Principals' Leadership Practices and Tutors' Performance at Bulera and Kamurasi Primary Teachers Colleges in Masindi and Hoima Districts, Uganda

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Declaration

I declare that this research dissertation is my original compilation and has never been submitted to any university or higher institution of learning for award of an academic qualification.

Signed.....

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Approval

This is to certify that this research dissertation has been prepared by **Kadandi Lawrence**, a student of Master of Education in Policy Planning and Management and has been under our guidance. His dissertation is now ready for submission to the Graduate School, Kyambogo University. This dissertation is submitted with our approval.

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Dedication

The work is dedicated to my dear wife Cissy, children; Israel and Matthew. Above all, I dedicate this work to my mother Jesca Kadandi for all the sacrifices she made to ensure that I got sufficient education.

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I thank God for having reached this level in my academic pursuance and being able to carry out this research. I especially thank my supervisors Fr. Dr. John Bosco Ssettumba and Rev. Dr. Grace Lubaale, who spared plenty of time, so that this work is completed. I thank you for the support; advice and encouragement throughout the research process that have enabled me to come this far.

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ABSTRACT

This study analysed the relationship between principals' leadership practices and tutors' performance in PTCs in Uganda. Specifically the study looked at the different leadership practices of principals; the relationship between the leadership practices of principals and tutors performance; and established appropriate leadership practices of principals for PTCs for improving tutors performance.

The study carried out across-sectional survey design on a sample of 71 respondents. Data was collected by use of questionnaire and interview guide. Data was analysed quantitatively and qualitatively. Quantitative data was analysed using the Statistical Package for Social Scientists 17.0 (SPSS) program to calculate measures of tendency and dispersion and frequencies. Hypothesis testing was carried out using multiple linear regression. Qualitative data was interpreted by composing explanations and substantiating them using the respondents open responses. The study found out that; principals of Primary Teachers Colleges employed different leadership practices; there was no relationship between leadership practices and tutors performance; and there was no specific appropriate leadership practice for improving tutors performance except employing a hybrid (mixture) of leadership practices.

It was thus concluded that principals of PTCs were employing different leadership practices; there was no relationship between PTCs principals leadership practices and tutors performance; and an appropriate leadership practice for improving tutors performance can be a hybrid approach. Therefore, it was recommended that principals of PTCs in their leadership should employee various leadership practices; principals of PTCs should adopt modern leadership approaches by which there is shared or distributed leadership; and principals of PTCs should adopt a hybrid leadership practice to enhance performance of tutors.

Chapter One

Introduction

1.0 Introduction

This chapter is an introduction of this study entitled leadership practices and tutors job performance in Primary Teachers' Colleges in Uganda. The chapter contains background to the study, statement of the problem, purpose, research questions, justification, significance scope, conceptual framework and operational definition of terms.

1.1.1 Historical Background

Studies on leadership are not new. Leadership has been eminent in written sources. Descriptions of leadership are embedded in the stories of the Vikings as told in the Old Norse Sagas - ancient Scandinavian and Germanic history 930 –1030 (Czarniawska & Sevon, 2003). However, studies have continued up to date but there is no clear understanding of what leadership is and how it can be achieved (Sandbakken, 2006). Leadership studies in the 20th century went through different phases with many theories, addressing different aspects of leadership but without attaining little cohesion among the theories that can help explain how they all join together (Higgs, 2003).

(Foldy & Ospina, 2008), however, indicate that over the past few decades, scholars have rethought traditional constructs of leadership to show how individuals enact change in organisational environments. This re-thinking began in the 1980s emphasising the meaning of leadership processes. From this foundation, the transformational and neo-charismatic leadership paradigms explored this approach in greater depth. Sometimes termed as, "new leadership" (Bryman, 1993),

these theories depart from prior emphasis on the personality traits of effective leaders or on the environmental contingencies of successful leadership.(Berson, Avolio &Popper,2001), explain that new leadership theory describes how leaders influence followers' values and perceptions in several analytically distinct but inter-related areas. Leaders are perceived as individuals who set attractive and meaningful visions and perceive themselves as part of a larger collective group (Podolny et al., 2005).

1.1.2 Theoretical Background

Many theories explain the concept of leadership. This study will be informed by the transactional theory based on the leader-follower relation and the Transformational Leadership Theory based on the sharing of a vision, which motivates and directs the followers (Burns, 1978 & Bass, 1985). The Transactional and Transformational Leadership Theories (Burns, 1978 & Bass, 1985) explain how leaders should deal with subordinates to motivate their higher performance. The Transactional Theory emphasises the importance of the relationship between a leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. With the Transformational Leadership theory, the central concept is change and the role of leadership in envisioning and implementing the transformation of organisational performance (Bolden, Gosling, Marturano & Dennison, 2003). This study relied on these two theories because they clearly identified important leadership practices which were participation of tutors in leadership, supporting staff, transforming and transactional which were the basis of this study.

1.1.3 Conceptual Background

The concept of leadership, which is the basis of this study, refers to the art of mobilising others to want to struggle for shared aspirations (Sandbakken, 2006). Leadership produces change and includes establishing direction through visioning, aligning people with the vision, strategies, motivating and inspiring the people (DeGennaro & Packard, 2002). Leadership includes visioning, change management, strategy development, organization design, culture management, and community collaboration (Austin & Hopkins, 2004). Leadership practices are strategic interventions that help accomplish collective work. Rather than mechanistic procedures, these are patterns of action that emerge organically through experimentation and in struggling with day-to-day challenges that have no ready solution. Leadership practices are invented in every purposeful interaction, in every exchange that is geared toward finding common ground to pursue collective work (Ospina & Foldy, 2005; Foldy et al., 2008).

Job performance is a multi-dimensional concept that refers to task performance that is the tutor's proficiency with which he or she performs activities and contextual performance which includes not only behaviours such as helping co-tutors or being a reliable member of the college, but also making suggestions about how to improve work procedures (Sonnentag&Frese, 2002). It is also defined to refer to how well a group, performs its required tasks to satisfy its customers inside and outside the institution. It is the effectiveness and efficiency of the employees (Okereke&Nnenna, 2011). Performance is the effective and efficient use of resources to achieve outcomes. Performance is measured by improvement of services delivery, what gets done, detecting errors, recognising success, enhancing institutional learning and improvement, mobilising support,

improving accountability for budget expenditures, and improving public communication (Yongbeom, 2007).

1.1.4 Contextual Background

Primary Teachers' Colleges (PTCs) in Uganda play a major role of producing teachers that teach in primary schools. The colleges handle teachers for the Grade 111 teachers' certificate in Primary Teacher education of Kyambogo University. However, PTCs face challenges that include; limited government funding and absence of a unified continuous professional development programme. Consequently, colleges face a problem of poor performance of tutors characterised by failure of college tutors to be fully involved in programmes beyond their engagement with trainees in the classroom. Many go to work only when they are expected in class and even when present, much of their precious time is spent conversing in the staffrooms and compound dedicating little on research and making teaching preparations (Kyeyune, 2013). Kyeyune (2013) further explains that trainees interact with their tutors only in structured space and lesson activity and see little else of them (Kyeyune, 2013). This contextual evidence does not show the link between principals' leadership practices and the tutors' job performance. This led to the unanswered empirical question as to whether principals' leadership practices were related to tutors job performance.

1.2 Statement of the Problem

There have been efforts by the Government of Uganda to enhance the performance of primary teachers' college employees. The Ministry of Education and Sports has put in place several strategies to enhance the performance of Primary Teachers' Colleges. They include implementation of the revised Primary Teacher Education (PTE) curriculum, conducting a needs

assessment on PTCs facilities with a prospect of improving PTCs facilities and infrastructure; carrying out a re-mapping of centre co-ordinators (CCs), administering the Customised Performance Targets (CPTs) for PTC tutors; and encouraging them to upgrade. These strategies cover both initial teacher education and continuous professional development that are believed to make a difference to teachers' pedagogic knowledge and skill acquisition. Despite this effort, the performance of tutors remains poor. Kyeyune (2013) points out that tutors are not fully involved in programmes beyond their engagement with trainees in the classroom. Many go to work only when they are expected in class and even when present, much of their precious time is spent conversing in the staffroom and compound dedicating little on research and making teaching preparations. Accordingly, the trainees interacted with their tutors only in structured space and lesson activity and saw little else of them. If the problem of poor job performance among tutors of colleges was to be addressed, it was necessary to identify factors which that could enhance their performance. Therefore this study analyses the relationship between principals' leadership practices and tutors performance in PTCs in Uganda.

1.3 Purpose of the Study

The study was intended to analyse ,the relationship between principals' leadership practices and tutors performance in Primary Teachers' Colleges in Uganda.

1.4 Specific Objective

Specifically, the study sought;

i. To establish the different leadership practices of principals of Kamurasi and Bulera PTCs.

ii. To establish the relationship between the leadership practices of principals of Kamurasi and Bulera PTCs and tutors job performance.

iii. To establish appropriate leadership practices of principals for PTCs of Kamurasi and Bulera PTCs for the purpose of improving tutors job performance.

1.5 Research Questions

i. What are the different leadership practices of principals of Kamurasi and Bulera PTCs?

ii. What is the relationship between the leadership practices of principals of Kamurasi and Bulera PTCs and tutors job performance?

iii. What are the appropriate leadership practices of principals of Kamurasi and Bulera PTCs that can improve tutors job performance?

1.6 Research hypothesis

There is a relationship between the leadership practices of principals of Kamurasi and Bulera PTCs and tutors job performance.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was carried out in Masindi and Hoima Districts. In these Districts, there were two PTCs which included; Kamurasi and Bulera PTCs respectively. This geographical scope was selected because the performance of tutors in the PTCs in these districts remained poor like elsewhere in Uganda.

1.7.2 Content Scope

The content scope of the study was leadership practices of principals of PTCs and tutors performance. Leadership practices were studied in terms of participation of tutors in leadership, supporting of tutors, colleges working environment and work relations. Performance was investigated in terms of effective teaching, teaching preparation, research and punctuality. (Kyeyune, 2013).

1.7.3 Time Scope

This study covered the period from 2011 to 2014, covering a period of 4 years. This period was chosen because management of the institutions was changing from time to time because of transfers and new appointments within teacher education department. This thus helped to analyse the leadership practices employed by different principles in the PTCs during the period.

1.8 Justification for the Study

Effective leadership is essential if schools and colleges are to achieve the wide-ranging objectives set for them by their many stakeholders, notably the government which provide most of the funding for public educational institutions. In an increasingly global economy, an educated workforce is vital to maintain and enhance competitiveness. Society expects schools, colleges and universities to prepare people for employment in a rapidly changing environment. Tutors and their leaders are the people who are required to deliver higher educational standards (Bush, 2011). However, in Uganda colleges face a multiple of challenges that deter the performance of its employees. The grants from government are too small to cater for the programmes and cannot support tutors' full involvement in programmes beyond their engagement with trainees in the classroom. With no allowances, tutors go to work only when they are expected in class. Thus, the trainees interact with their tutors in structured space and lesson activity and see little else of them. The government requires each college to have 450 students. However, in reality, some colleges have a much smaller population while a few others fill beyond this expectation (Kyeyune, 2013). This situation warranted the study to establish if amidst these challenges the leadership practices of principals could enhance tutors performance.

1.9 Significance of the Study

The study focused on an important aspect that is; leadership practices and tutors job performance in PTCs. The findings of this study are hoped;

To help Principals of PTCs to adopt the best leadership practices that can enhance the employee performance amidst financial challenges. These are practices that can win the commitment of tutors to give their whole in performing college activities.

To attract stakeholders in PTCs such as the citizenry, Board of Governors, and Local Council leadership in collaboration with the Principals in the smooth running of colleges to enhance their performance.

To provide information to the Ministry of Education and Sports and other stake holders such as donor agencies which influence the process of policy making and implementation of designing leadership courses for principals aimed at improving their leadership skills.

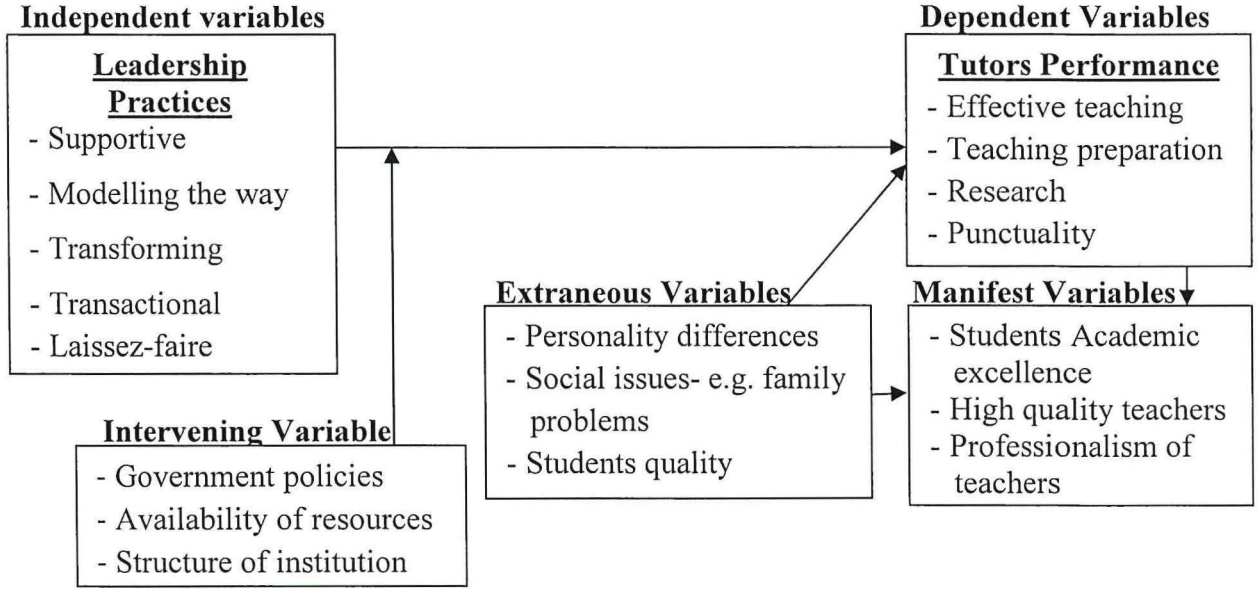
To provide new knowledge to researchers and scholars interested in studying leadership in educational institutions to extend and develop new knowledge in leadership studies. This is because the study will contribute to the body of knowledge on leadership practices of Principals of PTCs and tutors job performance.

1.10 The Conceptual Framework

There is a relationship between PTCs principals' leadership practices and tutors job performance. Figure 1.1 which is the diagrammatical framework shows that the leadership practices of supportive to attitudes (Muller, MacLean & Biggs, 2009), modelling the way to attitudes (Kouzes & Posner, 2003), transforming, transactional, laissez-faire (Sandbakken, 2006; Cheok & O'Higgins, 2012; Cheok & O'Higgins, 2012) and participative practices (Muindi, 2011) influence

tutors job performance. Tutors' job performance as conceived in terms of effective teaching, teaching preparation, research and punctuality and results into students' academic excellence, high quality student-teachers and professionalism of student teachers. However, there were also intervening variables that could affect the relationship between leadership practices and job performance, namely government policies, availability of resources and structure of the institution. There were also extraneous variables likely to influence performance, namely personality differences, social issues and students' quality. However, these were controlled not to influence the findings of the study.

Figure 1.1: The Constructed Conceptual Framework of independent and dependent variebles



Source: Developed for this study basing on the ideas modified by the researcher from Sandbakken (2006) and Muindi (2011).

Figure 1.1 conceptualised that there was a relationship between leadership practices and PTCs tutors' performance. Leadership practices were conceived to include supportive, modelling the

way, transforming, transactional, laissez-faire and participative practices. If these leadership practices are well applied, they will lead to effective tutors' performance in terms of effective teaching, teaching preparations, research and punctuality. However, other factors can come into play to affect tutors performance. These are the intervening variables and they are the government policies, availability of resources and structure of the institution. The manifest of the tutors' performance will be in the way students excel during examination, professionalism of the tutors during the work, and their quality of output The practice of supportive referred to attitudes, communication, behaviours and actions by managers and supervisors that enable tutors to feel supported thereby to work effectively, productively and appropriately (Muller, MacLean & Biggs, 2009). Regarding modelling the way, this referred to leaders overseeing that actions are consistent with plans, values and standards, are active and developing these plans as well as setting achievable goals and milestones and setting personal example of what is expected from others. Regarding modelling the way this referred to the situation by which the leader creates a psychologically resilient team necessary to enhance organisational performance (Kouzes & Posner, 2003).

With the practice of transforming, this involved the leader who is willing to take risk, see outside the organisation and forward in time, create and communicate a vision, get others to "buy in" on this dream of the future, and then energise the team to strive to realize future opportunities (Sandbakken, 2006). On the other hand, with practice of transactional this refered to the situation in which there is the use of carrot and stick policy (Cheok & O'Higgins, 2012). Laissez-faire referred to the situation, in which the leader provided no leadership or avoids leadership responsibilities (Cheok & O'Higgins (2012) while the practice of participative leadership was

where the leader influences a shared vision among individuals who are otherwise hierarchically unequal (Muindi, 2011).

1.11 Operational Definition of Terms

Leadership practices: Operationally leadership practices refer to system by which the leader employs supportive, modelling the way, transforming, transactional and promoting participative leadership styles.

Job performance: Performance in this study refers to employees' effectiveness and efficiency in teaching, teaching preparation, carrying out of research and being punctuality.

Employee participation: In this study, employee participation refers to the employees' involvement through democratic decision making in functional departments in a decentralised organisation that is de-layered with flat structures.

Employee support: In this study employee, support is considered to refer to the principal's implementation of support mechanisms for tutors by offering incentives, career development and providing regular feedback.

Chapter Two

Literature Review

2.1 Introduction

This chapter presents the theory and related literature. The theories reviewed were the Transactional and Transformational Leadership Theories (Burns, 1978 & Bass, 1985). Literature review was on participation of tutors in leadership, supporting of tutors, working environment and work relations. While reviewing the literature, the contributions, weaknesses and gaps in the existing literature were revealed.

2.2 Theoretical Review

This study was underpinned by the transactional theory propounded on the leader-follower relation and the Transformational Leadership Theory based on the sharing of a vision which motivates and directs the followers (Burns, 1978 Bass, 1985).The transactional theory emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers (Bolden, 2003). Transactional leadership theory deals with the role of rewards such as pay and promotion as the motive for achieving results and "punishment such as loss of salary, demotion and loss of position as a motive to ensure adherence to the goal to be achieved (Waldman et al, 2001). Transactional leaders recognise, the actions their subordinates must take in order to achieve outcomes, and develop agreements with them, which make clear what they will receive if they do something right and what will happen if they do something wrong (Bass and Avolio, 1993). This will guide the study to identify leadership practices that influence performance.

The Transformational Leadership theory was first put forward by Burns in the 1970's and was elaborated on by Bass in the 1980's (Brown & Keeping, 2005). According to Burns transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. The leader may transform a follower's self-interest, increase the confidence of followers, elevate followers' expectations, heighten the value of the leader's intended outcomes for the follower, encourage behavioural change and motivate others to higher levels of personal achievement (Bolden, 2003). Transformational leadership has four components; idealised influence, individual consideration, intellectual stimulation and inspiration (Avolio et al, 1991). This theory pointed out that the leader transforms followers' self-interest, increase their confidence, elevate their expectations, encourage behavioural change and motivate others to higher levels of personal achievement. Basing on the variables out lined in this theory, the study related principals' leadership practices and tutors job performance.

2.3 Leadership Practices

One of the leadership practices is the supporting actions of the leader. Supportive leadership (SL) refers to attitudes, communication, behaviours and actions by managers and supervisors that enable staff to feel supported thereby to working effectively, productively and appropriately (Muller, MacLean & Biggs, 2009). Supporting actions encompass giving others freedom and choice in making decisions that affect them, supporting these decisions, showing respect for others, listening to diverse point of views, and being generous with appreciation and support to team members for their contributions (Sandbakken, 2006). The supportive leader pays high attention to the subordinates' needs and wellbeing (Ratyan & Mohd, 2013). (Sandbakken, 2006) in a quantitative study of leadership practices and organisational performance of Norwegian

employees across private and public organisations established that one of the leadership practice most employed was supportive leadership. However, in the review of literature, no empirical evidence was obtained on the use of supportive leadership in Ugandan PTCs. This therefore, attracted this study to investigate the use of supportive leadership practice in Ugandan PTCS.

"Modelling the Way" is another leadership practice that has been identified by scholars. This leadership practice is indicated to encompass leaders who oversee that actions are consistent with plans, values and standards, are active in setting development plans as well as setting achievable goals and milestones, and setting a personal example of what is expected from others (Sandbakken, 2006).Leaders Model the Way by finding their voice and setting an example. Leaders stand up for them and are clear about their guiding principles (Kouzes& Posner, 2003). In a study, correlation of performance and leadership practices towards a tutor leadership enhancement program with teachers of the basic education in primary schools from Munich in Germany, Lazaro (2011) using descriptive statistics established that modelling the way was a common leadership practice. However, contextually, no empirical studies were identified on the use of the modelling the way of leadership practice in PTCs in Uganda attracting the investigations of this study.

Another leadership practices is the transforming practice. Accordingly, this practice involves the leader willing to take risk, see outside the organization and forward in time, create and communicate a vision, get others to "buy in" on this dream of the future, and then energise the team to strive to realize future opportunities (Sandbakken, 2006). Bushra et al. (2011) explain that with transformational leadership, leaders encourage followers to boost up the level of their

morals, motivation, beliefs, perceptions, and coalition with the objectives of the organisation. In this kind of leadership, leaders allow employees to think innovatively analyse the problem from numerous angles and explore new and better solutions to the problem. Pradeep and Prabhu (2011) studied the relationship between effective leadership and employee performance with employees of selected Indian public sector enterprises as the unit of analysis. Using descriptive statistics, the study established that majority of employees in middle level management prefer transformational leadership. However, transformational leadership was found to be preferred by employees in middle management in the public sector enterprises according to the above study. This made it necessary to establish if this leadership practice was carried out in PTCs in Uganda and whether it is preferred by tutors.

Transactional leadership is also another leadership practice. This is a leadership practice in which there is the use of carrot and stick policy. By this leadership practice, the leader is instrumental in follower's goal attainment. It comprises of three components; contingent reward, whereby subordinates' performance is associated with contingent rewards or exchange relationship; active management by exception, whereby leaders monitor followers' performance and take corrective action if deviations occur to ensure outcomes are achieved; and passive management by exception, whereby leaders fail to intervene until problems become serious(Cheok& O'Higgins, 2012). On the other hand, there is also the leadership practice of laissez-faire leadership. Cheok and O'Higgins (2012) indicate that this style of leadership can be described as non-leadership or the avoidance of leadership responsibilities. They indicate that leaders fail to follow up requests for assistance, and resist expressing their views on important issues. Chaudhry, Qayyum and

Husnain (2012) posit that laissez- faire style of leadership is difficult to defend unless the leader's subordinates are expert and well-motivated specialists.

Another leadership practice identified by scholars is participative leadership. Muindi (2011) indicate that participative leadership is the process in which influence is shared among individuals who are otherwise hierarchically unequal. He elaborates that participation is direct involvement of individuals in decisions relating to their immediate work in organisations and to the indirect involvement in the decision making, through representatives in the wider structures of the organisation. Spillane (2006) indicates that with participative leadership, leadership is stretched over all the individuals in the organisation. Exploring leadership practices in rural context in private schools in Pakistan, Nawab (2011) in a qualitative study established that in schools where participative leadership was not employed, teachers showed less motivation towards school activities leading to a gap between the expectations of the Principal and the performance of the tutors. On the other hand, Elele and Fields (2010) using Nigerian and American employees working with US implementing Partners NGOs as units of analysis established that participation increased their commitment hence better performance. Whereas, participative leadership was shown to increase employee performance, this ignored the Ugandan peculiarities like low pay. This study investigated the effect of participative leadership in influencing employee performance in Ugandan peculiarities.

Servant leadership is another leadership practice that has been identified by scholars. Olesia, Namusonge and Iravo (2013) define servant leadership as a kind of leadership in which leadership comprises an understanding and practice of leadership that places the good of those who are led

above the self-interest of the leader. A servant leader has true commitment to his or her followers and predominantly serves the needs of followers, hence providing vision and empowerment, with service being the main activity of a servant leader. Melcher and Bosco (2010) explain that the focus of servant leadership is on others rather than self and on understanding the role of the leader as servant. The servant leader takes the position of servant to his or her fellow workers and aims to fulfil the needs of others. The leader works toward employees' development and well being in order to meet goals for the common good. The leader distances oneself from using power, influence and position to serve self, and instead gravitating to a position where these instruments are used to empower, enable and encourage those who are within one's circle of influence. Servant leaders trust followers to act in the best interests of the organisation and focus on those followers rather than the organisational objectives. However, with a culture of obsession for power in Ugandan institutions, the gap that emerged was whether there were principals of colleges with the will to act as servant leaders. This study thus investigated whether principals in PTCs used power, influence and position to empower, enable and encourage the tutors serving under them.

On the other hand, Haid and Sims (2009) indentify a leadership practice of employee engagement. By this leadership practice, they indicate that leaders provide employees with a work area where they can concentrate or as complex as providing them with the means to balance work and career development with personal interests. It includes providing them with career opportunities, investing in learning and development and encouraging people to take ownership of their work. It also involves creating an environment where everyone is treated with respect regardless of who they are. However, with lack of infrastructures like offices for staff, with no scholarships for staff and dictatorship of leaders in government institutions such as

colleges, it was not clear whether principals' employed the leadership practice of engagement and this was investigated by the study.

2.4 Leadership Practices and Job Performance

Leaders employing supportive leadership practices care for the employees' wellbeing fulfil their socio-emotional needs and reward them (Gokul et al., 2012). Therefore, according to Sandbakken (2006) supporting leadership practices contribute to releasing co-workers potential, innovation and creativity. Supporting actions are relatively most important contributor to organizational performance. Melchar and Bosco (2010) indicate that the followers reciprocate for the support received by engaging in behaviours that benefit their leaders and fellow members, such as citizenship behaviours. Muller, MacLean & Biggs (2009) posit that supportive relationships are less likely to create work place stress. At the empirical level, Sandbakken (2006) in a study of leadership practices and organisational performance of Norwegian employees a cross-section of private and public organisations, in a regression analysis established a positive relationship between supporting leadership practices and performance. However, with lack resources in Ugandan PTCs, Principals may not be able to support tutors wellbeing through rewards among others. This made it necessary to study how supporting leadership was employed in PTCs in Uganda and how it affected employee performance.

Modelling the way leadership practice according to Kouzes& Posner (2003) helps in creating a psychologically hardy team necessary to enhance organisational performance. Accordingly, the leadership helps in creating trust and confidence of employees in their leaders which increases their morale hence more work effort. In a regression analysis Sandbakken (2006) studying

leadership practices and organisational performance of Norwegian employees a cross-section of private and public organizations, the results indicated a very low positive relationship between the modelling the way and organisational performance. The empirical results on this literature show that employees in Norway did not consider modeling the way as a significant factor to influence tutor job performance. However, this study was carried out of the Ugandan context. This made it necessary to study the use of the modeling the way practice in Ugandan PTCs and how it affected tutors performance.

Transformational leadership practices are sought to influence organisational performance. According to Odumeru and Ogbonna (2013) with transformational leadership, the leader stimulates and encourages creativity in the followers and enhances the motivation, morale, and performance of followers. Sandbakken (2006) in a study of leadership practices and organisational performance of Norwegian employees in a cross-section of private and public organisations, in a regression analysis a low relationship between transforming leadership practices and organisational performance was established. Pradeep and Prabhu (2011) study the relationship between effective leadership and employee performance using employees of selected Indian public sector enterprises as the unit of analysis, correlation and regression analyses results suggested that the transformational leadership style had significant relationship with performance outcomes. However, these studies were carried out in Europe and Asia particularly in business and public sector enterprises other than colleges. This contextual gap left the empirical question as to whether transformational leadership practices influenced employee performance in the context of PTCs in Uganda still unanswered.

Participative leadership practice is also believed to influence employee performance. Bhatti, Nawab and Akbar (2011) posit that participation in developing and implementing strategies creates a sense of ownership of organisational goals enhancing a feeling of belonging and pride hence increased commitment to the organisation and work effort. Baig, Rehman and Khan (2012) contend that participation of employees in decisions regarding their jobs and goals setting influence their perception of the organisation and their attitudes towards the organisation including job performance. Participation in decision making guarantees commitment to such decisions and collective responsibility hence job performance. Empirically, Appelbaum et al. (2013) studying participation using production and administrative staff of an Industrial and commercial training of a Quebec manufacturing company in Canada as units of analysis, in a correlation analysis found out that insufficient employee participation in decision making led to low level of employee commitment hence poor job performance. However, the above study was carried out in the context outside Uganda and PTCs. These contextual gaps left the question of whether employee participation correlated with job performance unanswered.

Servant leadership is another leadership practice that is believed to enhance employee performance. Melcher and Bosco (2010) in a study, achieving high organisation performance through servant leadership, using mid-level service managers of three high-performing automobile dealerships in the USA, in a correlation analysis they established a positive relationship between servant leadership and employee performance. Accordingly, in a demanding high-performance industry, employees seek leadership that will engender organisational success. Employees' personal achievements are related to those of the company; therefore, if a leader can positively influence them to perform at higher levels, they, in turn, will benefit from the organisation's

success. However, the missing link was whether principals of colleges engendered organisational success and this was investigated by the study.

On their part, Haid and Sims (2012) indicate that to influence performance, leaders can employee the employee engagement leadership practice. By this leadership practice, the leader can provide staff with career opportunities, investing in learning and development, encouraging people to take ownership of their work and creating an environment where everyone is treated with respect. In a correlation analysis, they established that employee engagement has a direct relationship with business metrics such as productivity. However, this missing link was whether principals in PTCs provided tutors with career opportunities, invested in their learning and development, encouraged them take ownership of their work and created an environment where tutors were treated with respect. This was investigated and how it affected tutors performance.

2.5 The Best Leadership Practices

Sandbakken (2006) studied three leadership practices that are supporting actions, transforming practices and employee modelling practices. This was in a study of leadership practices and organisational performance of Norwegian employees' cross-section private and public organisations. The results of the study indicated that of the three leadership practices, supportive leadership practices were found to have the highest relative influence followed by transforming practices as the second most influential practice. This suggests that each of these two practices made a statistically significant, positive and unique contribution to predicting performance. However, this does not imply that modelling the way is less important leadership behaviour. Nonetheless, the above study was carried in the European context and on primary teachers.

Therefore, this study investigated whether supporting actions had more significant positive relationship with performance of tutors in the Ugandan context.

Nawab (2011) indicates that the success or failure of any institution is closely linked with the leadership practices exercised in the institution. Accordingly, for instance, employees preferred participative leadership. Exploring leadership practices in rural context in private schools in Pakistan, in a qualitative study he established that in colleges where participative leadership was not employed, teachers showed less motivation towards schools activities and thus a gap between the expectations of the principal and the performance of the tutors. He found that schools leaders employed traditional approach to leadership with little possibilities of shared or distributed leadership. He suggested that the leadership of these private institutions need to have maximum exposure to updated management and leadership theories and practices if they were to successfully run their colleges in this challenging and competitive era. However, the missing link was whether PTCs in Uganda employed the participative leadership approach and whether tutors considered it the best leadership practice, this was investigated by the study.

Wiley (2010) indicates that an organization's success is fundamentally dependent on the skills and actions of its leaders. Accordingly, the High Performance-Engagement Model assumes it is the responsibility of leaders to establish values and implement practices that enable high performance and foster a culture that supports employee engagement. High levels of organisational performance are supported by concentrating on the leadership practices of customer orientation, quality emphasis, employee training and involvement in decision making. Ostensibly, when these leadership practices prevail and are consistently implemented, team and

organisational performance improve. However, this literature was based on the context of business enterprises in developed countries other than PTCs which are public institutions in the Ugandan context. The study thus investigated whether high performance and culture fostering leadership practices enhanced tutor job performance in PTCs.

Further, Wiley (2010) indicates that employee engagement is clearly a critical element in achieving sustained organizational success. He elaborates that research has unequivocally demonstrated that when leadership inspires trust and confidence in the future, and managers recognise and respect employees, ensure they are growing and developing, and match them to assignments for which they are well suited, employee engagement is higher. Accordingly, Employee engagement, when unleashed in the context of high performance work values and practices, yields the highest returns. Success, in both customer experience and financial performance, follows when leaders support all elements of the High Performance-Engagement Model. This study attempted to establish whether principals of PTCs in the leadership of colleges engage tutors and how it affected performance.

Melcher and Bosco (2010) studied achieving high organization performance through servant leadership. Using mid-level service managers of three high-performing automobile dealerships in the USA, in a correlation analysis they established that the servant-leader characteristics with the highest means were in the areas of wisdom, organisational stewardship, and altruistic calling. The items within wisdom focus on the leader's knowledge of the industry and the organization. Accordingly, in order for an individual to be considered a good leader, he or she must be trusted to be knowledgeable and competent about the business. This aspect was the most highly rated by the

employees. Organisational stewardship incorporates aspects of knowledge about the organization as well as ability to link organisational with personal goals in an ethical manner. The concept of integrity, then, has value to followers they want a leader who cares about them as well as the organisation. This factor includes moral and ethical behaviour; therefore, a leader should be someone who can be trusted to do the "right thing" by people and the organisation. Altruistic calling includes a tenet that is central to servant leadership; the leader puts the needs of followers ahead of his or her needs. However, with colleges not developing and with a problem of corruption in Ugandan institutions, there could be a problem of lack of wisdom of the leaders and lack of trust and care for tutors. This study thus investigated whether servant leadership was the best leadership practice.

However, Houghton and Yoho (2005) in a meta-analysis of 35 empirical studies on different leadership practices indicate that there is no one universally applicable leadership practice by which to manage organisations. Accordingly, organisations are individually different, face different situations (contingency variables), and require different ways of managing. They explain there are contingency factors under which a given leadership approach is likely to be most effective. Likewise, there is a combination of predictable outcomes for each leadership approach. They suggest that key contingency factors such as follower development, situational urgency and task structure, dictate which of several leadership approaches, including directive, transactional, transformational and empowering, should be chosen. In turn, they indicate that each specific leadership approach in turn results in a specific combination of predictable outcomes, which include the level of follower involvement, dependence, creativity and psychological empowerment. The views above mean that there is no one best leadership practice for all

organisations but this depends on the situation of each individual organisation or there may be need to employe different leadership practices. Basing on the above suggestions, this study investigated the best leadership practices for PTCs in the areas under study.

Chapter Three

Methodology

3.1 Introduction

This chapter contains the methodology that was employed by the researcher in the study. It presents the research design, study population, sample size and selection, sampling techniques, research methods, research instruments, measurement of variables, reliability and validity, data analysis, ethical considerations, limitations and conclusion.

3.2 Research Design

Specifically, the study adopted across-sectional survey design. The quantitative approach was adopted because the study included descriptive statistics and drawing of figures. The qualitative approach supplemented the quantitative approach by providing detailed information in form of statements from interviews for in-depth analysis. The information collected was based on what was going on at a particular point in regard to leadership practices of principals and job performance of tutors. The design helped in collecting primary data for making inferences about the relationship between leadership practices and job performance. Besides, this design was particularly selected because it would take place at a single point in time, allowing analysis of a number of variables at once and helped in looking at the prevalence of the research problem in the study population.

3.3 Target Population

The target population of the study was seventy eight respondents who were tutors and the administrators of the two PTCs.

Table 3.1 Population and Sample size Composition

Respondents	Target Population	Sample population	percentage sample
Principals	2	2	100
Deputy Principals	3	3	100
Senior Tutors	2	2	100
Heads of departments	26	24	92
Tutors	45	40	88.9
Total	**78**	**71**	**91**

3.5 Sample Size and Selection

Out of the target population of 78, data was collected from a sample of 71 respondents who were 2 principals, 3 deputy principals, 2 senior tutors, 26 heads of departments and 45 tutors. The sample size of each category of respondents was determined by the finite population correction for proportions (Yamane, 1967). The formula used was;

$$n = \frac{N}{1+N(e)^2}$$

Where n is the sample size and N is the population size.

e is the precision 0.05

3.6 Sampling Techniques`

Stratified sampling catered for the different strata among tutors. The researcher determined the stratum using tutors' work experience, appointment by education service commission and age. Tutors who had taught in PTCs for seven years and above were looked at as senior tutors. Senior tutors were critical in the study because of their experience in college leadership acquired over time. . Stratified random sampling was used in selecting the sample of the tutors because it

ensures that all parts of the population are represented in the sample in order to increase efficiency. Each stratum was internally homogeneous. Stratified sampling was used on all the respondents to ensure that each group of tutoring staff in the colleges was represented.

The principals and deputy principals however, were purposive sampling selected. The method of purposive sampling chosen was intensity purposive sampling. Intensity sampling allowed the researcher to select a small number of rich cases that provided in depth information and knowledge of a phenomenon of interest (Patton, 2003).

3.7 Data Collection Instruments

The study shall employ a questionnaire and interviews guide.

3.7.1 Questionnaire

The questionnaire was administered to principals, deputy principals, senior tutors, heads of departments and tutors. The questionnaire was chosen because it serves to collect appropriate data, makes data comparable and amenable to analysis, minimises bias in formulating and asking questions, and makes questions engaging and varied. The questionnaire was preferred since it was self-administered, had identical set of items for all respondents, produces fewer errors and ensured confidentiality as respondents were free from the influence of the researcher (Burns, 2000). Simple-multiple-choice questions (close ended) based on a five – point Likert scale with 5 intervals: (1 = Strongly Disagree 2 = Disagree 3 = Undecided 4 = Agree 5 = strongly agree) were administered. The questionnaire helped in collecting primary data for quantitative analysis.

3.7.2 Interview Guide

This tool was used to collect primary data that was qualitative data. Face to face interview data was collected using an interview guide. The interview contained open ended questions. There were 15 interviews that were administered on 2 principals, 3 deputy principals and 10 tutors from those responding to the questionnaire. The method was chosen for data collection because people were more likely to readily answer live questions about the subject. Open-ended questions would be more tolerated through interviews due to the fact that the respondents were to find it more convenient to respond with long answers orally than in writing

3.8 Research Procedure

The researcher obtained an introductory letter from the Head of Post Graduate School Kyambogo University to proceed with the study after the proposal had been approved. The letter was taken to the principals who introduced the researcher to the respondents, namely tutors. During the collection of data, anonymity was observed and extreme confidentiality guaranteed to the respondents. Information was given to the respondents that the research would not pose any danger to them directly or indirectly and that participation was voluntary.

3.9 Quality Control Methods

3.9.1 Validity of instruments

The study established content related validity through consultations with the researcher's supervisor and peers. The test of content validity was established with the help of two research

consultants. Each judge rated the items on a two point rating scale of Relevant (R) and Irrelevant (IR). The computation of CVI (Content Validity Index) was done by summing up the judges ratings on either side of the scale and dividing by two to get the average. CVI of the questionnaire for tutors was attained at 0.905 and for the interview guide at 0.823 above 0.70. The formula for calculating CVI was;

$$CVI = \frac{\text{Number of relevant items}}{\text{Total number of items}}$$

3.9.2 Reliability of the Instruments

Reliability was obtained through peer debriefing, prolonged engagement and audit trails for qualitative data. For quantitative data, after a pilot study, there was calculation of Alpha – coefficient (α) applying reliability Analysis Scale in SSPS (17.0). The instruments were found at .0723 a figure above .070 as suggested by (Amin, 2005). The items were adjusted to obtain more correctness of the instruments. Cronbach Alpha results are presented in table 3.2.

Table 3.2 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.723	0.720	73

3.10 Data Analysis

3.10. 1 Qualitative Data

The study identified patterns and connections within and between categories of data collected. It was presented in form of notes, word-for-word transcripts, single words, brief phrases and full paragraphs. Data was interpreted by composing explanations and substantiating them using the

respondents open responses. While analysing qualitative data, conclusions were made on how different variables were related.

3.10.2 Quantitative Data

Quantitative data was expressed in numeric terms for analysis using SPSS 17.0 (Statistical Package for Social Scientists). SPSS helped in calculating the measures of tendency and dispersion that is the mean and standard deviation. The mean was calculated with the sum of the ranks (1+2+3+4+5) =15/5 thus the average mean being 3. Therefore the findings below the mean of 3 indicated that the respondents were in disagreement (strongly disagreed or disagreed) to the variable, while those above the mean of 3 indicated that the respondents agreed (strongly agree or agree). The statistical programme was also be used in the calculation of frequencies and figures. This was well-suited for quantitative description. Hypothesis testing was carried out using multiple linear regression. Analysis and explanations were made to give meaning to the collected data.

3.11 Data Presentation

Data was presented following the order of research objectives and research questions. The presentation of data was done in form of statistical inferences and descriptive statistics, explanation notes, summaries, discussions and conclusions. Qualitative data obtained from open ended items was coded and categorised under themes and analysed by frequency counts and computation of percentages. Hypothesis testing was carried out using multiple linear regression. Then there was discussion of the findings, drawing of conclusions and making recommendations.

3.12 Assumptions and Limitations

The researcher anticipated a number of limitations for the study. In the first place, the study being carried out only on two collages posed the challenge of representativeness of all colleges in Uganda. Besides, by carrying out a cross sectional study, some respondents were not likely to answer questions involving past eγents with perfect accuracy. This was likely to magnify or minimise the effects of certain variables. However, the researcher attempted to ensure that accurate data was collected through prolonged engagement and using a holistic approach.

3.13 Conclusion

This chapter identified the methodology that guided the study. The methodology helped the researcher to identify the techniques that relevant for the study, the assumptions underlying the various techniques and their applicability. This helped in the obtaining of appropriate data and setting the foundation for the presentation and interpretation of results.

Chapter Four

Data Presentation, Interpretation and Analysis

4.0 Introduction

This chapter presents the analysis and interpretation of the findings of this study. This study sought to evaluate the relationship between principals' leadership practices and tutors job performance in PTCs in Uganda. The focus of the study was the different leadership practices of principals, the relationship between the leadership practices of principals and tutors job performance and establishing appropriate leadership practices of principals.

4.1 Response Rate

The sample size determined for the study was 71 respondents. Of the total sample size, self administered questionnaire survey data was collected from 66 respondents who included senior tutors, heads of departments and tutors. The remaining 5 respondents namely, the principals and deputy principals provided interview data. Also, 10 respondents of those responding to the self administered questionnaire provided interview data.

4.2 Background Characteristics of the Respondents

This section presents the background information of respondents on gender, age groups, education levels, working experience, responsibilities of the respondents. This information was considered necessary because it was believed that views on the principals' leadership practices and tutors job performance could be influences by each individual's demographic characteristics.

Table 4.1: Distribution of Respondents according to Different Attributes

Attribute	Category	Frequency	Percent	Cumulative
Gender of the respondents	Male	50	75.8	75.8
	Female	16	24.2	100.0
	Total	66	100.0	
Age groups	20-29 years	10	15.2	15.2
	30-39 years	19	28.8	43.9
	40-49 years	22	33.3	77.3
	50 years and above	15	22.7	100.0
	Total	66	100.0	
Education levels	Diploma	5	7.6	7.6
	Bachelors Degree	59	89.4	97.0
	Master Degree	2	3.0	100.0
	Total	66	100.0	
Working experience	Less than 5 years	10	15.2	15.2
	5 - 10 years	12	18.2	33.3
	11 years and above	44	66.7	100.0
	Total	66	100.0	
Responsibility in the college	Senior Tutor	2	3.0	3.0
	Head of Department	24	36.4	39.4
	Tutor	40	60.6	100.0
	Total	66	100.0	

Source: Primary data

Data presented in table 4.1 on gender shows that male respondents were the majority compared to females. The males were 78.5% while the females were 21.5%. Whereas male tutors were largely higher than the females, the results were representative of both groups because in the colleges there were few female tutors. This helped in capturing views representative of both gender groups on the principals' leadership practices and tutors performance.The results indicate that Bulera and Kamurasi Primary Teachers Colleges in Hoima and Masindi District have few female tutors since they composed only 21.5% of the respondents compared to the male tutors who comprised of 78.5%.

Data in Table 4.1 above shows that the larger numbers of the respondents 33.3% were between 40-49 years, followed by those 30-39 years who were 28.8%, and then those above 50 years 22.7% and those below 29 years were 15.2%. Data shows that different age categories were

represented in the study. This helped in capturing diverse opinions according to age on the principals' leadership practices and tutors job performance.These results indicate that in Bulera and Kamurasi Primary Teachers Colleges, the young tutors below 30 years are very few taking only 15.2% while the majority of the tutors are middle aged between 30 and 40 years of age. They constituted about 62.1% of the respondents while tutors above 50 years comprised 22.8% of the respondents.

Data in table 4.1 shows that the majority of the respondents 89.4% were bachelor degree holders followed by 7.6% grade five diploma holders and the remaining 3.0% possessed master degrees. The results indicate that all the respondents had the necessary qualifications to lecture in Bulera and Kamurasi Primary Teachers Colleges. The study basing on this analysed how the principals' leadership practices supported tutors further training.

Data presented in Table 4.1 shows that the majority 66.7% of the respondents had been in the primary teachers colleges for 11 years and above. The remaining 18.2% had been in the colleges for 5-10 years and only 15.2% had been in the primary teachers colleges for 6 less than 5 years. These results indicate that Bulera and Kamurasi Teachers Colleges have experienced tutors who have spent some good years on the job. These results were the basis for studying the leadership used on teachers basing on tutors teaching experience.

The results in Table 4.1 above show that majority of the respondents at Bulera and Kamurasi Teachers' Colleges had some sort of responsibility. The number of respondents with responsibilities was 66.7% that is 6.1% deputy principal, 7.0% directors of studies, 14.9% heads

of departments, 13.2% club patrons, 15.8% class tutors, 9.6% other responsibilities like deans and house masters as identified during the interviews. Those who were only subject tutors with no responsibilities were 33.3%. This was also the basis for studying leadership practices and tutors job performance.

The results in table 4.1 show that the larger of the respondents 60.6% were employed as tutors, 36.4% were heads of department and only 3.0% were employed as Senior Tutors. These results helped in studying whether the leadership practices of principles supported tutors to climb further in hierarchy of administration.

In summary, the respondents comprised of 78.5 percent males, 21.5 percent females and most of whom were tutors having a bachelors degree with over 11 years experience aged between 40-49 years.

4.3 Leadership Practices of Principals

This item studied objective one of the study that sought to establish the different leadership practices of principals at Kamurasi and Bulera PTCs**.** The constructs studied were supportive leadership, modelling the way, transformational, transactional, and participative, servant leadership, leissez-faire and engaging leadership. The questionnaire items were measured on a 5 point Likert scale ranging from SD = strongly disagree, D = disagree, U = Undecided, A = agree, SA= strongly. A mean score below 3.00 means that the respondents were in disagreement with the research question items while a mean above 3.00 means that the respondents were in agreement with the question items. Each item was presented independently as here under;

4.3.1 Supportive Leadership

Supportive leadership was studied in terms of the principals valuing the contribution of the tutors to the well being of the college, strongly considered their goals and values and helped the when they had problems. Supportive leadership was also studied in terms of whether the principal would fail to notice even if they did their best and if the principals were proud that the tutors were part of the colleges. The results are presented in Table 4.2.

Table 4.2: Descriptive Statistics on Supportive Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Supportive leadership											
My contribution is valued	3.2273	8	12.1	14	21.2	11	16.7	21	31.8	12	18.2
My goals and values and considered	2.7424	10	15.2	26	39.4	4	6.1	23	34.8	3	4.5
The principal avails me help when with a problem	2.8788	10	15.2	22	33.3	13	19.7	8	12.1	13	19.7
The principal does not notice my performance	2.3939	10	15.2	36	54.5	10	15.2	4	6.1	6	9.1
The principal is proud am a part of the college	2.7424	14	21.2	20	30.3	10	15.2	13	19.7	9	13.6

Source: Primary Data

The data in Table 4.2 shows that Principals in Bulera and Kamurasi Primary Teachers Colleges valued the contribution of the tutors to the well being of the college. This is because the results were in agreement with a Mean =3.2273 with the larger number of the respondents 49.8% agreed and 16.7% were undecided. Those who disagreed were 33.3%. During the interviews, the two principals and their deputy principals indicated that they valued the performance of the tutors. One respondent stated, "I appraise them positively and offer some incentives when possible." Another respondent said, "I thank them in meetings, organise get together parties and when resources are available offer some incentives." The tutors, responding to the interviews, largely indicated that their principals thanked them informally verbally and recognised them in meetings. However, there were those who indicated that they received financial incentives when students performed very well in Kyambogo University Examination.

The results however revealed that the principals did not consider the goals and values of tutors. This is because the mean obtained was 2.7424 while the frequencies were 54.6% disagreed while 6.1% were undecided. Those who agreed were 39.3% in the interviews, the principals and deputy principals indicated that they supported tutors goals and values through positive appraisal to enhance their chances of promotion; flexible time tables to allow them attend other activities and further studies. However, for the tutors, the majority 70.0% indicated that recognition of their goals and values were minimal and the principals were interested in their services to the college than promoting them as individuals.

As to whether the tutors received assistance from the principals when they had problems, the results were also in disagreement. The results produced a mean of 2.8788 while the frequencies were 48.5% disagreeing and 19.7% remaining undecided. Those who agreed were 31.8%. In the interviews, the principals and deputy principals indicated that they assisted tutors when they had problems. One respondent said; "I support them by giving them guidance and counselling, provide them spiritual support and sometimes recommend them to the accounting officer to be given financial support." Another respondent remarked, "In times of joy or sorrows there is a contribution the college offers, salary advances and extending some material assistance." However, in the interview with the tutors, 80.0% indicated that very little or no assistance came from the principals. Generally, the respondents indicated that assistance of no significance came from the principals to them.

However, to the opposite question asking whether the principal would fail to notice tutors performance even if they did the best job possible, the results were in agreement meaning that

they would be noticed. The result Mean was 2.3939 while the frequencies were 69.7% disagreeing, and 15.2% undecided. Those who agreed were 6.1%. In the interviews, when the tutors were asked to tell the ways the principals did not show appreciation, several views were given. One respondent stated, "Blaming me all the time." Another respondent remarked, "Not penalising indisciplined students forwarded to him." While there was one who complained that, "The principal does not even pick my phone calls yet at times issues to discuss are urgent."

On the other hand, the results showed that the principals were not proud that the tutors were part of the colleges. This is because the results produced a Mean = 2.7424. The results of the frequencies were 51.2% disagreeing and 15.2% undecided. Those who agreed were 33.3%.

Largely, the above results show that supportive leadership was lacking in Bulera and Kamurasi Primary Teachers Colleges because most of the results were negative. However, in the interviews, a small number of the tutors 30% agreed that the principals were proud that they were part of the colleges. They pointed out that this was shown by actions such as being delegated a responsibilities, receiving help when problems and being praised when they produced good results. However, of those disagreeing, one respondent stated, "Instead blames people for coming from different regions. The principal is discriminative."

4.3.2 Modelling the Way Leadership

Modelling the way leadership was operationalised in terms of the principals ensuring that all actions were consistent with plans, values being considered paramount in the execution of duties, setting of standards of performance and the principal being an example in performance. The results obtained on the Tables are presented in Table 4.3.

Table 4.3: Descriptive Statistics on Modelling the Way

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Modelling the way											
Principal ensures my actions are consistent	2.6667	11	16.7	27	40.9	5	7.6	19	28.8	4	6.1
Values are paramount	3.3939	7	10.6	9	13.6	11	16.7	29	43.9	10	15.2
Set performance standards	3.5303	10	15.2	6	9.1	-	-	39	59.1	11	16.7
Principal sets example	2.8030	12	18.2	22	33.3	7	10.6	17	25.8	8	12.1

Source: Primary Data

The results in Table 4.3 revealed that Principals in Bulera and Kamurasi Primary Teachers College did not ensure that all actions were consistent with plans. This is because the results produced a Mean = 2.6667 while the frequencies had the larger number of respondents 57.6% disagreeing and 7.6% undecided. The smaller number of the respondents 34.9% was in agreement. During interviews with the tutors, the smaller number 40% of the respondents agreeing that the principals ensured that that all actions were consistent with plans gave various views. One respondent stated, "There is monitoring and evaluation." Another respondent said, "Demand for results and even inquire from the students about how tutors are performing their duties."

Regarding the principals considering values paramount in the execution of duties, the results were positive with a Mean = 3.3939, the frequencies were 59.1% agreeing and 16.7% undecided. Those who disagreed were 24.2%. In the interviews with the principals, they gave several responses showing how they considered values paramount in the execution of duties. One respondent stated, "I ensure that each head of department is given his/ her roles he is supposed to

play." Another stated, "I continuously provide guidance and counseling to my staff." While another one stated, "It is my priority that all salient issues are discussed during meetings and providing responsibilities."

As to whether the principal ensured that standards of performance were set, still the results were positive with a mean = 3.5303. The frequencies had 59.1% agreeing and 25.8% disagreeing and 15.2% were undecided. In the interviews, it was revealed that there were standard targets of performance and there was measurement of performance through students' reviews. Concerning whether the principals were the example in performance, the results were negative. The mean was 2.8030 while the frequencies were 51.5% disagreeing and 10.6% undecided. Those who agreed were 37.9%. In the interviews, with the principals and deputy principals, one pointed out, "I try to be the role model. I work hard such that my staff can emulate me." Another said, "I personally participate in teaching to provide an example." However, generally, in regard to modelling the way, although the principals ensured that actions were consistent with plans and set of standards of performance, they did not consider values paramount in the execution of duties and were not examples in performance.

This means that modeling the way as a leadership practice in Bulera and Kamurasi Primary Teachers Colleges was not being well practiced.

4.3.3 Transformational Leadership

Transformational leadership was studied in terms of principals going beyond self-interest for the good staff, behaves consistent with values, instilled pride in the staff, encouraged the tutors to

express ideas and provided them advice for development. The data yielded is presented in Table 4.4.

Table 4.4 Descriptive Statistics on Transformational Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Transformational leadership											
Goes beyond self interest	2.5606	18	27.3	23	34.8	2	3.0	16	24.2	7	10.6
Consistent with values	2.7576	8	12.1	24	36.4	14	21.2	16	24.2	4	6.1
Instils pride in me	2.6970	12	18.2	26	39.4	6	9.1	14	21.2	8	12.1
Encourages expression of ideas	2.3636	13	19.7	33	50.0	6	9.1	11	16.7	3	4.5
Provides ideas for self development	2.7879	14	21.2	24	36.4	-	-	18	27.3	10	15.2

Source: Primary Data

The results in Table 4.4 show that transformational leadership was lowly practiced in Bulera and Kamurasi Primary teachers Colleges. In particular, in regard to the item as to whether the principals went beyond self interest, the results were a Mean = 2.5606. The frequencies were 62.1% disagreeing, and 3.0% undecided. The lesser number of the respondents 34.8% agreed. In the interviews with the tutors, those agreeing that the principals went beyond self interest gave various views. One respondent stated, "The principal gives food ratios such as beans and posho." Another said, "Takes time to listen to us individually and gives assistance." However, those disagreeing gave various views which included; the principal is selfish, sabotages people's progress and stifles people's attempts to develop their careers.

The results revealed that the principals did not behave consistent with values. This is because the Mean = 2.7576 while the frequencies were 48.5% disagreed while 21.2% were undecided. The lesser number of the respondents was in agreement with 30.3% agreeing. In the interviews with

the principals and deputy principals, they however, indicated that they behaved consistent with values. One respondent stated, "I encourage my staff to follow the professional code of conduct." Another respondent said, "Strictly, the college is run on government policies and programmes." As to whether the principals instilled pride in the tutors, the results indicated that the principals did not instil pride in the staff with a Mean = 2.6970. In the frequencies, the larger number of the respondents 57.6% disagreed while 9.1% were undecided. Those who agreed were 33.2%.. In the interviews with the principals and deputy principals as to how pride was instilled in the tutors, it was pointed out that, they involved them in college activities, established active committees of tutors for the management of colleges and involved them in planning.

The results further revealed that the principals did not encourage tutors to express ideas. The Mean = 2.3636 with the larger number of the respondents 69.7% disagreeing The remaining 9.1% were undecided while 21.2 % agreed. During the interviews with the tutors, the majority 70% indicated that there was no freedom of expression. Their views included, being dictated to during meetings, those who talk critically in meetings being victimised with transfers and being denied positions of the responsibilities among other repression processes. However, those indicating that there was freedom of expression indicated that there were regular meetings in which tutors spoke freely and shared ideas. In the interviews with the principals and their interviews, it was indicated that there was freedom of speech in meetings and tutors freely contributed to the development and progress of colleges.

The results also revealed that principals did not provide tutors with advice for self development. This is because the Mean = 2.7879 was obtained. The frequencies had 57.6% of the respondents

disagreeing and those who agreed were 42.5%. However, in the interviews with the principals and their deputies, they indicated that they advised them on self development. One respondent stated, "I encourage my staff to save and go for further studies." Another stated, "I encourage them to be abreast with current information on social, economic and political development." While another respondent stated, "I try to urge to go for further studied and apply for promotion when opportunities arise."

However, going by the quantitative results of the study, transformational leadership was lacking in Bulera and Kamurasi Primary Teachers Colleges because on all the items the respondents were in disagreement. All the means were below the average mean of 3.0 indicating disagreement.

4.3.4 Transactional Leadership

This leadership practice was looked at by asking whether the principals made clear what tutors expected to receive for performance, monitored the tutors as they executed their tasks to maintain performance levels and if track of all the tutors mistakes was kept. The data produced on the items is presented in Table 4.5.

Table 4.5 Descriptive Statistics on Transactional Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Transactional leadership											
Makes clear what receive for performance	2.8182	9	13.6	29	43.9	-	-	21	31.8	7	10.6
I am monitored	3.7576	5	7.6	9	13.6	8	12.1	19	28.8	25	37.9
Track all my mistakes	3.5152	5	7.6	13	19.7	9	13.6	22	33.3	17	25.8

Source: Primary Data

Except for one item, the results in Table 4.5 revealed that the respondents were in agreement indicating that transactional leadership practice largely was being practiced. In the first place, as to whether the principals made clear what they should expect to receive for performance, the Mean = 2.8182. In the frequencies, 57.5% disagreed. Those who agreed were 42.4% . In the interviews with the tutors, it was indicated that the clear reward was their salaries because there were no monetary incentives expect. Other incentives were mandatory allowances like supervising schools practices and attending workshops.

The results indicated that tutors in Bulera and Kamurasi Primary Teachers Colleges were monitored as they executed tasks to maintain performance levels. The Mean = 3.7576 and in the frequencies 66.7% agreed while 12.1% were undecided and those who disagreed were 21.2%. In the interviews with the tutors, it was pointed out that there was record keeping on tutors attendance, appraisal, support supervision, time table, set deadlines for activities and following up of discipline cases. The principals and their deputies also indicated that there was supervision of teaching, there was the use of the monitoring tool, thorough lesson teaching observation and periodic reviews. In regard of whether the principals kept track of all the tutors mistakes, the Mean= 3.5152. In the frequencies 59.1% agreed while 13.6% were undecided. Those disagreeing were 27.3%.

These results thus mean that principals in Bulera and Kamurasi Primary Teachers Colleges kept track of all the tutors' mistakes.

4.3.5 Participative Leadership Practice

This leadership practice was operationalised in terms of promotion of open and honest self-expression, tutors being given opportunity to suggest improvements in the way things were done and encouraging of tutors to participate in problem solving matters. The Data obtained in presented in Table 4.6.

Table 4.6: Descriptive Statistics on Participative Leadership

Participative leadership											
Open and honest expression promoted	2.9848	5	7.6	26	39.4	19	28.8	10	15.2	6	9.1
Suggest improvements	2.8788	4	6.1	27	40.9	15	22.7	13	19.7	7	10.6
Participate in problems solving	2.8030	16	24.2	21	31.8	-	-	18	27.3	11	16.7

Source: Primary Data

The results presented in Table 4.6 reveal that participative leadership practice was lacking in Bulera and Kamurasi Primary Teachers Colleges. This is because on all the items, the means were below 3.0 indicating disagreement. In regard as to whether there was promotion of open and honest self-expression, the Mean = 2.8788. In the frequencies 47% disagreed, while 28.8% were undecided. Those who agreed were 24.3%. The results also indicate that tutors did not have the opportunity to suggest improvements in the way things are done. The Mean = 2.8030 with the larger number of the respondents 47% disagreeing, while 22.7% were undecided. Those who agreed were 30.3% agreed. Regarding whether there was encouraging of tutors to participate in problem solving matters, the Mean = 2.8030. The frequencies had 56% disagreed. Those who agreed were 44%. The above results mean that participative leadership was lacking in the colleges.

In the interviews, the principals indicated tutors participated in the leadership of the colleges through different offices they held. The positions identified included deputy principals, senior tutors, and heads of departments, registrars and directors of studies among others. They also pointed out that there were regular meetings through which tutors made suggestions that guided the leadership of the colleges. However, the tutors in the interviews largely indicated that although they held different positions and attended meetings, they were inconsequential. They indicated that real power was in the hands of the principals and largely their minds and decisions were the most binding. Accordingly, the participation of the tutors in the management of the colleges was negligible.

4.3.5 Servant Leadership

The leadership practice of servant leadership was studied in terms of the principals being committed to interests of tutors, principals providing the vision for tutors, empowering tutors in execution of their duties and college performance being the main activity of the principal. The results yielded on the items are indicated in Table 4.7.

Table 4.7: Descriptive Statistics on Servant Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Servant leadership											
Committed to interests of tutors	3.0000	11	16.7	20	30.3	5	7.6	18	27.3	12	18.2
Provides vision to tutors	3.4545	7	10.6	12	18.2	4	6.1	30	45.5	13	19.7
Empowers tutors	2.7576	13	19.7	19	28.8	15	22.7	9	13.6	10	15.2
College performance his/her main interest	2.8030	13	19.7	21	31.8	11	16.7	8	12.1	13	19.7

Source: Primary Data

The results obtained largely indicate that servant leadership was lacking as a leadership practice employed by the principals in Bulera and Kamurasi Primary Teachers Colleges. In regard to how

the principals were committed to interests of tutors the Mean = 3.0000 meaning neutrality. The frequencies were 47% disagreeing and those who agreed were 45.5%, and the remaining 7.6% were undecided. This means that equally, the principals were committed and not committed to the interests of the tutors. In the interviews with the tutors, the majority 70% largely indicated that the principals were not committed to their interests. One respondent stated, "Not interested in anything most likely to lift me up." Another stated, "We are just colleagues and that is where it stops, every man for himself." However, one stated, "By inquiring about my welfare and listing to me." While another stated, "When I have problems, often I receive help from the principal. In their views, the principals and their deputies indicated that there was provision for break tea and lunch to the tutors, helping them in times of need and supporting those going for further studies.

In regard to the principals providing the vision for tutors, the Mean = 3.4545 meaning that the respondents were in agreement. The frequencies were 65.2% agreeing, and 6.1% undecided. Those who disagreed were 28.8%. As to whether there was empowering tutors in execution of their duties, the Mean = 2.7576 indicating disagreement. The frequencies were 48.5% disagreeing, while 22.7% were undecided. Those who agreed were 28.8%. In the interviews, in regard to empowerment, one tutor stated, "The work of tutors is limited to teaching and keeping the environment clean." Another indicated, "Decision making is limited to the principal, tutors are mere spectators." However, in the interviews with the principals they indicated that they empowered tutors by involving them in decisions making through meetings, delegation and supporting their departments.

Concerning whether colleges performance was the main activity of the principal, the respondents were in disagreement with the Mean = 2.8030. In the frequencies, the larger number of the respondents 51.5% disagreed while 16.7% were undecided. Those who agreed were 31.8%. These results mean that the college performance was not the main activity of the principals.

Overall, the results obtained above show that servant leadership was largely lacking in the leadership practices of principals of Bulera and Kamurasi Primary Teachers Colleges.

4.3.6 Laissez-Faire Leadership Practice

Operationally, laissez-faire leadership practice was considered in terms of the principals waiting for things to go wrong before taking action, avoiding taking decisions and reacting to problems, if serious. The data obtained on the items is presented in Table 4.8.

Table 4.8: Descriptive Statistics on Laissez-Faire Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Laissez-faire leadership											
Waits for things to go wrong	3.0152	9	13.6	19	28.8	9	13.6	17	25.8	12	18.2
Avoids taking decisions	2.7273	10	15.2	27	40.9	10	15.2	9	13.6	10	15.2
Reacts to problems if serious	3.0758	17	25.8	7	10.6	8	12.1	22	33.3	12	18.2

Source: Primary Data

The data in Table 4.8 on the principals waiting for things to go wrong before taking action produced a Mean = 3.0152. The frequencies were 44% agreeing, and 13.6% undecided. Those who disagreed were 42.4%. However, with the Mean = 2.7273, the respondents indicated that the principals did not avoid taking decisions. The frequency percentages were 56.1% disagreeing,

15.2% and 12.1% undecided. Those who agreed were 31.8. On the hand, the results with a Mean = 3.0758 indicated that the principals reacted to problems, if serious. The frequencies were 51.5% agreeing, and 12.1% undecided. Those disagreeing were 51.1% strongly agreed. The results presented above show that the principals in Bulera and Kamurasi Teachers Colleges were largely using laissez-faire leadership.

4.3.6 Engaging Leadership Practices

Engaging leadership was conceived in terms of the principals providing opportunities for further studies, advising on how to attain promotions, encouraging tutors to take ownership of performance and treated tutors with respect. The data yielded on the items is presented in Table 4.9.

Table 4.9: Descriptive Statistics on Engaging Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Engaging leadership											
Provides further studies opportunities	2.7727	12	18.2	29	43.9	-	-	12	18.2	13	19.7
Advises on promotion	2.2576	11	16.7	43	65.2	-	-	8	12.1	4	6.1
Encourages to own performance	3.6364	2	3.0	12	18.2	8	12.1	30	45.5	14	21.2
Treated with respect	2.9848	21	31.8	10	15.2	-	-	19	28.8	16	24.2

Source: Primary Data

The data in Table 4.9 on whether the principals provided opportunities for further studies was negative with a Mean = 2.7727. The frequencies showed that the larger number of the respondents 62.1% disagreed, while those who agreed were 37.9%. These results mean that the principals largely did not provide further studies opportunities to tutors. The mean = 2.2576 obtained also indicated that the principals did not advise tutors on how to attain a promotion. The

frequencies were 81.9% disagreeing those who agreed were 18.1%. As to whether, principals encouraged tutors to take ownership of performance, the respondents were in agreement with a Mean = 2.2576 obtained. The frequencies were 66.7% agreeing those who disagreed were 33.3%. These results mean that the principals encouraged tutors to take ownership of performance. However, with a Mean = 2.9848, the respondents indicated that they were not treated with respect. The frequencies were 47% disagreed those that agreed were 53%.

Generally, the results presented above show that largely the engaging leadership practice was not being fully implemented in Bulera and Kamurasi Primary teachers Colleges. This is because most of the results were having Means below 3.0 which indicate disagreement. In the interviews, tutors confirmed that largely engaging leadership was lacking. Some tutors indicated that even when they gave their forms to the principal to take them to the Ministry of Education and Sports for promotion on advertisement, the principal did not deliver them. There were those who indicated that the principals were dictators and did not have regard for the tutors.

In summary, the study established that the principals of Bulera and Kamurasi Primary Teachers Colleges employed different leadership practices. In the first place, the study established that the principles employed the supportive leadership practices by valuing the contribution of the tutors to the well being of the colleges and showing that they noticed when the tutors did the best job.

4.4 The Relationship between the Leadership Practices and Tutors Job Performance

To establish the relationship between leadership practices and tutors job performance, descriptive statistics for job performance were calculated. Thereafter, multiple linear regression was carried out to establish the relationship between the leadership practices and tutors job performance. The descriptive statistics on tutors' performance are presented in table 4.3.

Table 4.10: Tutors Performance Descriptive Statistics

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
I willfully perform activities	3.9697	-	-	3	4.5	3	4.5	53	80.3	7	10.6
Ensure accomplishing goals of the college	4.0152	-	-	-	-	6	9.1	53	80.3	7	10.6
I carry out the work assigned to me	4.2273	-	-	-	-	7	10.6	37	56.1	22	33.3
I am very effective at work	4.3485	-	-	-	-	-	-	43	65.2	23	34.8
I am committed to my work	4.2121					1	1.5	50	75.8	15	22.7
I make teaching preparations	4.3182	-	-	-	-	-	-	45	68.2	21	31.8
I am motivated to work	2.3333	19	28.8	30	45.5	-	-	10	15.2	7	10.6
My work morale is high	2.3030	12	18.2	38	57.6	-	-	16	24.2	-	-
I am confident about my work	4.0455	-	-	-	-	11	16.7	41	62.1	14	21.2
I am always punctual	3.3030	8	12.1	9	13.6	9	13.6	35	53.0	5	7.5
I put in more effort	3.5758	5	7.6	12	18.2	-	-	38	57.6	11	16.7
I offer full cooperation	3.6818	-	-	9	13.6	11	16.7	38	57.6	8	12.1
Carry out research for better teaching	4.3788	-	-	-	-	-	-	41	62.1	25	37.9

Source: Primary Data

4.4.1 Tutors Performance

Table 4.10 shows that tutors were performing. This is because they indicated that they wilfully performed the activities of colleges (Mean = 3.9697). The frequencies were 80.3% agreeing, 4.5% were undecided and only another 4.5% disagreed. The tutors also indicated that they ensured that they accomplished the goals of colleges (Mean = 4.0152). The frequencies had

80.3% agreeing; only 9.1% were undecided. The respondents also indicated that they were positive as they carried out work assigned to the (Mean = 4.2273). The frequencies showed that 89.4% agreed, and 10.6% were undecided. The respondents also showed that they were very effective at work (4.3485). All the respondents were in agreement with 100% agreeing. The respondents also indicated that they were committed to their work (Mean = 4.2121). Those who agreed were 98.5% and only 1.5% was undecided. The respondents also indicated that they made teaching preparations (Mean = 4.3182). The frequencies showed that 100% agreed. However, the respondents indicated that they were not motivated to work (Mean = 2.3333). The frequencies indicated that the majority of the respondents 74.3% disagreed.

Further, the respondents also indicated their morale was not high (Mean = 2.3030). The frequencies showed that the majority of the respondents 75.8% disagreed and only 24.2% agreed that their work morale was high. However, the respondents indicated that they were confident about their work (Mean = 4.0455). Those who agreed were 83.3%, and only 16.7% were undecided. The respondents also showed that they were always punctual (Mean = 3.3030). The larger number of the respondents 60.5% agreed and 13.6% were undecided. Those who disagreed were 25.7%. The respondents also revealed that they put in more effort (Mean = 3.5758). The frequencies had 74.3% agreeing. The results showed that tutors offered full cooperation in all college activities (Mean = 3.6818). Those who agreed were the majority of 69.7%, and only 13.6% were undecided. The results also revealed that tutors carried out research for better teaching (Mean = 4.3788). All the respondents were in agreement. Generally, with the results on most items producing means above 3.0, this means that tutors performed.

4.4.2 Leadership Practices and Tutors Job Performance

Hypothesis testing on the research hypothesis that there is a relationship between the leadership practices of principals and tutors job performance was carried out at bivariate level through correlation and then multivariate level through multiple linear regression. The correlation results are presented in Table 4.11.

Table 4.11: Correlation Matrix for Leadership Practices and Tutors Performance

		1	2	3	4	5	6	7	8
	1	.178	-.274*	.153	.084	.056	.104	.018	.329**
		.152	.026	.220	.504	.654	.407	.884	.007
1		1	.045	.587**	.193	.096	.062	.056	.070
			.718	.000	.120	.442	.619	.654	.578
2			1	-.009	.099	-.383**	-.103	.058	-.263*
				.943	.429	.002	.410	.642	.033
3				1	.347**	.263*	.292*	.374**	.297*
					.004	.033	.017	.002	.015
4					1	.317**	.429**	.328**	.396**
						.009	.000	.007	.001
5						1	.544**	.263*	.399**
							.000	.033	.001
6							1	.592**	.477**
								.000	.000
7								1	.452**
									.000
8									

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Key: 1= Supportive leadership, 2 = Modelling the way, 3 = Transformational leadership, 4 = Transactional leadership, 5 = Participative leadership, 6 = Servant leadership, 7 = Laissez-faire, 8 = Engaging leadership.

The results in the correlation matrix Table 4.11 show that the different leadership practices related to tutors performance differently, either positively or negatively. The correlation of the first variable of supportive leadership practice was low r =.178 at the significance level 0.152

higher than the critical level of 0.05. This means that there was no positive significant relationship between the supportive leadership practice and tutors performance in the PTCs studied. The results on the second variable modelling the way also produced a low correlation, r =.045 at significance level 0.718 higher than the critical level of 0.05. These results also mean the there was no significant positive relationship between the leadership practice of modeling the way and tutors performance in the PTCs studied. The results of third variable of transformational leadership produced a negative correlation r = -0.009 at the significance level r=.943 higher than the critical level of 0.05. These results show a negative relationship between the transformational leadership and tutors performance in the PTCS studied.

However, for the remaining variables, positive correlations were established with tutors' performance. The correlation results were; transactional leadership, r = 0.347** at the significance level 0.004, = Participative leadership, r = 0.317** at the significance level 0.009 and Servant leadership, r =.544** at significance level .000. Also, the correlation for laissez-faire was positive at r = .592** at significance level 0.001 and for the engaging leadership practice, r = 0.452** at significance level 0.001. These results mean that transactional leadership, participative leadership, servant leadership, laissez-faire and engaging leadership related to tutors performance in Bulera and Kamurasi Primary Teachers Colleges.

The above results indicate that there is a significant relationship between engaging leadership, transactional leadership, participative leadership, servant leadership, laissez fair leadership and tutors performance in Bulera and Kamurasi Primary Teachers Colleges. However, the above

results also show that there is no significant relationship between supportive leadership, modelling the way, transformational leadership and tutors performance in Bulera and Kamurasi Primary Teachers Colleges.

To account as to whether the leadership practices predicted tutors performance, the study carried a multiple linear regression. Multiple regression analysis of the aggregate index tutors performance on the eight variables namely supportive leadership, modelling the way, transformational leadership; transactional leadership, participative leadership, servant leadership, laissez-faire and engaging leadership yielded the results in Table 4.12. This suggested that the eight variables considered were collectively poor explanatory variables (F= 1.949, P = 0.070) at seven percent level of significance ($p < 0.07$), accounting for 10.5% of the variation in the aggregate index of tutors performance (Adjusted R square .105). This also implies that the balance (89.5%) was explained by other variables not considered in this study.

Table 4.12: Regression coefficients on Appraisal and Employee Performance

Tutors performance	β	p
Supportive leadership	.170	.258
Modelling the way	-.257	.068
Transformational leadership	.030	.854
Transactional leadership	.005	.974
Participative leadership	-.220	.165
Servant leadership	.096	.581
Laissez-faire	-.145	.370
Engaging leadership	.347	.025

R .463 R^2 = .215 Adjusted R = .105 F = 1.949 p = .070

Table 4.12 suggests that seven leadership practices namely, supportive leadership, modelling the way, transformational leadership, transactional leadership, participative leadership, servant leadership and laissez-faire were poor predicators of tutors performance (the Betas were either low or negative) and insignificant correlates of tutors performance ($p > 0.05$). Therefore, this meant that the way principals of Bulera and Kamurasi Teachers Colleges employed supportive leadership, modelling the way, transformational leadership; transactional leadership, participative leadership, servant leadership and laissez-faire leadership did not predict tutors performance. Only the leadership practice of engaging leadership predicted tutors performance (the Beta was positive at 0.347) at the significance level of 0.025 below the probability of 0.05. This means that engaging leadership practice was a positive correlate of tutors' performance and the other leadership practices do not predict tutors performance much as they may have a positive correlation with tutors performance.

In summary, the findings of the study revealed no significant relationship between leadership practices and tutors job performance. This was because whereas largely results on leadership practices were negative below Mean = 3.0, the results on performance were largely positive between Means 4.3182 and 3.3030. The means were on negative on two items by which the respondents indicated that they were not motivated and lacked high morale. The regression results were not statistically significant except for the leadership practice of engaging leadership.

4.5 Appropriate Leadership Practices for Improving Tutors Job Performance

This item studied objective three of the study that sought to establish appropriate leadership practices of principals for at Kamurasi and Bulera Primary Teachers Colleges for improving

tutors job performance. The constructs studied were supportive leadership, modelling the way, transformational, transactional, and participative, servant leadership, laissez-faire and engaging leadership. The questionnaire items were measured on a 5 point Likert scale ranging from SD = strongly disagree, D = disagree, U = Undecided, A = agree, SA= strongly. A mean score below 3.00 means that the respondents were in disagreement with the research question items while a mean above 3.00 means that the respondents were in agreement with the question items. Each item was presented independently as here under;

4.5.1 Supportive Leadership Practice

To establish whether supportive leadership was an appropriate leadership practice, the respondents were asked to tell whether they appreciated the valuing of their contribution, their goals and values being considered, felt happy when helped when in problems and felt happy when the principal showed that he was proud of them. The data obtained on the item is presented in Table 4.13.

Table 4.13 Descriptive Statistics of the Appropriateness of Supportive Leadership Practice

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Supportive leadership											
I appreciate valuing my contribution	3.5758	-	-	14	21.2	13	19.7	26	39.4	13	19.7
Pleased when my goals and values are considered	3.5455	3	4.5	10	15.2	9	13.6	36	54.5	8	12.1
Feel happy when helped when I have a problem	3.9545	-	-	-	-	14	21.2	27	40.9	25	37.9
I love it when the principal shows is proud of	3.1970	-	-	5	7.6			48	72.7	13	19.7

Source: Primary Data

The data in Table 4.13 show that respondents indicated that they appreciated it when the principals valued their contribution to the well-being of the college (Mean = 3.5758). In the frequencies the larger number of the respondents 59.1% agreed. Those who disagreed were 21.2% and 19.7% were undecided. The respondents also agreed that it pleased them when the principals strongly considered their goals and values (Mean = 3.5455). Those agreeing were 66.6% while 13.6% were undecided. The remaining 19.7% disagreed. The results of the study further revealed that tutors felt happy when the principals helped them when they had a problem (Mean = 3.9545). Those who agreed were 78.8%, and 21.2% were undecided. The respondents also loved it when the principals showed that they were proud that they were part of the colleges (Mean = 3.1970). The majority of 91.9% agreed while only 7.6% disagreed.

4.5.2 Modeling the way

This item of the study sought to establish whether modeling the way was an appropriate leadership practice. This was established by studying whether the tutors were happy when the principals' actions were consistent with plans, considered values paramount, performance followed standards and the principal set the example. The results on the item are presented in Table 4.14.

Table 4.14: Descriptive of Statistics on the Appropriateness of Modelling the Way Leadership Practice

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Modelling the way											
Happy when all actions are consistent with plans	3.8939	12	18.2	15	22.7	-	-	26	39.4	13	19.7
Appreciate if values are considered paramount	4.0455	-	-	4	6.1	12	18.2	37	56.1	13	19.7
Glad performance follows standards	3.5909	9	13.6	6	9.1	-	-	39	59.1	12	18.2
Please me if the principal is the example	3.1061	3	4.5	9	13.6	15	22.7	26	39.4	13	19.7

Source: Primary Data

The results in Table 4.14 showed that tutors would be happy if the principals ensured that their actions were consistent with plans (Mean = 3.8939). The larger number of the respondents 59.1% agreed. Those who disagreed were 40.9%. The results revealed that tutors appreciated if values were considered paramount in the execution of duties (Mean = 4.0455). The majority of 75.8% agreed. The remaining 18.2% were undecided and 6% disagreed. The results further indicated that tutors would be glad if the principals ensured that performance followed standards (Mean = 3.5909). Those agreed were 77.3% while 22.7% disagreed. The respondents also revealed that it would please them if the principals were the example in performance (Mean = 3.1061). The majority of 59.1% agreed, and 22.7% were undecided. Those who disagreed were 18.1%.

4.5.3 Transformational Leadership

This item of the study sought to find out whether transformational leadership practice was an appropriate leadership to improving the performance of tutors. The constructs looked at were whether tutors were impressed if the principals went beyond self interest, behaved consistent

with values, instilled pride, encourages expression of ideas ad provided development advice. The data yield is presented in Table 4.15.

Table 4.15: Descriptive of Statistics on the Appropriateness of Transformational leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Transformational											
Impressed if the principal goes beyond self-interest	3.1061	-	-	9	13.6	-	-	26	39.4	13	19.7
Pleased when principal behaves consistent with values	3.0455	18	27.3	-	-	4	6.1	12	18.2	37	56.1
Would work hard if principal instilled pride in me	3.7727	5	7.6	4	6.1	-	-	49	74.2	8	12.1
Be happy if the principal encourages expression of ideas	4.4091	-	-	-	-	-	-	53	80.3	13	19.7
Appreciate if the principal provided development advice	4.4091	-	-	-	-	-	-	39	59.1	27	40.9

Source: Primary Data

The results in Table 4.15 show that the respondents indicated that they would be impressed if the principals went beyond self-interest for the good staff (Mean = 3.1061). The larger number of the respondents 59.1% agreed. The remaining 27.3% disagreed and 13.6% were undecided. The respondents would be pleased if the principals behaved consistent with values (Mean = 3.0455). The majority of the respondents 74.3% agreed. Those who disagreed were 27.3% and 6.1% were undecided. On the other hand, the respondents indicated that they would work hard if the principals instilled pride in them (Mean = 3.7727). Those who agreed were 86.3%.The remaining 13.7% disagreed. The results further revealed that tutors would be happy if the principals encouraged them to express ideas (Mean = 4.4091). All the respondents agreed. Also the respondents indicated that they would appreciate if the principals provided them advice for development (Mean = 4.4091). Again all the respondents were also in agreement with it.

4.5.4 Transactional Leadership Practice

This item of the study sought to establish the appropriateness of transactional leadership practice. The items considered were whether tutors appreciated performance incentive, loved being monitored as they executed their tasks and the principals keeping track of all their mistakes. The results obtained on the items are presented in Table 4.16.

Table 4.16: Descriptive of Statistics on the Appropriateness of Transactional Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Transactional leadership											
Appreciate performance related incentive	3.8030	-	-	13	19.7	-	-	40	60.6	13	19.7
I love being monitored as I execute tasks	2.5909	8	12.1	29	43.9	13	19.7	14	21.2	2	3.0
I appreciate the principal keeps track of all my mistakes	2.2727	6	9.1	47	71.2	-	-	7	10.6	6	9.1

Source: Primary Data

The results revealed that tutors would appreciate the principals making clear what they should expect to receive for performance (mean = 3.8030). Those who agreed were 80.3%, and 19.7% disagreed. However, the respondents indicated that they did love being monitored as they executed tasks to maintain performance levels (Mean = 2.5909). The majority of the respondents 56% disagreed while 19.7% were undecided. Those who agreed were 23.2%. The respondents also revealed that they did not appreciate the principals keeping track of all their mistakes (2.2727). In the frequencies, the majority of the respondents 80.3% disagreed. Those who agreed were only 19.7%.

4.4.5 Participative Leadership Practices

The study here sought to establish whether participative leadership was an appropriate practice for enhancing tutors performance. On this item, the variables of the study were whether they were happy because open and honest self expression were promoted, had the opportunity to suggest improvements and were encouraged to participate in problem solving. The results obtained on the item are presented in Table 4.17.

Table 4.17 Descriptive of Statistics on the Appropriateness of Participative Leadership

Item	Mean	SD		D		A		SA	
		F	%	%		F	%	F	%
Participative leadership									
Happy if open and honest self-expression was promoted	4.0909	-	-	-	-	60	90.9	6	9.1
Appreciate opportunity to suggest improvements	3.2879	-	-	-	-	40	60.6	26	39.4
Glad if encouraged to participate in problem solving	3.1970	17	25.8	5	7.6	36	54.5	8	12.1

Source: Primary Data

The results in Table 4.17 show that the respondents revealed that they would be happy if open and honest self-expression was promoted (Mean = 4.0909). All the respondents were in agreement. The respondents also indicated that they would appreciate if they were given opportunity to suggest improvements in the way things were being done (Mean = 3.2879). All the respondents were in agreement. They also indicated that they would be glad if they were encouraged to participate in problem solving matters (Mean = 3.1970). The majority of the respondents 66.6% agreed. Those who disagreed were 33.4%.

4.5.6 Servant Leadership

To establish whether servant leadership was an appropriate practice for enhancing tutors performance, a number of items to respondent were put to them. Those items included if they were happy because the principals were committed to tutors interests, provided vision, empowered them in the execution of their duties and performance was the principals' main activity. The data obtained on the item is presented in Table 4.18.

Table 4.18 Descriptive of Statistics on the Appropriateness of Servant Leadership

	Item	Mean		SD		D		U		A	
			F	%	F	%	F			F	%
Servant Leadership											
Happy if principal committed to interests of tutors	4.2727		-	-	-	-	-	48	72.7	18	27.3
Appreciate if the principal provided the vision for tutors	3.1818	13	19.7	14	21.2	-	-	26	39.4	13	19.7
Glad if I was empowered in execution of my duties	3.5455	5	7.6	12	18.2	2	3.0	38	57.6	9	13.6
Pleased if performance is the main activity of the principal	3.2424	13	19.7	7	10.6	5	7.6	33	50.0	8	12.1

Source: Primary Data

The results in Table 4.18 revealed that tutors would be happy if the principals were committed to their interests (Mean = 4.2727). All the respondents were in agreement. The results also showed that tutors would appreciate if the principal provided the vision (Mean = 3.1818). The larger number of the respondents 59.1%' agreed, while 40.9% disagreed. The respondents further revealed that they would be glad if they were empowered in execution of their duties (Mean = 3.5455). The majority of 71.2% agreed and 3.0% were undecided. Those who disagreed were

25.8%. The results also indicated that tutors would be pleased if the college performance was the main activity of the principal (Mean = 3.2424). The frequencies had 62.1.0% agreeing, and 7.6% being undecided. Those who disagreed were 3.3%.

4.5.7 Laissez-Faire Leadership

This item was studied to establish whether laissez-faire leadership was an appropriate leadership practice. The items of the study included the effect of principals waiting for things to go wrong before taking action, avoiding making decisions and reacting when problems were serious. The data yielded by the items are presented in Table 4.19.

Table 4.19: Descriptive Statistics on Appropriate of Laissez-Faire Leadership

Item	Mean	SD		D		U		A		SA	
		F	%	F	%	F	%	F	%	F	%
Laissez-faire leadership											
Angry that the principal waits for things to go wrong	4.0606	-	-	-	-	4	6.1	54	81.8	8	12.1
Unhappy because the principal avoids making decisions	2.4848	21	31.8	19	28.8	6	9.1	13	19.7	7	10.6
Perturbed that the principal reacts to problems, if serious	3.3939	9	13.6	6	9.1	14	21.2	24	36.4	13	19.7

Source: Primary Data

The results in Table 4.19 revealed that the respondents were angry that the principals waited for things to go wrong before taking action (Mean = 4.0606). The majority of the respondents 93.9% agreed, while 6.1% were undecided. However, tutors were unhappy because the principals avoided making decisions (Mean = 2.4848). The frequencies had 60.6% disagreeing, and 9.1% undecided. Those who agreed were just 30.3%. On the other hand, the respondents indicated

that they were perturbed because the principal reacts to problems, if serious (Mean = 3.3939). Those who agreed were 56.6% and 21.2% were undecided. The remaining 22.7% disagreed.

4.5.8 Engaging Leadership

This item of the study was considered to establish whether the engaging leadership was an appropriate leadership practice. This item was studied by inquiring from the respondents whether they are happy because the principals provided them opportunities for further studies, advised them on how to attain promotion, encouraged them to take ownership of performance and respected them. The data produced on the item is presented in Table 4.20.

4.20 Descriptive Statistics on Appropriate of Engaging Leadership

	Mean	SD		D		U		A		SA	
		F	%	F	%	F		F	%	F	%
Engaging leadership											
Happy if the principal provide further studies opportunities	3.6667	2	3.0	13	19.7	2	3.0	37	56.1	12	18.2
Feel fortunate if advised me on how to attain a promotion	4.4091		-	-	-	-	-	39	59.1	27	40.9
Happy if encouraged to take ownership of performance	3.5758	4	6.1	8	12.1	14	21.2	26	39.4	14	21.2
I would be glad to be treated with respect	4.3939	-	-	-	-	-	-	40	60.6	26	39.4

Source: Primary Data

The results in Table 4.20 revealed that tutors would be happy if the principal provided them opportunities for further studies (Mean = 3.6667). The majority of 74.3% agreed and 3.0 were undecided. Those who disagreed were 22.7%. The results also showed that tutors would feel fortunate if the principals advised them on how to attain a promotion (Mean = 4.4091). All the respondents were in agreement. The results too indicated that tutors would be happy if they were

encouraged to take ownership of their performance (Mean = 4.4091). Also all the respondents were in agreement with it. The respondents would also be glad if they were to be treated with respect (Mean = 4.3939). The results of descriptive statistics were in agreement with all the respondents with 100% agreeing.

In summary results on the study items seeking to establish the appropriate leadership practices that could improve tutors job performance in Bulera and Kamurasi Primary Teachers Colleges were; supportive leadership (Means 3.5455 to 3.9545); modeling the way (Means 3.1061 to 4.0455); transformational leadership practice (Means 3.0455 to 4.4091) and transactional leadership practice (Means 2.2727 to 3.803). The results also revealed; participative leadership practices (Means 3.2879 to 4.0909) and servant leadership (Means 3.1818 to 4.2727); laissez-faire leadership (Means 2.4848 to 4.0606) and engaging leadership (3.5758 - 4.4091). Generally the results show that the most appropriate leadership practices were the engaging leadership practice because all the means were high 3.5758 - 4.4091). For the other leadership practices, they had both weak and strong aspects expect for the leadership practice of laissez-faire leadership whose most Means were below 3.00 and with a Mean = 4.0606 indicating displeasure that the principals waited for things to go wrong before taking action.

Chapter Five

Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter presents the discussion of the results derived from the data presented in chapter four. The discussion leads to the making of varying conclusions and a number of recommendations. The discussion is on the relationship between principals' leadership practices and tutors job performance. Focus is specifically on the different leadership practices of principals, the relationship between the leadership practices of principals and tutors job performance and appropriate leadership practices of principals.

5.1 Discussion of the Findings

5.1.1 Leadership Practices of Principals

The study established that the principals of Primary Teachers Colleges employed different leadership practices. In the first place, the study established that the principles employed the supportive leadership practices by valuing the contribution of the tutors to the well being of the colleges and showing that they noticed when the tutors did the best job. The finding that the principals employed supportive leadership by valuing the contribution of the tutors to the well being of the colleges concurs with the views of other scholars. For instance Sandbakken (2006) states that supporting actions encompass being generous with appreciation and support to team members for their contributions. This means that supportive leadership can be employed through practices like valuing the contribution of others to the well being of the organisation.

The results of the study also revealed that principals employed modelling the way leadership practice. The principals employed this practice through considering values paramount in the execution of duties and ensuring that standards of performance were set. This finding also resonates with the views of Sandbakken (2006) who expounds that with modelling the way, leaders actions are consistent values and standards. Accordingly, these leaders are active in setting development plans as well as setting achievable goals and milestones. As with the finding of this study, this means leaders employ modelling the when through practices like considering values paramount in the execution of duties and ensuring that standards of performance are set.

The study revealed that the principals however, did not employ transformational leadership. This is because the results showed that the principals were not going beyond self interest, were not behaving consistent with values, did not instil pride in the staff and did not encourage tutors to express ideas. Besides the principals did not provide tutors with advice for self development. This finding is contrary to the findings of other scholars. For instance, Pradeep and Prabhu (2011) studying the relationship between effective leadership and employee established that majority of employees in middle level management in India preferred transformational leadership. However, in the Uganda PTCs, this practice that makes leaders go beyond self interest, behave consistent with values, instil pride and encourage expression ideas seem to be missing.

The findings also indicated that principals of PTCs largely used transactional leadership practices in their administration. Whereas, the principals were not clear about what tutor expected to receive for performance, they were monitored as they executed tasks and the principals kept track of all their mistakes. This finding that the principals monitored tutors as they executed tasks

and kept track of all their mistakes agrees with the views of other scholars on transactional leadership. Cheok and O'Higgins (2012) state that with transactional leadership there is active management by exception, whereby leaders monitor followers' performance and take corrective action if deviations occur to ensure outcomes are achieved. Therefore, this means that with transactional leadership there monitoring and corrective actions to prevent deviation from the norm.

The study found out those principals of lacked use of the participative leadership practice. This because the results revealed that there was no promotion of open and honest self-expression, tutors did not have the opportunity to suggest improvements in the way things are done and tutors were not encouraged to participate in problem solving matters. Whereas participative leadership was lacking in the colleges, other scholars attest its importance. For instance, Nawab (2011) found out that in schools where participative leadership was not employed, teachers showed less motivation towards school activities leading to a gap between the expectations of the Principal and the performance of the tutors. Also Elele and Fields (2010) established that participation increased their commitment hence better performance. This means that leadership of the PTCs was wanting.

The results of the study also revealed that servant leadership was largely lacking in the colleges. This is because the results revealed that principals' commitment to interests of tutors was average and provided the vision for tutors. However, tutors were not empowered in execution of their duties and performance was not the main activity of the principals. On the contrary, Namusonge and Iravo (2013) indicate that when there is servant leadership, the leader has true

commitment to his or her followers and predominantly serves the needs of followers, hence providing vision and empowerment, with service being the main activity of a servant leader. However, as indicated by the results of this study, servant leadership is lacking in Ugandan PTCs.

The results of the study however showed that principals largely employed laissez-faire leadership practice. By this, principals waited for things to go wrong before taking action and reacted to problems, if serious. This indicates that in the colleges somehow there was a problem of lack of leadership. This is because Cheok and O'Higgins (2012) describe laissez-faire leadership as a style of leadership by which there is non-leadership or the avoidance of leadership responsibilities. The leaders fail to follow up requests for assistance, and resist expressing their views on important issues. As established by this study, this means that the leaders wait for things to go wrong before taking action and react to problems, if serious.

The study also established engaging leadership practice was lacking in the PTCs. The results showed that the principals did not provide opportunities for further studies did not advise tutors on how to attain a promotion and did encouraged tutors to take ownership of performance. Besides, the principals did not treated tutors with respect. These results mean that engaging leadership was missing in the PTCs. This is because according to Haid and Sims (2009 with engaging leadership leaders provide employees with career opportunities, investing in learning and development and encouraging people to take ownership of their work. It also involves creating an environment where everyone is treated with respect. With principals not providing opportunities for further studies, not advising on how to attain a promotion, encouraging tutors

taking ownership of performance and not treating tutors with respect, this means that engaging leadership was lacking.

5.1.2 The Relationship between the Leadership Practices and Tutors Job Performance

The findings of the study revealed no relationship between leadership practices and tutors job performance. This was because whereas largely results on leadership practices were negative below Mean = 3.0, the results on performance were largely positive between Means 4.3182 and 3.3030. The means were on negative on two items by which the respondents indicated that they were not motivated and lacked high morale. The regression results were not statistically significant except for the leadership practice of engaging leadership. The finding that there is no relationship between leadership practices and tutors job performance is contrary to the findings of other scholars. For instance, Sandbakken (2006) three leadership practices namely supportive, transforming and modelling the way had statistically significant, positive and unique contribution to predicting performance. The results showing lack of relationship can be attributed to what Nawab (2011) found out in a study in private schools in Pakistan. He established that in leaders employed traditional approach to leadership with little possibilities of shared or distributed leadership. This means that lack of a relationship between leadership practices and tutors job performance is a result of principals employing traditional leadership practices. The principals in the Primary Teachers College studied did not support tutors, were not setting the example, were dictatorial and did not engage the tutors by providing them opportunities and guidance for growth of their careers.

5.1.3 Appropriate Leadership Practices for Improving Tutors Job Performance

The results of the study revealed that there is no specific appropriate leadership practice for improving tutors performance except employing a hybrid (mixture) of leadership practices. Such hybrid can include principals appreciating values in the execution of duties (Mean = 4.0455), principals encouraging tutors to express ideas (Mean = 4.4091) and principals providing tutors with advice for development. The hybrid leadership practice can also include promoting open and honest self-expression (Mean = 4.0909), principals being committed to the interests of tutors (Mean = 4.2727), taking action early enough without waiting for things to go wrong and treating tutor with respect. The above finding that there is no specific appropriate leaders' ship practice for improving tutors performance except employing a hybrid (mixture) of leadership practices agrees with the views of other scholars. For instance, Sandbakken (2006) found that three leadership practices namely supportive, transforming and modelling the way had statistically significant, positive and unique contribution to predicting performance though at different levels. With supportive being more significant followed by transforming. On the other hand, Nawab (2011) established that in schools where participative leadership was not employed, teachers showed less motivation towards schools activities.

5.2 Conclusions

In the findings of the study, many important observations were made and the following conclusions drawn;

Principals of Primary Teachers Colleges employed different leadership practices. The leadership practices included supportive leadership practice by valuing the contribution of the tutors to the

well being of the colleges and showing that they noticed when the tutors did the best job. They also employed modelling the way leadership practice by considering values paramount in the execution of duties and ensuring that standards of performance were set. Principals too employed transactional leadership practices by monitoring and keeping track of tutors mistakes. Further, they also tried to employee servant leadership by providing vvisions to tutors. Principals even largely employed laissez-faire leadership practice by waiting for things to go wrong before taking action and reacting to problems, if serious

There is no significant relationship between PTCs principals leadership practices and tutors performance. This is because whereas the principals' leadership practices were negative tutors performed their jobs. Most likely, this is because the principals employed traditional approaches to leadership with little possibilities of shared or distributed leadership.

There is no specific appropriate leadership practice for improving tutors performance. Therefore, a hybrid practice that includes appreciating values in the execution of duties, encouraging tutors to express ideas and principals providing tutors with advice for development can be employed. There can also be promoting open and honest self-expression, taking action before things to go wrong and treating tutor with respect.

5.3 Recommendations

The study makes the following important recommendations from the findings of the study in relation to the observations made from the findings of the study according to the objectives;

Principals of Primary Teachers Colleges in their leadership should employee various leadership practices. Such should include valuing the contribution of the tutors to the well being of the colleges, recognising best performance, considering values paramount in the execution of duties and ensuring that standards of performance were set. They should also monitor, take corrective measures and act early enough before things go wrong.

Principals of colleges should adopt modern leadership approaches by which there is shared or distributed leadership. They thus should abandon traditional approaches to leadership with little possibilities of shared or distributed leadership.

Principals of Primary Teachers Colleges should adopt a hybrid leadership practice to enhance performance of tutors. This hybrid practice should consider appreciating values in the execution of duties, promoting open and honest self-expression, and taking action early enough without waiting for things to go wrong and treating tutors with respect.

5.4 Topics Suggested for Further Research

This study only looked at PTCs principals' leadership practices and tutors performance. There are many more areas which may be studied and these include; antecedents of leadership practices of PTCs principals, impact of tutors career development, the influence of promotional opportunities in PTCS and effect of principals personal characteristics on leadership in PTCs.

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Appendix I: Questionnaire

Kyambogo University
P. O. Box 1.
Kyambongo

Dear Respondent

I am currently undertaking research on the topic "principals' leadership practices and tutors performance in Uganda: a case of Bulera and Kamurasi PTCs in Masindi and Hoima Districts" in partial fulfilment for the award of the degree of master of education in policy, planning and management of Kyambogo University" The information sought is required only for academic purposes. Participation is entirely out of your volition and necessary for the success of this work. I request you to respond with truthfulness and honesty for the success of the research. Information provided will be treated with maximum confidentiality.

Sincerely

.....
Kadandi Lawrence

Section A: Background Information

1. Your Sex

Male	Female

2. Your age group:

20-29 years	30-39 years	40-49 years	50 years and above
1	2	3	4

3. Your level of education:

Diploma	Bachelors Degree	Master Degree
1	2	3

4. How long have you worked at your current station?

Less than 5 years	5 - 10 years	11 years and above
1	2	3

5. What responsibility do you hold in the college?

Senior Tutor	Head of Department	Tutor
1	2	3

SECTION: B RESPONSE ON INDEPENDENT VARIABLES

Answer in the appropriate column on what you feel about head teachers' administrative practices and teachers' job performance. Rate your responses according to the rates provided from the lowest (1) to the highest (5).

Key: = Strongly Disagree (1), Disagree (2) U, (3), Agree (4) and Strongly disagree (5).

Leadership Practices	SD 1	D 2	U 3	A 4	SA 5
Supportive leadership					
1. The principal values my contribution to the well-being of the college					
2. The principal strongly considers my goals and values					
3. Help is available from the principal when I have a problem					
4. Even if I did the best job possible, the principal would fail to notice					
5. The principal is proud that I am a part of this college					
Modelling the way					
6. The principal ensures that all actions are consistent with plans					
7. Values are considered paramount in the execution of duties					
8. The principal ensures that standards of performance are set					
9. The principal is the example in performance					
Transformational leadership					
10. The principal goes beyond self-interest for the good staff					
11. The principal behaves consistent with values					
12. The principal instils pride in me					
13. The principal encourages me to express ideas					
14. The principal provides me advice for development					
Transactional leadership					
15. The principal makes clear what I should expect to receive for performance					
16. I am monitored as I execute tasks to maintain performance levels					
17. Track of all my mistakes is kept					
Participative leadership					
18. Open and honest self-expression is promoted					
19. I am given opportunity to suggest improvements in the					

way things are done					
20. I am encouraged to participate in problem solving matters					
Servant Leadership					
21. The principal is committed to interests of tutors					
22. The principal provides the vision for tutors					
23. Tutors are empowered in execution of their duties					
24. The college performance is the main activity of the principal					
Laissez-Faire leadership					
25. The principal waits for things to go wrong before taking action					
26. The principal avoids making decisions					
27. The principal reacts to problems, if serious					
Engaging leadership					
28. The principal provides me opportunities for further studies					
29. The principal advises on how to attain a promotion					
30. Staff are encouraged to take ownership of performance					
31. I am treated with respect					
The Best Leadership Practices					
Supportive leadership					
32. I appreciate it when the principal values my contribution to the well-being of the college					
33. It pleases me when the principal strongly considers my goals and values					
34. I feel happy when the principal helps me when l have a problem					
35. I love it when the principal shows that he is proud that I am a part of this organisation					
Modelling the way					
36. I would be happy if the principal ensured that all actions are consistent with plans					
37. I would appreciate if values were considered paramount in the execution of duties					
38. I would be glad if the principal ensured that performance follows standards					
39. It would please me if the principal was the example in performance					
Transformational leadership					
40. I would be impressed if the principal went beyond self-interest for the good staff					
41. I would be pleased if the principal behaved consistent with values					
42. I would work hard if the principal instilled pride in me					
43. I would be happy if the principal encouraged me to express ideas					
44. I would appreciate if the principal provided me advice for development					
Transactional leadership					
45. I would appreciate the principal making clear what I should expect to receive for performance					
46. I love being monitored as I execute tasks to maintain performance levels					

47. I appreciate that the principal keeps track of all my mistakes					
Participative leadership					
48. I would be happy if open and honest self-expression was promoted					
49. I would appreciate If I was given opportunity to suggest improvements in the way things are done					
50. I would glad if I was encouraged to participate in problem solving matters					
Servant Leadership					
51. I would be happy if the principal was committed to interests of tutors					
52. I would appreciate if the principal provided the vision for tutors					
53. I would be glad if I was empowered in execution of my duties					
54. I would please me if the college performance was the main activity of the principal					
Laissez-Faire leadership					
55. I am angry that the principal waits for things to go wrong before taking action					
56. I am unhappy because the principal avoids making decisions					
57. I am perturbed that the principal reacts to problems, if serious					
Engaging leadership					
58. I would be happy if the principal provided me opportunities for further studies					
59. I would feel fortunate if the principal advised me on how to attain a promotion					
60. I would be happy if I was encouraged to take ownership of my performance					
61. I would be glad to be treated with respect					
Tutors performance					
Tutors' job performance					
62. I willfully perform activities of the college					
63. I ensure that the goals of the college are accomplished					
64. I am positive as I carry out the work assigned to me					
65. I am very effective at work					
66. I am committed to my work					
67. I make teaching preparations					
68. I motivated to work					
69. My work morale is high					
70. I am confident about my work					
71. I am always punctual					
72. I put in more effort					
73. I offer full cooperation in all college activities					
74. I carry out research for better teaching					

Appendix II: Interview Guide for Tutors

1. In what ways does the principal value your contribution to the well-being of the college?
2. How does the principal strongly consider your goals and values?
3. What is help available from the principal when you have a problem?
4. In what ways does the principal show lack of appreciation of your performance?
5. How does the principal show that he is proud that you are part the PTC?
6. In what ways does the principal ensure that all actions are consistent with plans?
7. How does the principal ensure consideration of values in the execution of duties?
8. What standards of performance have been set for tutors?
9. How is the principal exemplary?
10. In what ways does the principal go beyond self-interest for the good tutors?
11. In what ways does the principal behave consistent with values?
12. How does the principal instil pride in you?
13. How does the principal encourage you to express your ideas?
14. What advice of self development has the principal provided to you?
15. How is performance related to rewards?
16. How is monitoring of performance carried out?
17. How does the principal keep track of all your mistakes?
18. How do you participate in decision making?
19. How is the principal committed to your interests?
20. How have you been empowered by the principal?
21. In what ways does the principal show that he is active?
22. In what ways does the principal show respect for you?

Appendix III: Interview for Principals and Deputy Principals

1. In what ways do show that you value the contribution of tutors to the well-being of the college?
2. How do you ensure that you consider the goals and values of tutors?
3. What assistance do you extend to the tutors when they have problems?
4. How do you ensure that all actions are consistent with plans?
5. How do you emphasise that values adhered to in the execution of duties?
6. What are the standards of performance for tutors?
7. How do you provide an example of performance to the tutors?
8. How do you go beyond self-interest for the good tutors?
9. How have you ensured that you behave consistently with values?
10. How do you instil pride in tutors?
11. How do you ensure that tutors participate in decision making of the college?
12. How have you motivated tutors to enhance their careers?
13. How do you determine the rewards to provide to the tutors?
14. How do you carry out monitoring of performance?
15. How are you committed to tutors interests?
16. How have you empowered tutors?
17. How do you ensure vigilance in the monitoring of tutors?

Appendix III Validity for the Tutors Questionnaire

Judges	Relevant	Irrelevant	
Judge 1	65	9	
Judge 2	69	5	
			74

CVI = 65+69 = 134÷2 = 67

67 ÷ 74 = 0.905

Appendix III Validity for the Tutors Questionnaire

Judges	Relevant	Irrelevant	
Judge 1	15	2	
Judge 2	13	4	
			17

CVI = 15+13 = 28÷2 = 14

14 ÷ 17 = 0.823

Appendix iv sample size

$$n = \frac{N}{1+N(e)2}$$

Where n = sample size

N= population size

e = precision 0.05

n= 78

$$1+78(0.05)2$$

$$n = \frac{78}{1+78(0.0025)}$$

$$1+0.195$$

$$n = \frac{78}{\frac{78}{1.195}}$$

$$=65.2$$

Therefore sample size is 66

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Department of Educational Planning Management

Date: 10 June 2014

TO WHOM IT MAY CONCERN

This is to certify that **KADANDI Lawrence, Reg. No. 12/U/086 /GMED/PE,** is a student in our department pursuing a Master's Degree in Education in Policy, Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Principals' Leadership Practices and Tutors' Performance at Bulera and Kamurasi Primary Teachers' Colleges in Hoima and Masindi Districts, Uganda.

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

Thank you

Kyambogo University
FACULTY OF EDUCATION
11 JUN 2014

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT
HEAD OF DEPT
EDUCATIONAL PLANNING & MGT