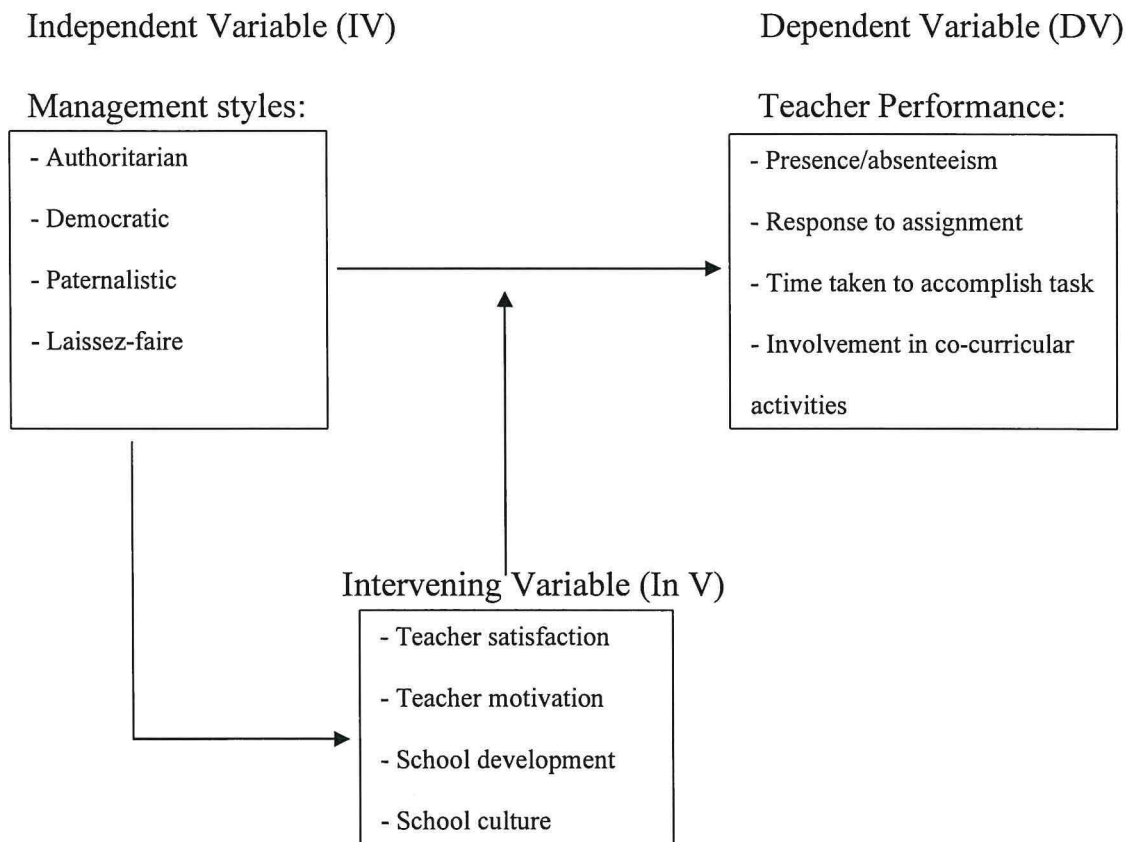


Figure1: The relationship between management styles of head teachers and performance of teachers.

Figure 1 illustrates that the management styles of head teachers influence performance of teachers. Management styles of head teachers influence a number of things such as teacher satisfaction, teacher motivation, and school culture and development which could in turn influence teacher performance. For our study, the independent variable is

conceptualized as the management styles of head teachers which could be democratic, paternalistic, autocratic or laissez-faire. The dependent variable is teacher performance which is conceptualized in terms of teacher presence, response to assignments, time taken to accomplish these tasks and involvement in co-curricular activities.

Chapter Two: Literature Review

Introduction

This chapter discusses the theoretical review of the study and review the related literature. The literature review is conceptualised under the objectives of the study and focuses mainly on management styles of head teachers and their impact on teacher performance.

Theoretical review

The study of management styles of head teachers and their influence on performance of teachers in secondary schools in Rakai has been guided by the path-goal theory advanced by Robert House in 1971. The path-goal theory holds that managers (head teachers) are justified in their role by being instrumental to the performance and satisfaction of subordinates. The theory holds that a manager can affect the performance, satisfaction and motivation of a group by offering rewards for achieving performance goals, clarifying paths towards these goals and removing obstacles to performance (Wehrich & Koontz, 2005). It further asserts that the main goal of the manager is to help subordinates attain the subordinates' goals effectively, and to provide them with the necessary direction and support to achieve their own goals as well as those of the organization. Thus consistent with Katz and Kahn's (1978) definition of leadership, the role of the head teacher is to provide the necessary incremental information support and resources, over and above those provided by the school on the teachers' environment, to ensure both teachers' satisfaction and effective performance.

The path-goal theory is preferred over the human relations theories which the researcher felt cannot suffice in this particular study. The human relations theories put emphasis on the people in organisations and how they could be motivated to make the organisation more efficient. The proponents of these theories like Elton Mayo held that the most important factor for people at work was their relationship with other people, and that team work was therefore the way to success. Komunda (2003) asserts that later writers like Herzberg suggested that people have many different reasons for working, or for working well, and suggested that management would pay attention to their needs for challenge, interest, recognition and self development. The techniques espoused and developed by the human relations school are just a mere indirect and covert attempt at manipulation and exploitation. Mayo, in particular, conceptualized worker resistance as a psychological maladjustment rather than a rational response to conditions of employment. Famously, or infamously, Mayo went so far as to propose that membership of a trade union was a sign of mental illness (Human relations theory and people management, 2005).

The path-goal theory is preferred in this study basically because of its two different propositions that meet the objectives of the study. The first proposition is that when subordinates (teachers) take the manager's (head teacher's) way of doing things as the source for their present job satisfaction, the manager's style of management is generally acceptable and can lead to employee satisfaction. The management style of the manager will be viewed as acceptable to subordinates and thus influencing them to perform better only when they perceive it as either an immediate source of satisfaction

or as instrumental to future job satisfaction. The second proposition offered by the theory is that the management style used by the manager is motivational. Therefore the more appropriate the management style, the more motivational it is likely to be. Motivation of subordinates is achieved by tying satisfaction of subordinates' needs to effective performance and by complementing the work environment of the subordinates by providing the necessary coaching, guidance, and rewards for their effective performance (Silverthorne, 2001).

As adapted for this study the path-goal theory holds that head teachers' management styles will influence the teachers' performance by charting out and clarifying paths to the set goals. The head teacher enhances the teachers' work environment through directing, controlling, supervising and rewarding. These management styles affect good performance among the teachers. The head teacher defines rules and positions of one's teachers, reduces stress among them. By doing these, teachers' expectations become high, thus their performance is improved. Underpinning this path-goal theory are management styles of head teachers and how they influence teachers' performance in secondary schools in Rakai district.

School Management and Management Style

Management is a process of designing programmes and procedures for executing such programmes as well as monitoring and regulating progress of activities towards achievement of stated goals (Wehrich & Koontz, 2005). Managers are people who get things done through other people. In a school, the head teacher as a manager, assesses

the situation to identify goals of the school, develops strategies to achieve such goals, assemble the required resources, organizes, direct and control activities of others and motivates the teachers to work (Lunenburg & Ornstein, 2000). For head teachers to fulfil their leadership roles effectively there are some basic management functions that have to be carried out. And as a manager, the head teacher is a team leader with an appropriate management style.

In different schools, different management styles are used by head teachers. Some head teachers do not want to engage in the power struggles; they deny them. Some take over all power, not giving teachers any latitude for influence or dialogue. And some take on the responsibility to initiate a continuous professional discourse about developing and ensuring quality in schools (Johansson, 2004). Head teachers in excellent schools value the perceptions and insights of their teachers and make skilful use of these resources in solving the problems facing the schools (Leithwood & Steinbach, 1995). Some head teachers know how to construct processes in which important decisions are made through collaboration. Collaborative decision making is a process with potential benefits of higher quality decisions and greater ownership and implementation of decisions, but it also can be costly in terms of time energy, with no guarantee that potential benefits will be realised. They are more likely to reap the benefits of participation when the process is carefully structured to include teachers in decisions that matter to them, and when their knowledge and expertise leads to real changes in the outcome. When the head teacher only pretends to be interested in their input, teachers are likely to become disillusioned with involvement (Leithwood &

Steinbach, 1995). Do head teachers in secondary schools in Rakai genuinely involve their teachers in decisions and implementations that affect their lives or just put on an appearance? It thus becomes necessary for us to investigate the management styles of head teachers and their impact on teachers in secondary schools in Rakai district.

According to Andersen (2009) subordinates like to have a superior who responds favourably to their needs, wants and aspirations. They want a manager who gives them the freedom to do the work that they would like to do, who gives them the tasks and assignments they prefer and who supports them when in trouble. They want a warm and generous manager who trusts and promotes them, and who is sensitive to their problems and personal needs. Such a manager would definitely have an influence on their performance. Head teachers need to know what their teachers expect from them in terms of their needs, wants and aspirations so as to harmonise personal and organisational goals.

A large-scale study conducted by the US Department of Education in 1993, showed that 40 percent of American teachers were strongly dissatisfied with their workload, the resources available to them, the support received from school head teachers, and the procedures used to evaluate their work. The report identified “more administrative support and leadership, good student behaviour, a positive school atmosphere, and teacher autonomy” as the working conditions that were associated with higher teacher satisfaction (Zembylas & Papanastasiou, 2004). On the other hand, Van den Berg (2002), Kelchtermans (1999) as cited by Zembylas and Papanastasiou (2004) hold that

an overemphasis on standards, a lack of participation in decision-making, a failure to provide essential instructional resources, a lack of administrative support, and a lack of trust in the professional expertise of teachers seem to increase the degree of teacher dissatisfaction. We want to investigate and find out whether the same situation is prevailing in secondary schools in Rakai district. For such a situation would have an effect on the performance of teachers in their respective schools.

The high relationship of head teacher professional treatment of teachers to personal empowerment shows the power and importance of the principal-teacher relationship (Blase & Blase, 1997). Percy Barnevik (of ABB [Asea, Brown, Boveri] once voted the best executive in Europe) said in interviews that all managers (head teachers) must be persuaders and teachers and that the mental capacity of all employees (teachers) must be used to the fullest extent possible (Carroll & Gillen, 2002). In a study by Keedy and Finch (1994), when head teachers assumed a more collegial role with teachers, giving them more opportunities to participate in decisions, teacher empowerment increased. In another study, head teachers were found to enhance the teachers' sense of empowerment through facilitative school leadership in schools with shared governance (Blase & Blase, 1997). According to another study by Valente (1999) as cited by Edwards, Green, and Lyons (2002) affirms that when teachers were more highly empowered, the relationship between principals and teachers improved.

Spreader (1995) cited by Banyoya (2006) argues that empowerment affects managerial and organisational effectiveness. Empowerment is presently recognised as

one of the means by which managers (head teachers) could effectively manage today's organisations (schools). Empowerment brings forth confidence and trust in the subordinates, narrowing of the gap between the managers and the workers. He further asserts that relating empowerment to work outcomes, individual perceptions of empowerment can enhance the value of work for employees, job satisfaction and commitment, and hence contribute to work productivity and success. Empowerment is in line with the democratic style of management. Our study seeks to find out the extent of empowerment carried out by head teachers in secondary schools in Rakai.

Nabawanuka (2004) revealed in her study about leadership in religious congregations that in a situation where leaders are democratic, their relationship with members is pleasant but where they are authoritarian, there is mistrust from followers and poor leader-follower relationship. Most members preferred the democratic management style since it involved them in the decision-making process of the organisation. It made them have a sense of belonging to the congregation. If applied to the school situation, authoritarian management style would affect teacher performance. The above study was carried out in religious congregations. We have to find out whether the same situation applies to head teachers and teachers in Rakai secondary schools.

The manager (head teacher) has the prerogative to make decisions alone. But s/he will be more influential, effective and efficient if s/he makes decisions "in council" as often as possible. This view is held by Griffiths as reported by Kimbrough and Nunnery (1998: 342) in the following words: "If the manager perceives himself as the

controller of the decision-making process, rather than the maker of the organisation's decisions, the decisions will be more effective". The above assertion is supported by Kayongo (2002) cited by Nabawanuka (2004) who affirms that participative style promotes human dignity, without discrimination.

There are some decisions that subordinates will accept without question because they are indifferent to them. Other decisions, however, subordinates want to be involved with because they have a personal stake in the outcome of the decision and they have expertise to contribute to the solution. When teachers have both a stake and expertise in a decision domain they should have extensive involvement in decision making. If teachers can be trusted in their commitment to the school goals, then a situation of full collaboration exists and head teachers should share their decision-making authority with others. In order to extend not just token participation but genuine decision-making authority to teachers, head teachers must trust teachers' intentions and their capabilities (Tschannen-Moran, 2001). Trust can be easily manifested in the delegation done by the head teachers. Where subordinates are brought to accept and welcome delegation this will encourage a positive attitude to their work and a willingness to discharge their authority and responsibilities. Will delegation to teachers in secondary schools in Rakai increase their presence and involvement in various school activities both curricular and co-curricular?

Delegation offers many potential benefits to both the organisation and staff. It often leads to the optimum use of human resources and improved organisational

performance. It improves staff satisfaction, better ability to get an increased amount of work done, and faster career growth for the head teacher and the staff. The managers (head teachers) are able to extend their capability and capacity by delegating. Head teachers too can take on new tasks while monitoring others delegated to ones staff. The subordinates thus gain from the experience of taking on new tasks. This assists the teachers in building up specialised knowledge and expertise that would lead to better performance. Since effective delegation gets the best out of the individual (Eales-White, 2005), are the poor results witnessed in the different secondary schools in Rakai connected to absence or minimal delegation?

Musaazi (1982) argues that decisions about organisational matters are arrived at after consultations with various people in the organisation. This makes each individual member feel that s/he is important and that s/he has some skills or talents to offer towards the success of the organisation. Such a cordial working relationship points to a particular management style. All the above descriptions point out the different management styles but do not discuss how they affect teachers' participation in school management and their job enrichment. It is not known which management style frustrate the work of teachers in secondary schools in Rakai district. In our study, we want to find out the management styles that are being used by head teachers in secondary schools in the district.

Management Style and Manager's Characteristics

Mircea and Delia (2008) assert that managerial activity implemented by head teachers depends on their personal traits: physical qualities, personality traits (temperament, aptitudes, attitudes, flexibility and behaviour), professional knowledge and last but not least, the personal motivation which leads to the choice of this position. Thus a head teacher's personal traits and ones action are reflected in the management style one adopts. A management style is always mostly influenced by the manager's behaviour. In a study carried out on "contribution of motivation to performance of teachers", Okwir-Okulo (2006) asserts that the success of the choice of effectively motivation mix depends on the manager's knowledge of the kinds of effective motivation available and one's ability and efficiency in applying and managing the selected motivation techniques. Nabeeta (2008) maintains that when a person gets training s/he attains confidence and public reputation. A significant change in the way of managing the school is expected from such a person. Machan (1998) cited by Nabeeta (2008) holds that managing and influencing organisational personnel appropriately to register organisational goals is intuitive and is a personal gift.

Management research informs us that head teachers have a major effect on virtually every aspect of school life. Their decision-making and influence reverberate throughout the school and the community (Zame, Hope, & Respress, 2008). Head teachers are indispensable when it comes to the effective implementation of educational reform. The Commonwealth Secretariat's initiative on head teacher training and support reflects an understanding that the success of teaching and

learning depends on the head teacher's skill in organizing and managing the professional and administrative life of the institution (Makau & Combe, 1994). It is widely recognized and agreed that one of the essential factors influencing school effectiveness is the nature and quality of the management provided by each school head (Commonwealth Secretariat, 1993). Thus, school effectiveness reflects head teacher effectiveness. Effective school management emanates from preparation that inculcates the proficiencies that enable head teachers to create effective schools. Kitavi and Van der Westhuizen (2002) cited by Zame, Hope and Respress (2008) exposed the management training problem in a study of school principals (head teachers) in Kenya. The principal (head teacher) is the most important and influential individual in any school. It is his or her management that sets the tone of the school, the climate for learning, the level of teacher professionalism and morale, and the degree of concern for what students may or may not become.

Head teachers are expected to take greater personal responsibility for all school matters. This can be seen in the new education service commission policy analysis unit which highlights the role of the head teacher as the responsible pedagogical leader (Education Service Commission, 2008). It is also demonstrated in the way economic resources for the schools are allocated. The head teacher plays a greater role in financial matters. The new approach to school management views the head teacher as a key resource for building and maintaining teams of educational professionals (teachers) as well as for achieving change and reform in an effective and efficient way. In this sense, the work of head teacher has become much more dynamic and

complex. In the new decentralised structure, they are expected to make use of the formal structures, to interpret the goals and objectives, as well as to develop the skills and insights necessary to motivate and empower their colleagues (Johansson, 2004). It is of interest to us to know how all these are influencing the performance of teachers in secondary schools in Rakai district.

According to Fagil (1999) in his speech delivered to secondary school head teachers and teachers, at Busoga College, Mwiri, he holds that many schools have been characterised with poor performance and this is mainly attributed to poor management of such schools. This is in line with what Bush and Oduro (2006) point out that there is rarely any formal leadership training and head teachers are appointed on the basis of their teaching record rather than their leadership potential. Induction and support are usually limited and head teachers have to adopt a pragmatic approach. But in another study made by McMahon and Bolan (1990) as cited by Okot (2000), research and experience both indicate that adults in professional roles learn skills through experience, reflecting on it and receiving constructive criticism. Teachers have learnt how to be head teachers, heads of departments in practice by doing the job on day today basis. Their experience could be enhanced if they had been helped to reflect about it more systematically and been given feedback on performance.

According to Jirasinghe and Lyons (1996); Mertz and McNeely (1998) as cited by Oplatka (2006) some researchers found no substantial evidence for gender differences in educational leadership, others argue ardently that men and women differ in the

ways they manage people, although the differences are not considered to be innate, but, rather, the outcome of different socialization patterns (e.g. Evetts, 1994; Hall, 1996; Marshall, 1995; Oplatka and Atias, n.d.; Regan and Brooks, 1995; Shakeshaft, 1989). Oplatka (2006) quoting (Acker, 1989; Eagly et al., 1992; Fennell, 1999; Marshall, 1995; Oplatka, 2003; Shakeshaft, 1989) further asserts that female head teachers commonly tend to adopt a democratic, participative style, to pay much attention to vision-building for the school, to spend much time in change initiation and implementation, and to be attuned to curriculum and teaching issues. Women managers as Kloot (2004) notes place higher priorities on relationships than men do and show greater concern for the “people” aspect of issues. The women managers were concerned that they were being required to treat people in unacceptable ways. This case study suggests that gender issues continue to trouble women even after they have succeeded in gaining management positions. This disparity in perception of managerial roles would result in differences in management styles applied. Could this also be the case in secondary schools in Rakai district? In a study carried out by Porterfield and Kleiner (2005), it was found out that female behaviour, particularly their readiness to collaborate and nurturance; have become more appropriate for managers than the stereotypical power and control antics. We are yet to find out whether the above observation is true in female head teachers in secondary schools in Rakai district.

Research done by (Cames et al., 2001; Schein, 2001) cited by Jogulu and Wood (2006) provides us with an understanding of the pervasiveness of the belief that men,

in particular, continue to view males, more so than females, as more likely to possess the characteristics required to be an effective manager or leader. The view of women as less likely than men to possess requisite management characteristics is a commonly held belief among male management students around the world. Taking the above view into consideration, management styles of head teachers in Rakai secondary school would vary according to gender. Our study will endeavour to find out exactly the situation on the ground. However a study done by Nyapendi (1995) found out that women rate as high as men in emulating good management. Women have been revealed as having good managerial capabilities, the same management and problem solving capabilities as the males.

Management Style and School Type

According to the Ministry of Education and Sports (2008) education institutions in Uganda are categorized as: public education institutions or Government founded institutions; Government grant-aided education institutions; private institutions which includes profit and non-profit making, and international institutions; and non-formal education centres. The categories shown above have differences in the way they are financed and thus managed. From these broad categories we find day and boarding, mixed and single sex education institutions. These differences account for variations in the way head teachers set the academic tone and actively work with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives. In our study, we restricted ourselves to management styles used by head teachers in day, day and boarding, boarding

secondary schools; single and mixed sex schools; private and government aided schools, and sought to find out whether there are variations.

Musaazi (1982) views management styles as varying from one organisation to another. To him no two leaders administer and manage their organisation in the same way. D'souza (1987) cited by Nabawanuka (2004) also argues that a leader's management style changes from group to group and from situation to situation. Strong directive power is effective when groups lack a sense of direction or purpose. When groups have clear directions and functions well, non-directive styles of management work more effectively. The researcher's interest was to find out whether differences in school types call for a particular management style. Would it be possible to have an appropriate management style that could be used for secondary schools in Rakai district?

Khandwalla (1995) asserts that in reality management styles seem to vary sharply even in a given culture. For management styles vary widely because of two fundamental reasons. Firstly, organisations differ in terms of their types, purpose, size, operating environment and history. Given this diversity it would hardly be possible for all organisations to be managed in the same way, although in authoritarian societies an attempt is sometimes made to impose a uniform management style. Secondly, management styles differ because it is possible to manage organisations in different ways.

A sense of belonging, the willingness of employees to go beyond the minimum requirements of their job descriptions, has been linked to trust in the leader (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). Thus in schools with high level of trust, teachers are more comfortable and are able to invest their energies in contributing to the schools' goals rather than self-protection. When broken promises led to lost trust, one study found that distrust was significantly related to deterioration in the teacher's performance and to intentions to leave the school (Robinson, 1996). There is evidence according to Hoy et al., (1992); Tarter et al., (1995) as cited by Tschannen-Moran (2001) that trust contributes to organisational effectiveness in schools. Teachers' trust in their head teacher as well as their colleagues has been linked to the effectiveness of schools. Healthy interpersonal relationships have been related to decision participation in schools (Sabo, Barnes, & Hoy, 1996). Fostering an atmosphere of trust pays significant dividends for schools. Improved effectiveness, communication, organisational citizenship and student achievement are worthy ends. An additional benefit may be the ability to create more genuine forms of collaboration between the head teacher and teachers, between teacher colleagues, and between parents and the school. Head teachers who do not trust their teachers will not share authority and responsibility. When teachers are satisfied with their level of involvement in decision making, it may lead to greater trust in those in leadership roles (Tschannen-Moran, 2001).

Management Style and Teacher Performance

Khetarpal and Srivastava (2000) define management style as the patterns of behaviour which a manager, head of a school, adopts in order to plan, organise, motivate and control, it relates to the extent to which s/he listens, sets goals and standards, develops action plans (short and long term), directs others clearly, gives feedback, rewards and punishes, develops teachers/other colleagues, and establishes personal relationships with colleagues. Any management style applied by managers (head teachers) would have an impact on their subordinates' (teachers) performance. This view is supported by writers such as McGregor, Likert, Blake and Mouton who value particular management styles in improving organisational effectiveness (Mullins, 2002). Management styles have a major impact on the performance of the organisation and also the cost the organisation pays for its performance (Khandwalla, 1995). It is proper to find out the management styles practised by head teachers in Rakai Secondary schools. Would the teachers be more committed to their duties at school if a particular style is used?

Beau (1985) cited by Banyoya (2006) asserts that a participative (consideration) management style has a greater influence on the positive commitment of subordinates than an authoritarian (task-orientated) management style. A strong positive relationship was found between organisational commitment and desirable work outcomes such as performance, adaptability and job satisfaction (Banyoya, 2006). We are yet to find out which appropriate management style is used in secondary school head teachers in Rakai and how it influences teacher performance. Banyoya (2006)

further found out that management styles of managers (head teachers) play an important role in increasing employee positive attitudes (job satisfaction, perceived fairness and organisational commitment). This is in line with what Bass (1997) affirms as cited by Banyoya (2006) that followers (teachers) feel trust and respect towards the leader whose management style meets their needs, wants and aspirations and they are motivated to do more than they are expected to do. This researcher observation is good but does the same observation concur with what is happening in secondary schools in Rakai?

Liri (1990) as cited by Nasirumbi (1997) says that teacher burnout is partly caused by head teacher's bad management style. According to him some head teachers handle their staff badly that they are actually part of teacher's dissatisfaction, misery and in some cases even resign. He refers to this nature of treatment as tyranny, which kills teacher's job satisfaction, motivation and thus creating feelings of burnout in teachers because they impinge upon the teacher's independence and autonomy. Such a situation would necessarily affect teacher's performance.

Mullins (2002) observes that the nature of management is moving away from an emphasis on getting results by the close control of the work force towards an environment of coaching, support and devolution of power to the work force. This is in line with what Marshall (1999) asserts that a manager who does nothing else well but gets the required results through people will probably have a great and successful career for self and ones subordinates. For learning to empower one's employees will

reap big rewards as their confidence grows with their abilities. Nkonge (2008) asserts that a number of researchers have stressed the need for delegation. And in his study on motivation and teacher performance, he indicated that some head teachers delegated responsibilities to their teachers. We are yet to find out if delegation of responsibilities to teachers affects their performance in Rakai district secondary schools.

One of the most important roles of the head teacher is the organisation, management and control of the staff in the school. This is part of the school management. The head teacher influences the attitudes, perceptions and functions of the staff through the style of management s/he adopts, s/he can foster or frustrate the aspirations expectations, motivation and the productivity of the staff in the school. Okot (2000) found out in his study that involving teachers in meaningful work in all areas of their concern in planning, organising, directing, decision-making and controlling is fundamental. It would create intrinsic satisfaction and would reduce problems of job dissatisfaction facing many school managers and teachers today.

Various studies carried out in behavioural science draw attention to the processes of interpersonal behaviour in the work situation and to the effects of leadership on those being led (Mullins, 2002). The attention given to management style is based on the assumption that subordinates (teachers) are more likely to work effectively for managers (head teachers) who adopt a certain style of management than they will for managers who adopt alternative styles. The relationship between the head teacher and the staff is expected to be one of mutual respect, acceptance, tolerance and

collaboration. There is now widespread recognition that if staff are to provide an atmosphere conducive to student achievement, they need to be emotionally healthy themselves (Work life support, 2006). Thus the management style applied by the head teacher should create a healthy, positive working environment that puts the wellbeing and effectiveness of staff right at the heart of the school. In all the above assertions, the need for head teachers to handle well their teachers to foster good performance is a necessity. This research therefore, was to investigate the management styles used by head teachers in secondary schools in Rakai and identify those appropriate for effective performance of teachers.

One of the aspects that foster performance is the teacher appraisal. As moves for greater accountability and quality delivery gain momentum in the public and private sectors, attempts to assess the performance of teachers in a number of different countries have been made (Odhiambo, 2005). Odhiambo (2005) suggests an approach where the appraisers, especially the head teachers, would work together with teachers in developing improvements to the current system of teacher appraisal. This would lead to openness and trust which are important for the implementation of a widely accepted and effective appraisal programme. And thus foster teacher performance in their respective schools. This practice would also help to change the ineffective top-down control that impedes the current appraisal practice. The teachers were very clear in articulating the conditions they need to support their own development and growth. They needed very much the opportunity to collaborate with their head teachers in developing a more acceptable appraisal system. The elements of ownership and

empowering were lacking (Odhiambo, 2005). All the above lead us to investigate teacher involvement in decisions that would affect their performance. How is it done in secondary schools in Rakai district?

Teacher performance can be easily seen in the commitment shown by teachers towards their duties and school activities. Nir (2002) as cited by Park, Henkin and Egley (2005) holds that teacher commitment to a particular school duty or activity, conceptually differentiated, is typically extended and measured over long periods of time. Committed teachers may show stable, strong, enduring “psychological ties to their schools, their students, and their subject areas” (Firestone & Pennell, 1993). Smialek (1996) cited by Park, Henkin and Egley (2005) asserts that head teachers, concerned with teacher commitment and related implications for teacher retention, may consider the utility of alternative management styles that may facilitate performance-enhancing teamwork and enable satisfying teaming processes. Head teachers, in particular, can demonstrate support for teaming teachers, and provide opportunities for the development of teamwork skills. They can work to reinforce a school culture of cooperation, and facilitate the work of teams by gaining more in-depth insights in terms of developmental stages of team progress. This particular research will give us an insight into what is actually taking place as regards teacher commitment enhanced by head teacher management styles in secondary schools in Rakai district.

Teacher performance is closely linked to teacher empowerment. For teacher empowerment may be a way to change teacher efficacy and then, indirectly, to affect students' learning. One study suggested that more highly empowered teachers are also more motivated, and this flows over into teacher-student relationships (Pickle, 1991). Park (1998) as cited by Edwards, Green and Lyons (2002), found significant relationships between teacher controls over content, control over methods, domains of teacher empowerment, and influence in school policy with job satisfaction. Wunder (1997) as cited by Edwards, Green and Lyons (2002), found that higher teacher empowerment, teacher efficacy and teacher morale were associated with higher levels of teacher attendance. Teacher empowerment has been linked to participation in decision making. In a study by White (1992), teacher morale improved, teachers' communication with each other improved, and student motivation increased as a result of expanded opportunities for influence. Maeroff (1988) cited by Edwards, Green and Lyons (2002) also suggested that teacher status, knowledge, and access to decision making are important in empowering teachers.

Head teachers have the potential to influence teachers in order to help them increase in performance, and the study- results above suggest areas for influencing teacher performance. In the area of school culture, head teachers can work toward fostering a climate in which teachers feel safe able to work together collaboratively and professionally. Activities at school meetings that work toward increasing trust and collaboration can cultivate an atmosphere of collegiality. Head teachers can also network teachers together so that they will use each other as resources. For example, if

a teacher is putting together a unit on a particular topic, and the head teacher knows that another teacher has already developed a unit on that topic, the head teacher could suggest that the two teachers talk with each one another and share ideas. If a teacher is working with a particular student and the head teacher knows another teacher previously worked with the student, the head teacher could suggest that the two teachers talk about strategies that might be effective in helping that student. All the above will flow from the management styles employed by the head teachers. Could this be an issue that is hindering performance of students in secondary schools in Rakai district?

Summary

Given that various studies have been conducted on head teacher management styles and teacher performance in developed countries, one realizes the need, in the above literature review, for similar research in Uganda and Rakai district in particular. The evidence available from the educational studies identifies a complex picture in which management styles of head teachers are closely related to teacher performance. Teacher satisfaction leading to improved teacher performance is produced, manifested, and coped with differently in different schools. The influence of management styles of head teachers in the normal working life of teachers in secondary schools in Rakai district is a little-understood area, thus the necessity for such research is evident.

Chapter Three: Methodology

Introduction

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

Research Design

The study used the descriptive cross-sectional survey design to measure the variables in the study. According to Oso and Onen (2008) the survey design is cheap, allows rapid data collection, is easy for understanding a population by studying its part and is suitable for extensive research. The study mainly employed quantitative technique in this cross sectional survey.

Population and Samples

The study was conducted in secondary schools in Rakai district. The district has 43 secondary schools, of which 19 are government schools, 9 private schools and 15 are community schools (Rakai District Information, 2009). The target population was 43 head teachers and 60 deputies, 402 classroom teachers, 2 local government education officials and 43 chair persons of Boards of Governors (BOG). The target population was 550.

From the target population, 226 samples were selected as follows: 22 head teachers, 16 deputy head teachers, 16 directors of studies, 39 heads of departments and 133 classroom teachers (details in Appendix G). These sizes were selected taking into consideration the recommendation of Krejcie and Morgan (1970) as cited by Amin (2005). A non-probabilistic purposive sampling technique was used for all the different categories of teachers and head teachers in the study. The researcher used this technique because the study required typical and useful cases only in addition to saving time and money (Kombo and Tromp 2006). Only those respondents who had the knowledge and experience in the teaching service were selected for the study.

Data Collection and Research Instruments

The following instruments were used to collect data:

Questionnaire. A self-administered questionnaire (SAQs) was constructed and was close-ended to get only the expected responses for quantitative results. A 4-point Likert-type scale of strongly disagree, disagree, agree and strongly agree was used in the study. It consisted of 43 questions. The SAQs was used because it helps the researcher to cover a large population quickly and at a reasonable cost.

Interview. The interviews were administered to 15 head teachers and 20 chair persons and boards of governors. The District Inspector of Schools (DIS) had very little to say citing lack of facilitation from the government to carry on their work properly. A face to face encounter with such leaders helped to fill up issues not addressed by the SAQs and even provided first hand information about the situation in these schools.

Validity and Reliability of Instruments

The researcher first discussed the content and format of the instruments with some colleagues and later with the supervisor who commented on each item in relation to its measurement of a specific objective. Thus questions that were ambiguous and difficult to some respondents were clarified. The inter-judge coefficient of Content Validity Index (CVI) was calculated using this formula adopted from Amin (2005) which is:

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total Number of items}}$$

It was found to be 0.72 (see Appendix H), and this meant that the instrument was valid and, therefore, appropriate for the study.

Reliability of the instrument on multi-item variables (independent and dependent variable) was measured using Kuder Richardson (KR) formula as found in the method of rational equivalence. According to Amin (2005), KR₂₀ formula is considered by many specialists in educational measurement to be the most satisfactory method of determining reliability. This formula is as below:

$$\alpha = \frac{k}{k-1} \left(\frac{1 - Sd_i^2}{Sd_t^2} \right)$$

Where: α = Cronbach's Coefficient, alpha is sum of variance.

k = Number of items in the test

Sd_i^2 = Variance of scores on individual item

Sd_t^2 = Variance of scores in total test.

As shown in Appendix H, Cronbach's alpha coefficient of the instrument was

computed and their internal consistency was found to be 0.79, meaning that the instrument was highly internally consistent and, therefore, reliable.

Research Procedure

After the approval of the proposal, the researcher obtained an introductory letter from the Head of Department of Educational Planning and Management, Faculty of Education, Kyambogo University. This letter was presented to the relevant authorities of the selected schools and district offices. The privacy and confidentiality of the respondents was respected. Their names were not required and the researcher first sought their consent after explaining to them what the study was all about. With the help of research assistants the self-administered questionnaires were distributed to deputy head teachers and teachers. The research assistants were first trained and instructed on how to administer the questionnaires. Two weeks were suggested to the respondents to complete the filling. The researcher also used one month for interviewing of DIS, head teachers and chair persons of boards of governors.

Data Analysis

The data was analysed using the Statistical Package for Social Science (SPSS) programme. In the first two objectives, management styles were correlated with individual characteristics of head teachers; and management styles were correlated with school types using the chi square-test. In the third objective head teachers' management styles were correlated to teachers' performance using analysis of variance (ANOVA). This helped to rate the significances of management styles in influencing teachers' performance in Rakai District.

Limitations of the study

1. The questionnaires were close ended and therefore did not allow additional information as they were being filled. Therefore some necessary information related to head teacher management styles and teacher performance might have been missed.
2. The weaknesses or disadvantages of purposive sampling techniques like element of bias could have surfaced in the process of collecting data.
3. The District Education Officer, some head teachers and chair-persons boards of governors were too busy to be available to scheduled interviews. The study missed their input that way.
4. The Likert-type scale questionnaire used reduced options for the respondent. It excluded the middle way response (the neither nor) so that respondents would choose the nearest to what they were going through at their schools. This might have hindered the expression of their real experience.
5. No names were required because the study was wholly for academic purposes. It is thought that many respondents felt secure to give their views freely about the topic under study. However the researcher cannot rule out the fact that some respondents might have felt insecure and opted for choices that could give a presentable picture. For some teachers felt uneasy to evaluate their head teachers and did not fill the questionnaires. Some others contacted the researcher privately to be sure that the results were kept for study purposes only.

Chapter four: Presentation, Analysis and Interpretation of Results

Introduction

The purpose of this study was to investigate the management styles of head teachers used in Rakai District Secondary Schools and how these influence teacher performance. This was in light of the fact that in Rakai District Secondary Schools students' performance in the National Examinations is still very weak. This has caused a wonder whether the management styles used by the head teachers influence teachers who in the long run have to cater for the students' academic standards. This chapter presents the findings of the study, as well as their analysis and interpretation. The findings are presented hypothesis by hypothesis, namely; Head teachers' individual Characteristics and Management Styles; School Type and Head teachers' Management Styles; and Head teachers' Management Style and Teachers' Performance.

Hypothesis One: Management styles and Individual Characteristics

The first hypothesis which the study investigated stated: "management styles differ with individual characteristics of head teachers". The individual characteristics investigated were sex, age, level of educational attainment and education service experience of head teachers. Generally, the study found that the management styles used by head teachers were categorised as follows: 4 (2%) teachers rated that head teachers use laissez faire management style, 32 (14%) perceived that they use democratic management style, 147 (65%) teachers rated that head teachers use paternalistic management style, while 43 (19%) perceived that they use authoritarian

management style. The findings show that the majority (65%) of teachers rated that their head teachers use paternalistic management style. While only a mere two percent of teachers rated head teachers to be using laissez faire style.

According to their personal characteristics the findings are shown in table 1.

Table 1: Distribution of Head Teachers by Personal Characteristics

Variables		n	%
Gender	Male	20	91
	Female	2	9
	Total	22	100
Age (in years)	Between 25 and 35	5	23
	Between 36 and 45	10	46
	Above 45	7	32
	Total	22	100
Level of educational attainment	First Degree	15	68
	Post Graduate Diploma	4	18
	Masters Degree	3	14
	Total	22	100
Duration of teaching experience	Between 5 and 10 years	7	32
	Between 11 and 15 years	8	36
	Above 15 years	7	32
Total		22	100

The results in Table 1 show that majority of the head teachers were men (91%); aged between 36 and 45 years (46%); first degree holders (68%); and had an education service experience of 11 to 15 years (36%). To test the possibility of relationship between these characteristics and the head teachers' management styles, the teachers'

characterization of the head teachers under the four management styles were cross tabulated with the respective head teachers' personal characteristics. The cross tabulations were, subsequently, subjected to chi-square tests for association, to verify the statistical significance of the cross tabulations. The results are shown in Tables 2, 3, 4 and 5.

Table 2: Head Teachers' Management Style by Sex

Head teacher's management style	Teachers under Male Head teachers		Teachers under Female Head teachers		Total	
	N	%	n	%	n	%
Laissez faire	4	2.1			4	2
Democratic	29	14.6	3	10.7	32	14
Paternalistic	128	64.6	19	67.9	147	65
Authoritarian	37	18.7	6	21.4	43	19
Total	198	87.6	28	12.4	226	100

Table 2 shows that most teachers 198 (87.6%) were working under male head teachers. Only 28 (12.4%) teachers were working under female head teachers. The majority of teachers 147 (65%) categorised their head teachers as using paternalistic management style despite their differences in sex. These were followed by 43(19%) teachers who characterized their head teachers as using authoritarian and 32 (14%) democratic management styles. In terms of sex, 4 (2.1%) teachers of the total 198 with male head teachers ranked them as laissez faire. The majority of teachers 128 (64.6%), under male head teachers, perceived that these head teachers use paternalistic management style. These were followed by 37 (18.7%) teachers who rated that their

male head teachers were using authoritarian management style. None of the teachers under female head teachers saw them as using laissez faire management style. However the majority of teachers under female head teachers 19 (67.9%) rated that their head teachers use paternalistic management style. 6 (21.4%) of the teachers rated that their female head teachers use authoritarian management style. Only 3 (10.7%) teachers categorised their female head teachers as democratic. A chi-square test was computed and showed no statistical significant difference between the sex of the head teachers and their management style ($\chi^2_{obs} = 0.969$, $\chi^2_{crit} = 7.82$, $df = 3$, $p > 0.05$). This led to the decision to accept the null hypothesis. This means that head teachers' management styles do not vary with their sex.

Table 3: Head Teachers' Age and Management Style

Head teacher's management style	Teachers under Head teachers aged between 25 and 35		Teachers under Head teachers aged between 36 and 45		Teachers under Head teachers above age 45		Total	
	n	%	n	%	n	%	n	%
	Laissez faire	1	2.3	2	1.9	1	1.3	4
Democratic	5	11.6	17	15.7	10	13.3	32	14
Paternalistic	28	65.1	67	62	52	69.3	147	65
Authoritarian	9	20.9	22	20.4	12	16.1	43	19
Total	43	19	108	47.8	75	33.2	226	100

Table 3 shows that the majority of teachers 108 (47.8%), were working under head teachers whose ages lay between 36 and 45 years. These were followed by those working under head teachers whose ages are above 45 years (33.2%). Only 43 (19%)

teachers were working under head teachers whose years fall between 25 and 35. The majority of teachers 28 (65.1%), who are serving under head teachers between the age bracket of 25 and 35 ranked their management styles as paternalistic. Only one teacher (2.3%), whose head teacher fall in this age bracket, perceived that the head teacher uses laissez faire management style. The teachers, 9 (20.9%), who rated that their head teachers use authoritarian management style were slightly more than those who reported their head teachers to use democratic management style, 5 (11.6%) in this age bracket. Considering head teachers in the age bracket between 36 and 45 years, those who ranked them as paternalistic again formed the majority, 67 (62%). Only two teachers considered head teachers in this age bracket to be using laissez faire management style. A small number of teachers 17 (15.7%), still reported that head teachers in this age bracket use democratic management style. Those who rated that their head teachers in this age bracket used authoritarian management style 22 (20.4%), were more than those who rated that they use either democratic or laissez faire management styles. Head teachers above the age of 45 did not differ from the other two age brackets as categorisation by their teachers. The majority of teachers 52 (69.3%) serving under them reported that they were using paternalistic management style. These teachers were followed by those who categorised their head teachers as using authoritarian management style 12 (16.1%). Only one teacher (1.3%) working under a head teacher in this age bracket reported that the head teacher uses laissez faire management style. Teachers who reported their head teachers to use democratic management 10 (13.3%) style were less than those who rated that head teachers use authoritarian management style 12 (16.1%) in this age bracket. The overall results

show that majority of the teachers ranked their head teachers as using paternalistic management style 147 (65%) in spite of the differences in the ages of their head teachers. The teachers who reported their head teachers as using laissez faire management style formed the least number 4 (2%) even when age is considered. A chi-square test was computed and showed no statistical significant difference between the age of head teachers' and their management style ($\chi^2_{\text{obs}} = 1.489$, $\chi^2_{\text{crit}} = 12.59$, $df = 6$, $p > 0.05$). This led to the decision to accept the null hypothesis. This means that head teachers' management styles do not vary with their age.

Table 4: Head Teachers' Academic Qualifications and Management Style

Head teacher's management style	Teachers under Head teachers with First Degrees		Teachers under Head teachers with Post Graduate Diploma		Teachers under Head teachers with Masters Degree		Total	
	n	%	n	%	n	%	n	%
	Laissez faire	3	2.1			1	2.5	4
Democratic	21	14.9	8	17.8	3	7.5	32	14
Paternalistic	89	63.1	30	66.7	28	70	147	65
Authoritarian	28	19.9	7	15.6	8	20	43	19
Total	141	62.4	45	19.9	40	17.7	226	100

The results in table 4 show that majority of teachers 141 (62.4%), were working under head teachers that were first degree holders. Only 40 (17.7%) teachers were working under head teachers with a Masters degree. The rest of the teachers 45 (19.9%) were under head teachers with Post Graduate Diploma. Of those serving under head teachers with first degree, only 3 (2.1%) considered their head teachers as using

laissez faire management style. The majority of teachers 89 (63.1%) whose head teachers are first degree holders ranked them as using paternalistic management style. 28 (19.9%) teachers working under head teachers who are first degree holders considered them as using authoritarian management style. Still fewer teachers 21(14.9%), working under the same headship, ranked them as using democratic management style. The majority of teachers 30 (66.7%) working under head teachers with post graduate diploma categorised them as using paternalistic management style. There were slightly more teachers under head teachers with post graduate diploma who ranked them as using democratic management style 8 (17.8%) than those who use the authoritarian style 7 (15.6%). No teacher serving under a head teacher with the above qualification considered him/her as using laissez faire management style. Of the 40 (17.7%) teachers under head teachers with Masters Degree, only one (2.5%) ranked the head teacher as using laissez faire management style. Still only 3 (7.5%) ranked their head teachers as using democratic management style. The majority 28 (70%) rated that their head teachers were using the paternalistic style. These were followed by teachers 8 (20%) who perceived that their head teachers were using authoritarian management style. All in all, the majority of teachers characterised their head teachers as being paternalistic irrespective of their academic qualifications. A chi-square test was computed and showed no statistical significant difference between the academic qualifications of head teachers' and their management style ($\chi^2_{obs} = 3.347$, $\chi^2_{crit} = 12.59$, $df = 6$, $p > 0.05$). This led to the decision to accept the null hypothesis. This means that head teachers' management styles do not vary with the level of academic qualification.

Table 5: Head Teachers' Education Service Experience and Management Style

Head teacher's management style	Teachers under Head teachers with experience between 5 and 10 years		Teachers under Head teachers with experience between 11 and 15 years		Teachers under Head teachers with experience above 15 years		Total	
	n	%	n	%	n	%	n	%
Laissez faire	1	1.6	2	2.4	1	1.3	4	2
Democratic	5	7.8	17	20	10	13	32	14
Paternalistic	45	70.3	50	58.8	52	67.5	147	65
Authoritarian	13	20.3	16	18.8	14	18.2	43	19
Total	64	28.3	85	37.6	77	34.1	226	100

The results in table 5 show that majority of teachers 85 (37.6%) were under head teachers that had between 11 and 15 years of education service experience. These were followed by teachers 77 (34.1%) who were under those with over 15 years of education service experience. 64 (28.3%) teachers were working under head teachers that had between 5 and 10 years of education service experience. Of these teachers the majority 45 (70.3%) ranked their head teachers as using paternalistic style of management. Only one teacher (1.6%) categorised the head teacher as using laissez faire management style. 5 (7.8%) of them ranked the head teacher as using democratic style while 13 (20.3%) categorised them as using authoritarian style of management. Teachers working under head teachers with experience in education service between 11 and 15 years ranked their head teachers slightly different as regards those using democratic and authoritarian management styles. 17 (20%) perceived them as using democratic style while 16 (18.8%) ranked them as using authoritarian style. The

majority 50 (58.8%) of teachers working under head teachers with education service experience between 11 and 15 years categorised their head teachers as using paternalistic management style. Only 2 (2.4%) considered them as using laissez faire style of management. The trend seems to be similar with the teachers working under head teachers with education service experience of above 15 years. The majority 52 (67.5%) ranked them as using paternalistic management style and the minority 1 (1.3%) ranked them as using laissez faire style. The difference is found in the categorisation of democratic and authoritarian styles. More teachers 14 (18.2%) considered their head teachers as being authoritarian than those who categorised them as using democratic management style 10 (13%). A chi-square test was computed and showed no statistical significant difference between the education service experience of head teachers' and their management style ($\chi^2_{\text{obs}} = 5.157$, $\chi^2_{\text{crit}} = 12.59$, $df = 6$, $p > 0.05$). This led to the decision to accept the null hypothesis. This means that head teachers' management styles do not vary with their education service experience.

Hypothesis Two: Management Styles and School Types

The second hypothesis which the study investigated stated: “Management styles used by head teachers differ with school types” The categorisation of school types investigated were the school status, school sex of the learners and school nature. The results are summarised in the succeeding tables.

With regard to management styles of head teachers and school status the findings are shown in table 6.

Table 6: Relationship between the School Status and Head Teachers’

Management Styles		School Status				Total	
		Government aided		Private School		n	%
		n	%	n	%		
Head teachers’ management style	Laissez faire	3	2.6	1	0.9	4	2
	Democratic	21	18	11	10.1	32	14
	Paternalistic	75	64	72	66.1	147	65
	Authoritarian	18	15.4	25	22.9	43	19
Total		117	52	109	48	226	100

The results in table 6 show that slightly more teachers 117 (52%) who responded in the study came from the government aided schools. Of these the majority 75 (64%) reported that their head teachers use paternalistic management style. Only 3 (2.6%) categorised their head teachers as using laissez faire management style. Those who held that their head teachers are using democratic management style 21 (18%) were more than those who reported them as using authoritarian management style 18

(15.4%). Looking at the privately aided schools, only one teacher (0.9%) considered the head teachers as using laissez faire management style. The majority of teachers 64 (72%) in the private schools rated that head teachers use paternalistic management style. There was a big difference as regards democratic and authoritarian management styles. The number of teachers that reported head teachers to use authoritarian 25 (22.9%) management style was more than twice the number of those that reported the democratic 11(10.1%) style in private schools. Comparing the total number of teachers, who consider their head teachers to use either authoritarian or democratic management style, slightly more teachers perceived them as using authoritarian (19%) rather than democratic (14%) management style. A chi-square test was computed and showed no statistical significant difference between the school status (being either government aided or private) and the head teachers' management style ($\chi^2_{\text{obs}} = 5.049$, $\chi^2_{\text{crit}} = 7.82$, $df = 3$, $p > 0.05$). This led to the decision to accept the null hypothesis. This means that head teachers' management styles do not vary with the status of the schools.

With regard to management styles of head teachers and school sex of the students findings are shown in table 7.

Table 7: Relationship between School Sex and Head Teachers' Management Styles

		School sex				Total	
		Single sex School		Mixed sex School		n	%
		n	%	n	%		
Head teachers' management style	Laissez faire	2	3.6	2	1.2	4	2
	Democratic	12	21.8	20	11.7	32	14
	Paternalistic	31	56.4	116	67.8	147	65
	Authoritarian	10	18.2	33	19.3	43	19
Total		55	24.3	171	75.7	226	100

Table 7 indicates that 171 (75.7%) of the teachers were teaching in mixed secondary school. The majority of these teachers 116 (67.8%) in the mixed school reported that their head teachers were using paternalistic management style. Second to these were teachers who rated that head teachers use authoritarian management style 33 (19.3%). Only two teachers (1.2%) considered their head teachers using laissez faire management style. With regard to teachers in single sex schools, the majority perceived a similar view with their fellow teachers in mixed school. They reported head teachers as using paternalistic management style 31 (56.4%). Second to these teachers were those who considered their head teachers as using democratic management style 12 (21.8%). These were slightly more than those who considered their head teachers as using the authoritarian style 10 (18.2%). There were variations with their fellow teachers in the mixed schools who ranked the authoritarian management style second to the paternalistic one. In both the single sex and the mixed schools teachers who ranked their head teachers as using laissez faire management style were the least in number, 2 (3.6%) and 2 (1.2%), for single sex and mixed

school respectively. A chi-square test was computed and showed no statistical significant difference between the school sex of students (being either government aided or private) and the head teachers' management style ($\chi^2_{\text{obs}} = 5.311$, $\chi^2_{\text{crit}} = 7.82$, $df = 3$, $p > 0.05$). This led to the decision to accept the null hypothesis. This means that head teachers' management styles do not vary with the sex of the students in the schools.

According to head teacher management styles and the school nature, the findings are shown in table 8.

Table 8: Relationship between School Nature and Head Teachers' Management

Styles

		School Nature						Total	
		Day		Day and Boarding		Boarding		n	%
		n	%	n	%	n	%		
Head teachers' management styles	Laissez faire			2	1.2	2	5	4	2
	Democratic	3	12	22	13.7	7	17.5	32	14
	Paternalistic	19	76	104	64.6	24	60	147	65
	Authoritarian	3	12	33	20.5	7	17.5	43	19
Total		25	11.1	161	71.2	40	17.7	226	100

In terms of the nature of school, the majority of teachers 147 (65%) considered head teachers as using paternalistic management style. Only a small number 4 (2%) perceived their head teachers as using laissez faire management style. A good number of these teachers 161 (71.2%) were teaching in both day and boarding schools. Of these only 2 (1.2%) reported their head teachers as using laissez faire management

style. The majority of these teachers 104 (64.6%) were teaching in both day and boarding schools, affirmed that their head teachers were using the paternalistic style of management. 33 (20.5%) teachers perceived that these head teachers were using the authoritarian style. These were more than those who considered their head teachers as using basically the democratic style of management 22 (13.7%). 40 (17.7%) teachers were teaching in boarding schools and of these only two (5%) considered their head teachers as using the laissez faire management style. The majority of those teaching in boarding schools 24 (60%) reported their head teachers as using paternalistic management style. An equal number of teachers in boarding schools considered their head teachers as using democratic and, or authoritarian management style 7 (17.5%). In terms of day schools the majority of teachers 19 (76%) ranked their head teachers to be using the paternalistic management style. None of the teachers considered their head teachers as using the laissez faire management style. However like their fellow teachers in boarding schools, an equal number of teachers ranked their head teachers' management style as being democratic and, or authoritarian 3 (12%). A chi-square test was computed and showed no statistical significant difference between the school nature (whether day, day and boarding or boarding) and the head teachers' management style ($\chi^2_{\text{obs}} = 4.983$, $\chi^2_{\text{crit}} = 12.59$, $df = 3$, $p > 0.05$). This led to the decision to accept the null hypothesis. This means that head teachers' management styles do not vary with the 'day-and-boarding' nature of the schools.

Hypothesis Three: Management Styles and Teacher performance

The third hypothesis which the study investigated stated: “There is a correlation between management styles used by the head teacher and teacher performance”. To establish the relationship between head teachers’ management styles and teachers’ performance, data were collected on the teachers work performance. To determine the relationship between head teachers’ management styles and teachers’ performance, therefore, the head teachers’ management styles were correlated with the teachers’ performance in an analysis of variance (Anova) test at the level of confidence alpha equals .05, to compare the teachers’ mean work performance across the various categories of head teachers’ management styles. The results are shown in Table 9.

Table 9: Analysis of variance in teacher performance across different categories of Head teachers’ management styles

Head teacher’s management style	N	Mean teacher performance	Std. Deviation
Laissez faire	4	30.5000	7.5498
Democratic	32	37.1250	4.6956
Paternalistic	147	43.1860	4.1130
Authoritarian	43	39.0068	4.4805
Total	226	39.3850	4.9967

Table 9 indicates that there were differences in the teachers’ work performance across the different categories of head teachers’ management styles. The difference is in favour of the paternalistic management style. The findings show that when teachers

are subjected to paternalistic style of management they perform better than any other management style in Rakai district. The performance got using authoritarian management style is second to the one got using the paternalistic style as witnessed from their respective teacher mean performance of 43 (paternalistic) and 39 (authoritarian) respectively. The least performance is got from using the laissez faire management style, with mean teacher performance of 30. Analysis of variance in teacher performance across different categories of head teachers' management styles was computed and showed that there is a significant correlation between the two. The calculated value of F_{obs} (18.459) is greater than the critical value of F_{crit} (2.65). This led to the decision to reject null hypothesis three, meaning that there is a significant correlation between head teachers' management styles and teachers' performance in Rakai District.

Chapter five: Discussion, Conclusion and Recommendations

Introduction

The general purpose of this study was to investigate the management styles used by head teachers in Rakai district secondary schools and how these influence teacher performance. This chapter presents discussion, conclusions and recommendations within the context of the objectives and the corresponding research questions and hypotheses. Respondents include head teachers and their deputies, classroom teachers, local government education officials and chair persons of Boards of Governors (BOG). The study was carried out and the objectives achieved through the use of questionnaires and interviews. The objectives of the study were:

1. To find out whether there are differences in management styles used by head teachers with reference to their individual characteristics in secondary schools in Rakai district.
2. To find out whether there are differences in management styles used by head teachers with reference to school types in Rakai district.
3. To examine how management styles of head teachers influence teacher performance in secondary schools in Rakai district.

Discussion

Hypothesis One: The management styles and individual characteristic of head teachers. The first objective was aimed at finding out whether management styles of head teachers vary with their individual characteristics in secondary schools in Rakai district. The findings revealed that the head teachers' management styles do not vary

with their individual characteristics (sex, age, level of educational attainment and duration of education service experience). This could be a result of the common education system teachers are subjected to before attaining such headship as well as the same socio-economic situation they find themselves in. The study affirms Jirasinghe and Lyons (1996), Mertz and McNeely (1998) as cited by Oplatka (2006) who found out that there is no substantial evidence for gender differences in educational leadership. The study disagrees with what Cames et al., (2001) and Schein (2001) cited by Jogulu and Wood (2006) say that women are less likely to possess requisite management characteristics. It concurs with what Nyapendi (1995) found out that women have good managerial capabilities, the same management and problem solving capabilities as the men.

The findings revealed that, head teachers are generally using the same management styles, inclining more to paternalistic management style. It has shown that differences in academic qualifications of head teachers have little to do with the way they manage their schools. This finding differs from what Nsubuga (2008) asserts that the nature of head teacher's training contributes to either poor or good leadership and hence school performance. As table 4 reveals, the majority of teachers working under head teachers with First Degree perceived them as using paternalistic style. The trend was the same even for Post Graduate Diploma head teachers and even those with Masters Degree. The finding agrees with Machan (1998) cited by Nabeeta (2008) who holds that managing and influencing organisational personnel appropriately to register organisational goals is intuitive and is a personal gift. It has little to do with how far an

individual climbs the academic ladder. However, the finding also contrasts Nabeeta (2008) who points out that a significant change in the way of managing a school is expected from a person who gets training, because with training a person attains confidence and public reputation.

Considering the differences in education service experience, head teachers did not differ in the management styles they use in their schools. The study findings agrees with what Bush and Oduro (2006) point out that it is not experience on the job but prior formal leadership training that brings the difference in head teachers' management styles. The above finding contrasts what McMahon and Bolan (1990) as cited by Okot (2000) say that adults in professional roles learn skills through experience, reflecting on it and receiving constructive criticism. Teachers have learnt to be head teachers in practice by doing the job on a daily basis, since many are chosen not because of their prior management record but from their teaching prowess.

Hypothesis Two: Management styles of head teachers and school types. The second objective was aimed at finding out whether management styles of head teachers vary with school types. The results revealed that head teachers are using mostly paternalistic management styles irrespective of the differences in nature and status of the school and sex of the students. With respect to school status, head teachers use mostly paternalistic style of management. This does not concur with what Musaazi (1982) said that management styles vary from one organisations to another. He asserted that no two leaders administer and manage their organisation in the same

way. However the result findings agree with what Leithwood, Louis, Anderson and Wahlstrom (2004) say that there are certain core practices that any leader has to refer to as s/he is managing an organisation. These practices include setting directions, developing people and redesigning the organisation.

Concerning whether the school is single sex or mixed, it has little to do with the management styles used by head teachers. This result is supported by Berry (2001) who says that the national standards for head teachers consider commitment to effective working relationships, shared leadership, effective team work and continuing professional development for self and others within the school, and not differences in the schools where these head teachers are to be working. This contrasts what Khandwalla (1995) asserts that management styles vary in a given culture. He says that organisations differ in terms of their types, purpose, size, operating environment and history.

Hypothesis Three: Management styles of head teachers and teacher performance. The third objective was to examine how management styles of head teachers influence teacher performance. The results revealed that there are differences in teachers' work performance across the different categories of head teachers' management styles, and that the teachers performed better when either authoritarian or paternalistic management styles is employed. These findings indicate that there is a correlation between management styles used by head teachers and teacher performance. The study concurs with what Jing and Avery (2008) hold that management creates the vital link between organizational effectiveness and people's

performance at an organizational level. It however disagrees with McMillan (2007) who says that authoritarian management style is being less and less practised opting for a more participative style of managing organisations.

The findings also agree with what Marshall (1999) asserts that a manager who does nothing else well but gets the required results through people will probably have a great and successful career for self and ones subordinates. It however disagrees with what Beau (1985) as cited by Banyoya (2006) asserts that a participative management style has a greater influence on the positive commitment than an authoritarian management style. The study concurs with Andersen (2009) who asserts that subordinates like to have a superior who responds favourably to their needs, wants and aspirations. The findings differ from Mullins (2002) who observed that the nature of management is moving away from an emphasis on getting results by close control of the work force towards an environment of coaching, support and devolution of power to the work force. These findings are also in line with the Path-goal theory of Robert House that holds that managers (head teachers) encourage and support their employees (teachers) in achieving the goals they have set by making the path that their teachers should take clear and easy. Head teachers who show the way and help their teachers along a path are effectively 'leading' their respective schools.

Conclusions

Following the findings of this study, in line with the hypotheses that guided the study, the researcher drew the following conclusions:

1. The most used management style in secondary schools in Rakai district is the paternalistic style. It is followed by the authoritarian style. Small traces of democratic and still smaller indications of laissez faire also appear.
2. The management styles of head teachers in secondary schools in Rakai district do not vary with their individual characteristics. This is because the study indicated that in spite of the different individual characteristics of these head teachers, the paternalistic style of management is still the most used style.
3. The management styles used by head teachers do not vary with school types. This is because the study indicated that in whichever category of school type the paternalistic style of management is still the most used style.
4. The management styles used by head teachers have an influence on the performance of their teachers. This is due to the findings of the study that indicated a significant correlation between head teachers' management styles and teachers' performance in secondary schools in Rakai district.

Conclusion about the theory

The results of this study allowed the researcher to conclude that there was a statistically significant relationship between the variables of the study. Therefore, a conclusion can be made about the Path-goal Theory. The theory was found to be applicable in the education sector. For the findings agree with Robert House's

argument that which emphasizes that the role of the manager (head teacher) is to provide employees (teachers) with a clear picture of the path they are to follow in order that they can reach both the organization's (school's) and their individual (teachers') goals. This is fulfilled in the management styles used by these managers. Head teacher management style is important because it has a direct impact on the performance of their teachers.

Recommendations

From the foregoing discussion of the findings, the following recommendations were made by the researcher:

1. Special emphasis should be placed on the paternalistic management style. Workshops and training courses should be conducted for head teachers on how to intensify, articulate, communicate and implement the benefits of using this management style.
2. Sensitization of all stakeholders in secondary schools in Rakai district concerning the benefits of paternalistic management style should be done. Such sensitization is likely to reawaken the interest and participation of all concerned stakeholders so that solutions for improvement of students' performance could be found.
3. Head teachers should regularly review objectives, strategies and processes associated with teacher management styles in their schools and make changes or introduce innovations accordingly.

4. Any school whichever the type has teachers with certain values, beliefs, needs and wants. Head teachers should understand these attributes of the staff then determine what management style would support the staff achieve personal satisfaction through meeting their needs.
5. The study has revealed that head teacher management styles influence teacher performance. Head teachers should pay more attention to the management style they use, well knowing that any flaw would adversely affect not only the performance of their teachers but their students too.
6. Head teachers should furthermore consider the use of an alternative management style, the democratic management style that may facilitate more the cooperation and involvement of teachers for better performance.

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9. School type: Day Day and Boarding Boarding

Section B: Management Styles in our School:

10. The head teacher shares the school's achievements and progress with all the staff.

Very rarely rarely regularly very regularly

11. The head teacher organises regular staff meetings that reduces teachers' dissatisfaction

Very rarely rarely regularly very regularly

12. The head teacher takes all the important decisions with no involvement from staff.

Very rarely rarely regularly very regularly

13. The head teacher inspires teachers to aim higher through staff training and development.

Very rarely rarely regularly very regularly

14. The head teacher makes teachers feel good to be in this particular school.

Very rarely rarely regularly very regularly

15. The head teacher shows satisfaction in the teachers.

Very rarely rarely regularly very regularly

16. The head teacher stimulates teachers to participate in school activities.

Very rarely rarely regularly very regularly

17. The head teacher makes decisions in best interest of staff after consultation.

Very rarely rarely regularly very regularly

18. The head teacher allows teachers to make their own decisions about responsibilities at school.

Very rarely rarely regularly very regularly

19. The head teacher gives due attention to teachers' social needs.

Very rarely rarely regularly very regularly

20. The head teacher creates conditions that allow teachers to work unconditionally.

Very rarely rarely regularly very regularly

21. The head teacher offers good example of good work for teachers to follow/emulate.

Very rarely rarely regularly very regularly

22. The teachers are inspired by the head teacher to be committed to the school.

Very rarely rarely regularly very regularly

23. The head teacher guides teachers on how to perform tasks assigned to them.

Very rarely rarely regularly very regularly

24. The head teacher closely supervises the teachers' work.

Very rarely rarely regularly very regularly

25. The head teacher relates well with the staff.

Strongly disagree disagree agree strongly agree

26. The head teacher encourages teachers to understand views of other teachers.

Very rarely rarely regularly very regularly

27. The head teacher treats each teacher as an individual with needs.

Very rarely rarely regularly very regularly

28. The head teacher encourages teachers to express their views/ideas freely.

Very rarely rarely regularly very regularly

29. The head teacher values and expresses content in the current work of the teachers at school.

Strongly disagree disagree agree strongly agree

30. Teachers are satisfied with the way the head teacher motivates them towards better performance in our school.

Strongly disagree disagree agree strongly agree

Section C: Performance in our School:

31. Teachers are present at their places of work.

Very rarely rarely regularly very regularly

32. Teachers present their schemes of work and lesson plans to the heads of departments.

Very rarely rarely regularly very regularly

33. Teachers give extra assistance to students in their studies.

Very rarely rarely regularly very regularly

34. Teachers respond positively to the assignments given to them by the head teacher.

Very rarely rarely regularly very regularly

35. Teachers are satisfied with the way responsibilities are shared at our school.

Strongly disagree disagree agree strongly agree

36. Teachers accomplish tasks according to deadlines set by the head teacher.

Very rarely rarely regularly very regularly

37. Teachers engage students in co-curricular activities beyond the official time.

Very rarely rarely regularly very regularly

38. Teachers are satisfied with the time devoted to co-curricular activities in our school.

Strongly disagree disagree agree strongly agree

39. Teachers are involved in organising school music festivals and sports galas.

Very rarely rarely regularly very regularly

40. The teachers are punctual for their duties and begin their lessons on time.

Very rarely rarely regularly very regularly

41. Teachers maintain, keep in safe custody all records and school property under their care.

Very rarely rarely regularly very regularly

42. Teachers dedicate most of their free time to attending to students' consultation.

Very rarely rarely regularly very regularly

43. Teachers voluntarily undertake remedial teaching as effective teaching may require.

Very rarely rarely regularly very regularly

Thank you so much for sparing your precious time to respond. Be eternally blessed.

Appendix B

Interview Guide for Head Teachers:

Section A: Background Information:

1. Sex: Male Female
2. Age: Below 25 between 25 – 35 between 36 – 45
Above 45
3. Academic qualification: Secondary School Certificate Diploma
First Degree Post Graduate Diploma Masters Degree
4. Teaching experience: Below 5 years between 5 – 10 years
between 11 – 15 years above 15 years

Section B:

5. The Head teacher is entrusted with a heavy responsibility of managing the school and leading it to the attainment of its mission. How have you ensured that your teachers stay focused and committed to the school mission in their day today work?
6. Incentives such as bonuses and prizes keep the teachers motivated. How do you cater for this in your school?
7. Teachers' personal problems at times affect their ability to work. How do you deal with them in this aspect?
8. How do you ensure that your teachers remain dedicated, cooperative and willing to fulfil the duties assigned to them?
9. How do you deal with suggestions from your teachers especially those that could affect the policy of the school?

10. Schools share their achievements and progress with their teachers. How do you do it here?
11. How are decisions made in your school?
12. In your opinion what determines teachers' presence at your school, their response to assignments, time taken to accomplish tasks and their involvement in co-curricular activities?
13. In which ways do you involve your teachers in the running and management of the school?

Thank you so much for sparing your precious time to respond. Be eternally blessed.

Appendix C

Interview Guide for District Inspector of Schools (DIS) in Rakai

1. How has your current appointment affected the management of schools in Rakai District?
2. As District Inspector of Schools, do you see head teachers endeavouring to promote teacher participation in management of their schools that would consequently improve their commitment, involvement and empowerment?
3. What is your opinion about teacher performance in the schools under your jurisdiction, vis-à-vis the current students' performance in the National Examinations?
4. In your opinion what determines teachers' presence at schools, their response to assignments, time taken to accomplish tasks and their involvement in co-curricular activities?
5. The Head teacher's management style is usually determined by the situation, the needs and personalities of his or her teachers and by the school culture. What do you say about the management styles used by head teachers in the schools under your jurisdiction?

Thank you so much for sparing your precious time to respond. Be eternally blessed.

Appendix D

Interview Guide for Chairpersons of Boards of Governors (BOG)

Section A: Background Information:

1. Sex: Male Female
2. School Status: Government aided Private School

Section B:

3. Has your appointment as Chairman Board of Governors affected the way your school is being managed?
4. Schools usually have, or seek to have, distinctive management styles, and many times try to ensure that a preferred style, fitting with the desired school culture, is always used. How would do you describe the management style of your school?
5. What do you think necessitates such management style?
6. What do you say about teachers' commitment to their work in your school?
7. How has your school ensured teacher commitment, involvement and empowerment?
8. In your opinion what determines teachers' presence at your school, their response to assignments, time taken to accomplish tasks and their involvement in co-curricular activities?
9. How do you describe your relationship with the head teacher and the entire staff of your school?

Thank you so much for sparing your precious time to respond. Be eternally blessed.

Appendix E

Descriptive Statistics of Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Sex of respondents	226	1	2	1.27	.44
Age of respondents	226	1	4	2.07	.77
Academic Qualification	226	1	4	2.37	.72
Current Designation	226	1	4	3.47	.91
Employment Status	226	1	2	1.24	.43
Teaching Experience	226	1	4	1.83	.91
School Status	226	1	2	1.48	.50
Nature of the School	226	1	2	1.76	.43
School Type	226	1	3	2.07	.53
Share School's Achievement	226	1	4	3.09	.69
Organise regular staff meeting	226	1	4	2.92	.69
Takes all important decisions	226	1	4	2.09	.93
Inspires teachers to aim higher	226	1	4	2.87	.85
Makes teachers feel good	226	1	4	3.08	.76
Shows satisfaction	226	1	4	2.89	.71
Stimulates to participate	226	1	4	3.16	.70
Makes decisions in best interest	226	1	4	2.79	.75
Allows to make own decisions	226	1	4	2.54	.83
Gives due attention to social needs	226	1	4	2.77	.74
Creates conditions to work	226	1	4	2.66	.82
Offers good example to emulate	226	1	4	3.11	.79
Inspired to be committed	226	1	4	3.10	.71
Guides on how to perform tasks	226	1	4	3.00	.74
Closely supervises teachers' work	226	1	4	2.99	.77
Relates well with the Staff	226	1	4	3.19	.66
Encourages to understand views	226	1	4	2.93	.70
Treat each as individual with needs	226	1	4	2.88	.72
Encourages to express their views	226	1	4	3.08	.78
Values, expresses content in work	226	1	4	3.03	.56
Satisfied with the way of motivation	226	1	4	2.84	.76
Present at places of work	226	1	4	3.31	.60
Present schemes of work, lessons plans	226	1	4	2.97	.72

Gives extra assistance to students	226	1	4	3.31	.63
Respond to assignments given to them	226	1	4	3.23	.63
Satisfied with sharing of responsibilities	226	1	4	2.85	.69
Accomplish tasks to set deadlines	226	1	4	2.96	.64
Engage in co-curricular activities	226	1	4	2.57	.87
Satisfied with time spent on co-curricular	226	1	4	2.84	.63
Involved in organising music and sports	225	1	4	3.01	.78
Punctual for duties and begin on time	226	1	4	3.21	.64
Maintain, keep safe custody all records	226	1	4	3.12	.67
Free attention to students' consultations	226	1	4	3.00	.69
Voluntarily undertake remedial teaching	226	1	4	3.02	.76
<hr/>					
Valid N (list wise)	226				
<hr/>					

Appendix F

Figure a) Distribution of Teachers by Schools that Participated in the Study

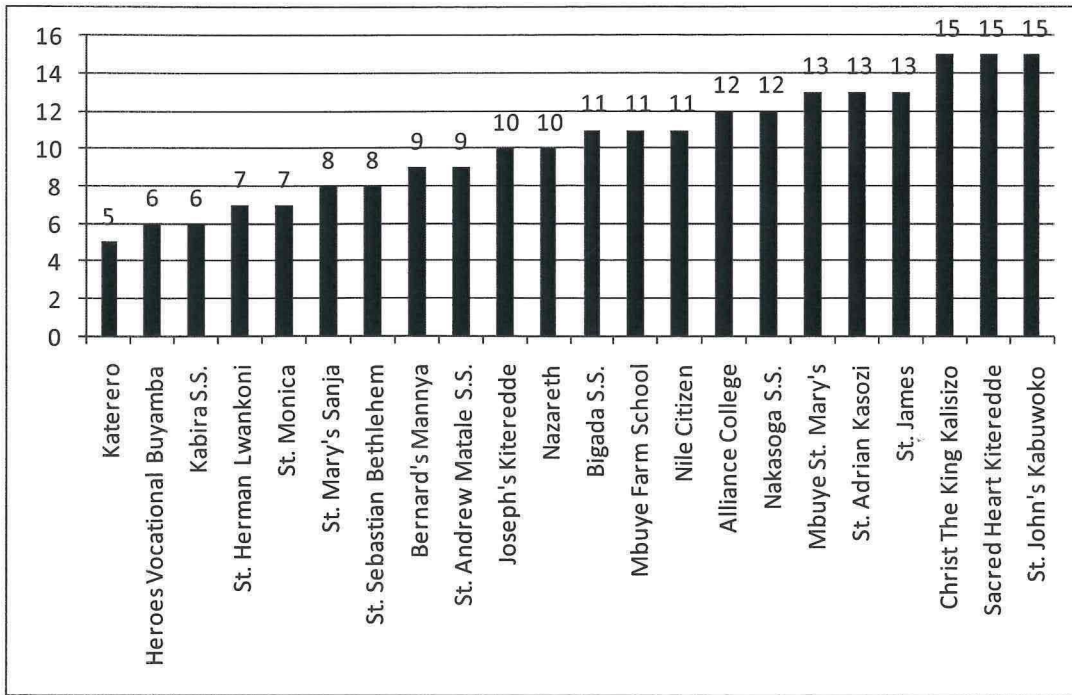
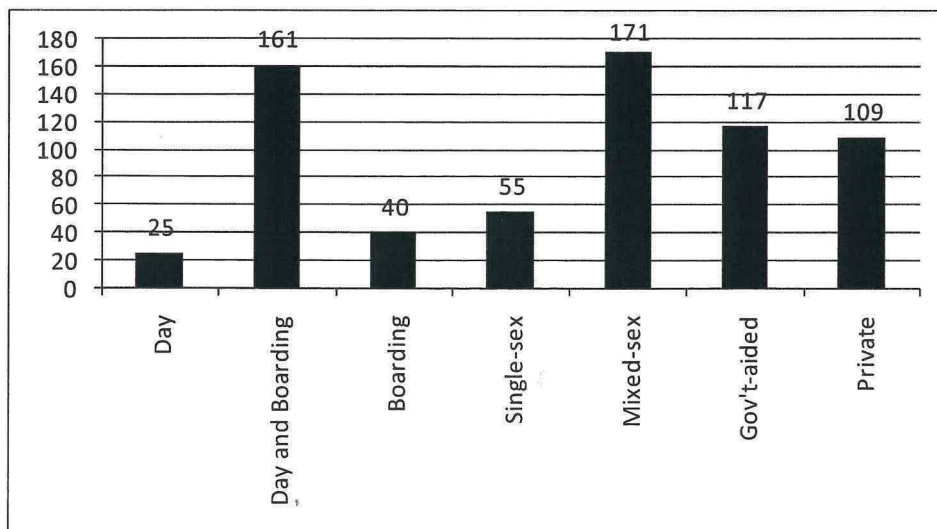


Figure b) Distribution of Schools by Nature, Sex and Status



Appendix G

Background Information about the Respondents

	Variables	f	%
Age (in years)	Below 25	45	20
	Between 25 and 35	134	59
	Between 36 and 45	33	15
	Above 45	14	6
	Total	226	100
Gender	Male	165	73
	Female	61	27
	Total	226	100
Level of educational attainment	Secondary school certificate	23	10
	Diploma	106	47
	First degree	88	39
	Post graduate diploma	9	4
	Total	226	100
Employment tenure	Permanent	172	76
	Part-timer	54	24
	Total	226	100
Duration of teaching experience	Below 5 years	97	43
	Between 5 and 10 years	90	40
	Between 11 and 15 years	20	9
	Above 15 years	19	8
	Total	226	100

Current Designation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deputy Head Teacher	16	7.1	7.1	7.1
	Director of Studies	16	7.1	7.1	14.2
	Head of Department	39	17.3	17.3	31.4
	Class Teacher	155	68.6	68.6	100.0
Total		226	100.0	100.0	

Appendix H

Validity and Reliability of Questionnaire for Teachers

Validity:

A Content Validity Index, $CVI = \frac{\text{Sum of agreement on every relevant judgement}}{\text{Total number of items in instrument}} \times 100$, based

on suggestions of experts—who reviewed and judged the questionnaire items as either relevant or irrelevant to the study—was used to establish the validity of the questionnaire for teachers as shown below.

		EXPERT ONE		
		Relevant	Not relevant	Total
EXPERT TWO	Relevant	31	3	34
	Not relevant	5	4	9
Total		36	7	43

$CVI = \frac{31}{43} \times 100 = 72\%$. This means that the instrument was valid and, therefore,

appropriate for the study.

Reliability:

Cronbach's alpha coefficient $\alpha = \frac{k}{k-1} \left(1 - \frac{\sum Sd^2 i}{\sum Sd^2 t} \right)$ was computed for sections B and C

(items 10 through 43)—because items 1 through 9 only inquired into the respondents' identification particulars hence their internal consistence was not of interest.

$\alpha = \frac{34}{34-1} \left(1 - \frac{3.87}{16.41} \right) = 0.79$, meaning that the instrument was highly internally consistent

and, therefore, reliable.

Appendix I

Correlations

Chi-Square Tests for Head teacher's Management Style by Sex

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.969	3	.809
Likelihood Ratio	1.479	3	.687
Linear-by-Linear Association	.697	1	.404
N of Valid Cases	226		

Chi-Square Tests for Head teacher's Management Style by Age

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.489	6	.960
Likelihood Ratio	1.510	6	.959
Linear-by-Linear Association	.128	1	.720
N of Valid Cases	226		

Chi-Square Tests for Head teacher's Management Style by Academic Qualification

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.347	6	.764
Likelihood Ratio	4.368	6	.627
Linear-by-Linear Association	.203	1	.652
N of Valid Cases	226		

Chi-Square Tests for Head teacher's Management Style by Education Service Experience

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.157	6	.524
Likelihood Ratio	5.285	6	.508
Linear-by-Linear Association	.307	1	.579
N of Valid Cases	226		

Chi-Square Tests for Head teacher's Management Style by School Status

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.049	3	.168
Likelihood Ratio	5.147	3	.161
Linear-by-Linear Association	4.882	1	.027
N of Valid Cases	226		

Chi-Square Tests for Head teacher's Management Style by Sex of Learners

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.311	3	.150
Likelihood Ratio	4.852	3	.183
Linear-by-Linear Association	2.692	1	.101
N of Valid Cases	226		

Chi-Square Tests for Head teacher's Management Style by School Nature

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.983	6	.546
Likelihood Ratio	4.726	6	.579
Linear-by-Linear Association	.681	1	.409
N of Valid Cases	226		

Anova for Head teacher's Management Style by Teacher Performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1121.504	3	373.835	18.459	.000
Within Groups	4496.005	222	20.252		
Total	5617.509	225			

Appendix J

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

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

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

Appendix K

Letter of Introduction



Our Ref:

Your Ref:

Date: 2nd June 2009

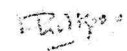
TO WHOM IT MAY CONCERN

This is to certify that **FR. KAFEERO PAUL** is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic.

***MANAGEMENT STYLES OF HEADTEACHERS AND THEIR INFLUENCE ON
TEACHER PERFORMANCE IN SECONDARY SCHOOLS IN RAKAI DISTRICT***

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.

Yours faithfully


f.f. EDITH MBABAZI
HEAD OF DEPARTMENT

Appendix L

First grade performance by districts O-level results for the year 2007

	District	Male	Female	Total	Registered	% of Division
1	Wakiso	1717	1575	3292	19960	16.5
2	Kampala	1404	1169	2573	18753	13.7
3	Mukono	926	663	1589	11395	13.9
4	Bushenyi	350	360	710	6866	10.3
5	Jinja	530	180	710	5913	12.0
6	Masaka	513	156	669	7019	9.5
7	Luweero	392	276	668	5063	13.2
8	Mbarara	464	194	658	4597	14.3
9	Mpigi	373	203	576	5319	10.8
10	Kabale	249	87	336	4299	7.5
11	Tororo	160	174	334	3135	10.7
12	Kayunga	170	72	242	2306	10.5
13	Iganga	114	125	239	4967	4.8
14	Mityana	125	89	214	3048	7.0
15	Mbale	157	44	201	4622	4.3
16	Rukungiri	65	121	186	2802	6.6
17	Masindi	161	21	182	2706	6.7
18	Arua	144	35	179	5855	3.1
19	Hoima	127	37	164	2473	6.6
20	Lira	127	28	155	3819	4.1
21	Rakai	83	67	150	2346	6.4
22	Soroti	127	21	148	3428	4.3
23	Ntungamo	121	21	142	2747	5.2
24	Kabarole	87	44	131	2440	5.4
25	Gulu	106	11	117	2673	4.4
26	Busia	72	40	112	2117	5.3
27	Kamuli	91	20	111	3360	3.3
28	Kasese	98	5	130	3317	3.1
29	Kibaale	65	29	94	1770	5.3
30	Mubende	59	15	74	1892	3.9
31	Ibanda	39	27	66	1489	4.4
32	Apac	44	21	65	1079	6.0
33	Budaka	44	20	64	1050	6.1
34	Kumi	54	9	63	1631	3.9
35	Palisa	55	4	59	2150	2.7
36	Kanungu	36	14	50	1228	4.1
37	Koboko	48	0	48	1541	3.1
38	Kisoro	41	4	45	1065	4.2
39	Insingiro	35	10	45	975	4.6
40	Moyo	38	2	40	1327	3.0
41	Bugiri	33	5	38	1680	2.3
42	Kitgum	35	3	38	1465	2.6
43	Manafwa	23	14	37	1765	2.1
44	Nakaseke	21	16	37	821	4.5
45	Kapchorwa	27	8	35	1424	2.5

46	Kaliiro	31	2	33	991	3.3
47	Moroto	22	8	30	367	8.2
48	Nakasongora	25	5	30	870	3.4
49	Kamwenge	23	6	29	938	3.1
50	Mayuge	21	6	27	1194	2.3
51	Butaleja	25	2	27	809	3.3
52	Nebbi	24	1	25	1783	1.4
53	Kotido	22	2	24	144	16.7
54	Kyenjojo	18	2	20	1352	1.5
55	Pader	20	0	20	633	3.2
56	Sironko	19	1	20	1195	1.7
67	Kiboga	17	2	19	1107	1.7
58	Ssembabule	18	1	19	600	3.2
59	Kiruhura	17	2	19	628	2.3
60	Adjumani	15	0	15	1518	1.0
61	Oyam	15	0	15	691	2.2
62	Dokolo	13	0	13	493	2.6
63	Lyantonde	12	1	13	203	6.4
64	Amuru	12	0	12	559	2.1
65	Buliisa	12	0	12	214	5.6
66	Yumbe	11	0	11	806	1.4
67	Kalangala	6	4	10	126	7.9
68	Bukedea	9	1	10	516	1.9
69	Bundibugyo	9	0	9	481	1.9
70	Amolatar	9	0	9	303	3.0
71	Amuria	6	1	7	382	1.8
72	Bukwo	6	1	7	463	1.5
73	Kaberaido	6	0	6	538	1.1
74	Kaabong	6	0	6	95	6.3
75	Abim	4	2	6	173	3.5
76	Budeeda	4	0	4	203	2.0
77	Namutamba	4	0	4	379	1.1
78	Katakwi	1	0	1	314	0.3
79	Nakapiripit	0	0	0	111	0.0
Total		10212	6089	16301	193076	8.4

SOURCE: Solomon Muyita and Grace Nataabaalo. Daily Monitor (Saturday, Feb 2, 2008)

Appendix M

Results of candidates O-level (2006)

	District	Candidates	Grade 1		District	Candidates	Grade 1
1	Wakiso	16143	23.1%	36	Kiruhura	791	5.2%
2	Mukono	9679	21.2%	37	Kapchorwa	1292	5.1%
3	Kampala	17371	19.8%	38	Insingiro	847	5.1%
4	Mbarara	4078	19.3%	39	Mbale	4157	4.9%
5	Kayunga	1774	17.6%	40	Mubende	1663	4.9%
6	Jinja	4812	17.5%	41	Kiboga	899	4.9%
7	Mpigi	4097	16.3%	42	Kanungu	1244	4.7%
8	Masaka	6066	15.2%	43	Amolatar	287	4.75%
9	Bushenyi	6887	14.4%	44	Kisoro	979	4.6%
10	Kalangala	91	13.6%	45	Apac	1923	4.3%
11	Luwero	3908	12.9%	46	Arua	5356	4.2%
12	Kabale	4227	11.9%	47	Kasese	3402	4.2%
13	Moroto	319	11.2%	48	Kumi	1989	4.1%
14	Rakai	2038	10.8%	49	Pallisa	2725	3.9%
15	Tororo	2921	10.1%	50	Pader	527	3.9%
16	Rukungiri	3075	9.7%	51	Bugiri	1341	3.7%
17	Ntungamo	2638	9.5%	52	Kyenjojo	1070	3.7%
18	Hoima	2318	9.5%	53	Kitgum	1366	3.4%
19	Mityana	2723	9.4%	54	Moyo	1290	3.3%
20	Masindi	2610	8.6%	55	Sironko	912	3.3%
21	Ibanda	1410	8.5%	56	Kaliro	763	3.3%
22	Iganga	4293	8.3%	57	Nakapiripit	95	3.2%
23	Kabarole	2375	8.2%	58	Kamwenge	629	3.1%
24	Nakasongola	757	7.6%	59	Nebbi	1634	3.0%
25	Nakaseke	742	7.4%	60	Yumbe	677	2.8%
26	Butaleja	576	7.1%	61	Kotido	295	2.8%
27	Kibaale	1381	6.8%	62	Mayuge	982	2.7%
28	Lira	3776	6.4%	63	Manafwa	1649	2.2%
29	Gulu	2732	6.2%	64	Adjumani	1348	2.1%
30	Busia	2018	6.0%	65	Amuria	387	1.6%
31	Koboko	1329	6.0%	66	Bundibugyo	451	1.4%
32	Soroti	3132	5.8%	67	Katakwi	299	1.0%
33	Kamuli	2773	5.7%	68	Kaberamaido	581	0.9%
34	Kaabong	76	5.5%	69	Bukwo	473	0.9%
35	Sembabule	497	5.3%				

SOURCE: Fortunate Ahimbisibwe and Connan Busingye (2007 February 11). How the Districts performed. (Sunday Vision p. 1-2)