PERSONALITY TRAITS AND DOMINANT MANAGEMENT STYLES OF PRIMARY SCHOOL HEAD TEACHERS IN AMACH SUB- COUNTY IN LIRA DISTRICT, UGANDA.

A Thesis

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In Partial Fulfillment of the Requirements

For the Degree Master of Education

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DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

OLILA JOHN		30TH NOV. 2013
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DECLARATION B

"I confirm that the work reported in this thesis report was carried out by the candidate under my supervision".

Dr. Karjindu V	[signature]	30/11/2013
Name of the Supervisor	Signature	Date

DEDICATION

I dedicate this work to my family members, clan members of Ocukuru me Ogora. My relatives, my dear friends and the entire community of Kampala International University

ACKNOWLEDGEMENT

I acknowledge the contribution made to my life and to my education process by different people such as my dear parents, Muzee Twani Mikaya and Imat Joyce Norah, my teachers who taught me in primary, secondary schools and Universities and the Lecturers of Kampala International University.

My heart is full of sincere gratitude to my beloved supervisor Dr. Kayindu Vincent for his tireless effort at the time when he was supervising me in this research work.

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I must as well thank all the clan members of Ocukuru me Ogora, my relatives, friends and every one whose contribution and support for the success of this study will remain part of my heart

Above all, I praise my God who stood by me and gave me the gift of endurance that helped me to arrive safely after the academic journey_ together with every one I celebrate this success and aim even higher.

APPROVAL SHEET

This thesis entitled "Personality Traits and Dominant Management Styles of Primary School Head teachers in Amach Sub-county in Lira District, Uganda. prepared and submitted by Olila John in partial fulfillment of the requirements for the degree of **Degree Master of Educational management and administration** has been examined and approved by the panel on oral examination with a grade of PASSED.

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Name and Sig. of Principal, CHDR

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ABSTRACT

The study about personality traits and dominant management styles of head teachers was carried out in primary schools in Amach Sub County. It set out to investigate the personality traits of head teachers; to identify the dominant management styles used in primary schools by head teachers, to establish whether there was a difference in the personality traits of head teachers between the ones of private and those of public schools; to establish whether there was a difference in the dominant management styles of head teachers between public and private schools and lastly, to establish the relationship between the personality traits and the dominant management styles of head teachers. The research design that was used were cross-sectional survey and descriptive correlation. The data was analyzed quantitatively using frequency count, mean and percentages. A sample of 210 respondents, who were teachers from all the primary schools in Amach sub-county were used. It was found out that the majority of the respondents male, were grade III graduates, and had served between 3 and five years. The dominant personality traits were extraversion. The dominant management style was autocratic. The difference in personality traits between head teachers of public and those of private schools existed in the traits of neuroticism and agreeableness. Dominant difference in management styles between private and public schools were realized especially, in the democratic and laissez-faire management. It was also found out that the relationship between dominant personality traits and management styles of head teachers of primary schools in Amach sub-county was not significant. It was concluded that management styles used by head teachers between private and public primary schools in Amach sub-county differ significantly, the dominant management style used by head teachers in Amach is autocratic, this method which is dominantly used by the head teachers is mainly due to other factors such as social, economic, cultural and other factors other than personality traits of head teachers in Amach sub-county. It was recommended that more female teachers be trained and recruited in the teaching service. Head teachers in public primary schools should improve on their management styles. Democratic management style should be used more in schools, since it builds team spirit among workers more than autocratic and Laissez faire management styles.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

1.1.1 Historical perspective

Formal western education was introduced in Uganda in the early 1890s by the missionaries kasozi, (1979). The missionaries were responsible for managing the schools and financing them on behalf of the Ugandan government. Ugandan saw the introduction of formal education as the most positive initiator of development socially, economically and politically. The demand for education started increasing drastically and schools began to expand rapidly.

According to Ssekamwa, (1997), education management was handed over to the natives of Uganda by European and Asian civil servants and teachers who did not want to be under the leadership of Africans after the independence of 1962.

The expansion of schools in 1960s increased the demand for head teachers. As a result, a number of classroom teachers were promoted to school management positions. Most of these head teachers were weak and could not cope with tense situations or even avert chaotic circumstances of the schools Kasozi, (1979). The poor management of schools in Uganda was as well due to bad personality traits of head teachers, lack of funds and resources, uncooperative teachers and parents, poor school environment and political environment. A report on the development of education in Uganda for the last 10 years for 46th session of (Ice) 5th -7th September .2001, Geneva, as cited in www.ibe.unessco.org/international/ICE/natrap/uganda.pdf. education services like many other social services in Uganda suffered devastation in the 1970s, owing to civil strife and wars. The infrastructure in educational institutions was virtually run down and in addition, the country lost most of its trained manpower mainly through brain drain. Things were even made worse with the fact that teachers in Uganda were poorly paid and their working condition was painfully bad. All these made many professionally

highly educated and experienced personnel to quit school jobs for better jobs else where. The end result was that capable teachers to take up management roles were lacking in schools, therefore teachers who were appointed to head schools were of poor quality who practiced poor management styles.

1.1.2 Theoretical perspective

This study was based on personality traits theory of leadership which tries to describe the type of personality associated with effective leadership. Thomas Caryle is considered one of the pioneers of the traits theory where in 1841, he used such approach to identify the talents, skills and physical characteristics of men who arose to power as cited in (http://vectorstudy.com/management-topics/theories -of-leadership.htm).

the emergence of trait leadership dates back to Thomas Carlye's great man theory which states that the history of the world was the biography of great men, that is, he looked at the history of the world as shaped by the forces of extraordinary leadership and that leadership was unique property of extraordinary individuals, and the traits leaders possessed were immutable and could not be developed, therefore, leaders have inborn traits which others who are not leaders do not have

1.1.3 Conceptual perspective.

In this study, the dependent variable is management styles. According to Armstrong (1977), management style is the approach managers use to deal with people. It is also called leadership style. Nkata (2005) indicated that management style refers to the methods of getting things done through people in order to achieve stated organizational objectives and goals. It is a way of making decisions and how a leader relates with the subordinates. Management styles can be divided into the main categories of autocratic, democratic and the Laissez Faire management styles.

The independent variable is personality traits. Personality is a sum total of those behaviors which put in category, for example extravert or introvert. While Traits are

observable behaviors that describe a person. According to Armstrong(1997), personality traits refer to predispositions of individual to behave in certain ways in a variety of different situations. Personality has been classified as the big five as openness, conscientiousness, extraversion agreeableness and neuroticism. Assumptions are always made that people are consistent in the ways they express these traits in predicting about their future behavior. This means that Personality traits are one of the factors that determine the level of dominant management styles of head teachers in primary schools. Personality is the psychological qualities that influence an individual's characteristic behavior patterns in a stable and distinctive manner. It is a product of both nature and nurture, that is, it is both hereditary and as well a result of the pattern of the life experiences (Armstrong, 2009). Today, the trend of life has changed greatly. These changes are due to political, social, economic, religious and technological influences. These changes bring challenging experiences to individuals, causing change in their personality traits. Studies have reported that certain personality traits predict some work-related behaviors, stress reactions and emotions fairly well under certain conditions. There is the idea that effective leaders have identifiable traits, and these are leaders who practice better leadership styles (Mcshane, 2003).

According to (Mcshane, 2003) personality refers to the relatively stable pattern of behaviors and consistent internal states that explain a person's behavioral tendencies. Personality has both internal and external elements.

External traits are the observable behaviors that we rely on to identify someone's personality. The internal states represent the thoughts, values and genetic characteristics that we infer from the observable behaviors. Another author (Robins, 1996) indicated that personality traits refer to the enduring characteristics that describe an individual's behavior. In the two definitions, the authors mean to say that personality traits are intrinsic and enduring/ stable aspects or characteristics of each and every individual that make them different from or fairly similar to one another. In this study, personality trait was considered to mean the different ways in which we can describe people in-terms of their physical nature and behavior

1.1.4 Contextual perspective.

Today's managers are faced with numerous challenges due to steadily increasing amount of forces that are transforming the world, especially business organizations and other institutions of learning. The four major elements that are drastically reshaping the world of management are the rise of the internet, globalization, the importance of knowledge and ideas and collaboration across organizational boundaries (Bateman, 2002). Managers need to manage well these forces that are transforming the world for the success of their organizations and institutions. Managerial styles need to be revised for the success of the organizations and institutions. Today, management thinking continues to evolve to meet the challenges raised by rapid and dramatic societal changes, and these factors will undoubtedly continue to influence future management developments (Pamela, 2001).

School management is one of the contemporary concerns in the field of organizational management. It has however been claimed that school management is weak in the education system of Uganda. Head teachers depend on administration courses given by their Teachers' colleges during pre-service and on their personal natural ability. Most of them have not even had any in-service course in school management skills. The effect of this is a tendency towards mismanagement of issues and poor or non implementation of education tasks and programmes. This affects the learners, since they do not get what they should get from learning, which can lead to frustration and dropping out of schools Odaet, (1997).

Dominant management styles used in primary schools are alarmingly poor, especially in most African, states. Head teachers practice bad dominant management styles which do not match the school situation. They can not make correct decisions, especially when faced with chaotic situations (Kasozi, 1979). There is mismanagement of issues in schools and poor or non implementation of education tasks. This obviously has direct effect on the learners. They do not get from schools what they desire. This leads to frustration and high level of school drop out. Teachers and other school staff get

demotivated, discouraged and leave the school jobs for other jobs, hence underminding the education system Odaet,(1979). The mismanagement of the school system by head teachers is mostly due to their bad personality traits. Most of them are arrogant, aggressive, and too ambitious and mistreat staff and learners through their poor dominant management styles.

1.2 Statement of the problem

There are various dominant management styles that head teachers practice in schools. The dominant management styles that each head teacher uses, usually determine the level of success of each school system. It has however, been claimed that school management in the education system of Uganda is poor. Policies are badly implemented Odaet ,(1997). Some head teachers centralize all the powers of decision making, control of activities and human resource to themselves, while others leave workers to do things on their own, without providing any form of leadership at all. These dominant management styles have led to chaos and poor performance in schools.

The end result of poor management are usually unrest in schools for both students and staff; conflicts are common in schools, especially among teachers and head teachers, then students, and teachers and head teachers. Also crimes and indiscipline are common in schools. Negligence of duties and low level of morale are common. The schools are not guided well, and made to function not as a system, and there are low levels of innovations. The level of school dropout is high, since pupils do not enjoy the school life and the environment; teachers' turn over rate is equally very high, since every member of the school communities is unhappy Ministry of Education and Sports, (2004). Even those pupils, who go through the poorly managed schools systems, leave schools when they are of poor quality and can not benefit their societies much.

Whereas many causes of poor management of schools do exist, this study attributes it to the personality traits of head teachers. Personality traits of head teachers are bad, they are brutal, selfish and don't relate well with their teachers, yet teachers are the

best resource of the school system. These are the things the research will revolve around.

1.3 Purpose of the Study

The study was carried out to assess the extent to which personality traits affect the dominant management styles of head teachers in Amach sub-county, Lira district, Uganda

1.4 Research Objectives

General objectives

To correlate the personality traits to dominant management styles of school head teachers in Amach Sub-county, Lira district.

Specific objectives

1. To determine the level of personality traits of the head teachers of the primary schools in Amach sub-county.
2. To identify the dominant management styles used by head teachers in primary schools in Amach sub-county.
3. To establish the significant difference in the level of personality traits and the dominant management styles of head teachers between public and private primary schools in Amach Sub-county.
4. To examine the relationship between the level of personality traits of head teachers and their dominant management styles for primary schools in Amach sub-county.

1.5 Research Questions

The study sought to answer the following research questions.

1. What is the level of personality traits of head teachers of the primary schools in Amach sub-county?

2. What are the dominant management styles of head teachers in the primary schools in Amach sub-county?
3. What significant difference is there in the level of personality traits and dominant management styles of primary school head teachers between public and private primary schools?
4. What significant relationship exists between the level of personality traits and dominant management styles of primary school head teachers in Amach sub-county?

1.6 Hypothesis

There is no significant relationship between the level of personality traits of head teachers and their dominant management styles for primary schools in Amach sub-county.

1.7 Scope

1.7.1 Geographical Scope

The location of the study was Amach sub-county, Erute South County, Lira district, and northern Uganda. Amach sub-county has 12 public primary schools and 8 private primary schools. This location is 18 kilometers away from Lira town which makes it not have much influence from the town ways of doing things. This place is as well not very deep in the rural areas which seemingly reduce other influences on the schools' dominant management styles other than the personality traits of the head teachers.

1.7.2 Content Scope

This study determined the profile of respondents in-terms of age, gender, academic qualifications, management level, work experience, etc. it also determined the level of personality traits of primary school head teachers in Amach sub-county. It looked at the complex combinations of physical and mental attributes such as values, attitudes, benefits, taste, ambitions, interests, emotions, habits and other traits that comprise a

unique self (Fremont, 1979). It as well determined the level of dominant management styles. Though there are numerous dominant management styles, the study was limited to three broad styles of management, namely as autocratic/ authoritarian, democratic/ participative/ consensus, and laissez-faire/ free-rein styles of management. http://en.wikipedia.prg/wiki/managementstyles.

1.7.3 Time Scope

The study was estimated to take eleven (11) months as follows; July 2012 to December 2012, a conceptual, designing and planning phase. January 2013 to March 2013, proposal writing, designing of data collection tools and data collection phase. April 2013 to May 2013 the data to be analyzed, compiled and presented to be defended, then revised and the final report submitted to the University for marking.

1.8 Significance of the Study

The researcher hoped that the findings of this study would contribute to the existing body of knowledge on personality traits and how personality traits determine dominant management styles of managers in various organizations.

Education policy makers will be guided on the necessary policies to consider in the management of education, especially, primary schools. Here they are reminded to consider personality traits of managers they use.

Head teachers in the primary schools in Amach sub-county and else where in the country will be encouraged to practice better management styles. This would help to improve on the performance of teachers, students and that of the schools in general.

The education service commission of Uganda to re-consider their appointment methods for head teachers, by considering the personalities of those they recruit.

The head teachers are encouraged to learn to always carryout self assessment and find out their personality traits. This should help them to try and find out their bad

personality traits and as well, solutions to those traits which affect their dominant management styles negatively.

Classroom teachers will be encouraged to improved on their personalities early, since they are potential head teachers. They can do this by allowing their learners assess their personalities traits and give comments each time.

The school curriculum developers would be helped to improve on the school curriculum from pre-primary to tertiary and university levels. The improvement should be in-terms of things that can develop better personalities in the young ones. This will be done by encouraging child-centered curriculum in schools.

Parents and the community would benefit from this study since, the school leavers are encouraged to work on their personalities and make them excellent enough that can help to improve on the quality of life in their societies. Students should be encouraged to form good clubs and societies that aim at improving their personality traits.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter introduces the major concepts of the study, connected to independent and dependent variables. The independent variable of the study is personality traits and the dependent variable is dominant management styles/ leadership styles. Dominant management styles were looked at in three broad ways as autocratic/ authoritarian/ dictatorial/ directive, democratic/ participative/ consultative/ consensus, and laissez-faire/ free-rein. Here, we as well, looked at the opinion and ideas of authors/ experts on the variables, that is, what they say the variables mean and involve, and how they can be measured. The chapter as well looked at the theory that underpins this study in-terms of which theory, what it says and how it is related to this study. Related studies were also considered in this chapter, where they were reviewed objective by objective studies were quoted, the purposes of the studies shown including where they were conducted and the findings were explained. The researcher identified the content, methods, context, time and theoretical gaps in the studies as compared to the Current study.

2.1 Theoretical Review

This study based on Trait Theory of leadership. This Trait Theory came up as pioneered by Thomas Carly as seen from his work "Heroes and Hero worship (1841), as is cited in http://vectorstudy.com/managementtopics/theories_of_leadership.htm." proponents of the trait approach usually list leadership qualities, assuming that certain traits or characteristics will tend to lead to effective leadership. Trait Theory believes that people are born with inherited traits and as well, made to develop some traits which are particularly suited to leadership and that people who make good leaders have the right combination of traits as is cited in http://changingminds.org/disciplines/leadership/theories/traits_theory.htm. This study based on trait theory, where the big five personality dimension was used to assess and

classify a personality trait of head teachers in Amach Sub-County. The major proponents of the Big Five factor model of personality are Lewis Goldberg, and Paul Costa and Robert McCrae. The theory proposes that five broad dimensions provide a complete description of personality as cited in:

www.myskillsprofile.com/Guides/2009B5pQFeedbackGuide.pdf. The big five personality dimensions include; openness to experience/ intellect, neuroticism/ emotional stability, conscientiousness, agreeableness and extraversion/ surgency.

This theory was most appropriate because it could be used more accurately and quickly to measure personality traits. Most of assessment devices that result from trait theory are self-report type tests which are easy to administer and may be accurate if the respondents do not lie. Trait theory seems more logical and straight forward. Its strength is in its reliance on statistical or objective data, unlike many other theories where the subjectivity of the researcher influence the result, the researcher does not influence the data in trait theory as cited in
htt://allpsych.com/personalitysynopsis/trait_application.html. Our ability to assess and understand traits allows us to determine which traits of a person can do better in administration.

This study was based on trait theory because we were interested in investigating how the head teacher personality traits determine their dominant management styles. A head teacher is a most top manager in a school. It is him/ her to carryout all the management functions in the school. This means that the dominant management styles that head teacher uses, is very important in determining the success in his/ her school. At the same time, we believe that personality traits of leaders including head teachers determine their dominant management styles.

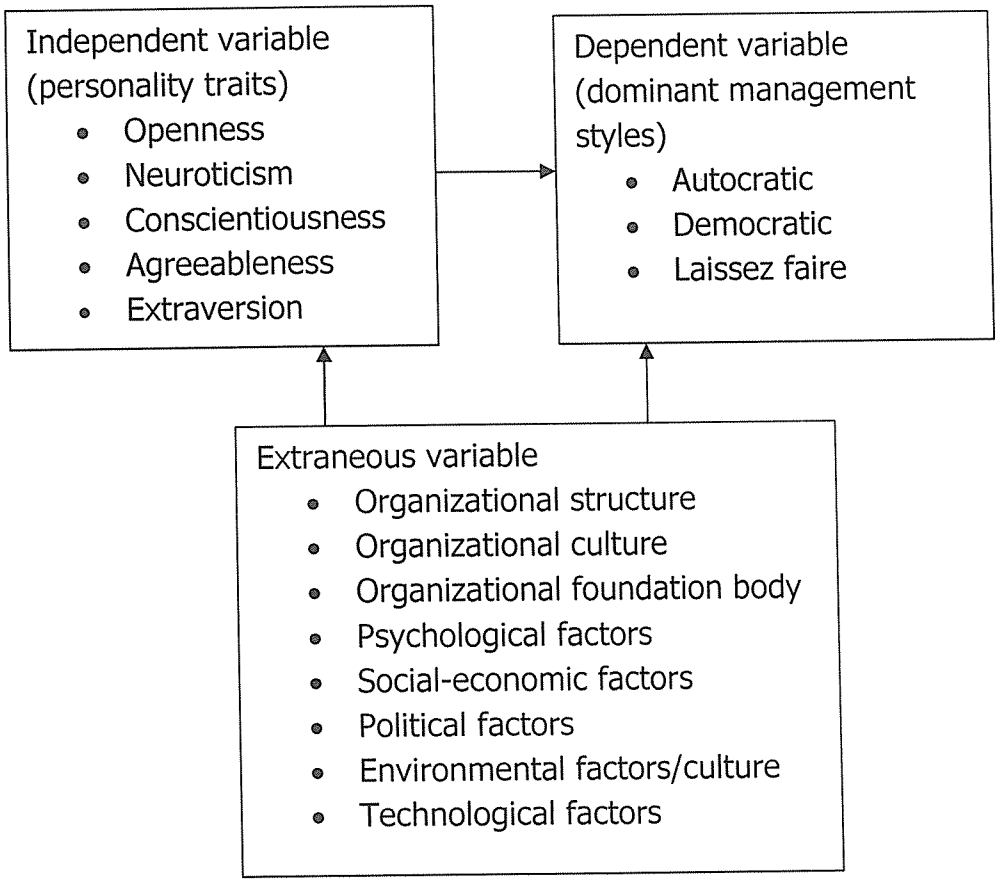
As cited in: http://www.emotionalcompetency.com/personality%20traits.htm anyone's personality can be measured using the five dimensions as extraversion/ surgency, agreeableness, conscientiousness, emotional stability/ neuroticism and intellect/ openness to experience; using a variety of questionnaires and assessment instruments designed for that purpose. The researcher believes that personality traits of managers

affect their dominant management styles. This is the same view in the theory discussed above in this study. If personality traits of individuals affect, how they do things and behave generally, then one should as well believe that, personality traits influence dominant management styles of head teachers in schools. These views were concluded after data collection and analysis.

2.2 Conceptual framework

Figure 1: Conceptual framework

This figure of the conceptual framework shows the relationship among the independent variable (personality traits), dependent variables (management styles) and extraneous variables



Developed from Odaet, C.F. and Bbuye, J.R (1997). Comparative Education; Foundations of Education. Kampala Uganda. Makerere University.

Figure 1: Shows how dependent variable, that is, management styles are affected by the independent variable, that is, personality traits. The figure shows that personality traits such as extraversion , openness, neuroticism, conscientiousness and agreeableness, can affect the dominant styles of management one uses. For instance, a manager who is predominantly an extrovert can be dominantly democratic or autocratic.

The extraneous variables such as organizational structure, organizational culture, organizational foundation body, psychological factors ,socio-economic factors, political factors, environmental factors/culture and technological factors show that it is not only personality traits which affect management styles, but also those factors . The current study did not however, address these extraneous variables.

The figure also depicts that some times extraneous variables affect the independent variable, that is, personality traits. For instance, psychological factors can affect one's personality, making him/ her either an introvert or an extrovert. In the same way, environmental factors and culture can create a person with the personality of openness, agreeableness, Neuroticism, conscientiousness or even extraversion according to how they are. In order to control the effects of extraneous variables, the instrument of data collection was carefully designed to measure the effect of the independent variable on dependent variable. The researcher strictly ensured validity of the research instrument where the validity index stood at 0.91.

2.3 Related literature

2.3.1 Personality Traits

According to Armstrong, (2009), personality has been defined by Hucynski and Buchaman, (2007) as influence on individual's characteristics, behavior patterns in a stable and distinctive manner. Personality is a product of both nature (hereditary) and nurture (the pattern of life experience). The trait concept of personality refers to the predispositions to behave in certain ways in a variety of different situations. Farrant,

(1980), simply says personality is the projection of our selves to others. According to him, it is not what we think ourselves to be like, but ourselves as others see us. Like the other physical and mental qualities that we have already considered, personality is the product of heredity and environment. Although personality is the product of great many characteristics or traits, it is possible to classify it into two main types, namely; introvert and extravert. But they are not groupings with clear cut lines of demarcation. Robbins, (1996), summarized it that personality is the sum total of ways in which an individual reacts and interacts with others. He associated the determinants of personality to heredity and environment, which are situational conditions moderating it. To him, personality traits are enduring characteristics that describe an individual's behavior.

Personality traits as cited in htpp://www.emotionalcompetency.com/personality%20traits. htm are intrinsic differences that remain stable throughout most of our life. They are the constant aspects of our individuality. Personality traits have been classified into five personality dimensions known as the big five framework of personality traits (Costa and McCrae, 1992) as cited in htt://en.wikipedia.org/wiki/Big-personalitytraits. Sometimes, it is referred to as five personality factors or five big model of personality traits. The big five personality dimensions are openness/ intellect, neuroticism/ emotional stability, conscientiousness, agreeableness and extraversion/ surgency. According to McShane, (2003) and Robbins, (1996);

Openness to experience/ intellect

This is the most complex; it refers to the extent that people are sensitive, flexible, philosophical, innovative, creative, curious, imaginative, artistically sensitive, original, ingenious, aesthetic, sophisticated in art and intellectual. Those who score low on this dimension tend to be rigid to change, closed to new ideas, full of routine, simple, not innovative, un-artistic, shallow, un-inquisitive and reflective. People who are open to experience are intellectually curious, appreciative of art and sensitive to beauty. They

are very creative and very aware of their feelings. They do not believe so much in conventional ways of things and beliefs.

Neuroticism

It is the tendency to experience negative emotions such as anger, anxiety, and depression, instability, being moody, impatient, depressed / blue, anxious, indecisive, tensed and nervous. It is some times referred to as emotional instability or is reversed and referred to as emotional stability. Those who score high in neuroticism are emotionally reactive and vulnerable to stress, ordinary situations are big threats and miner situations are too difficult for them. Their negative emotional reactions last for so long. This can limit the ability of the person to think clearly, make decision and manage stress well. On the other hand, those who score low in neuroticism are less easily upset, less emotional, calm, stable, careful and with much positive feelings.

Conscientiousness

This refers to the extent that people are careful, dependable, responsible, persistent, achievement oriented, reliable, efficient, systematic, precise, practical and thorough. It is generally a tendency to show self discipline, act beautifully and aim for achievement against outside expectations. The trait shows a preference for planned rather than spontaneous behavior. People with low conscientiousness tend to be careless, disorganized, irresponsible, lazy, negligent, unsystematic, inconsistent and sloppy.

Agreeableness

This has the traits of being courteous, good natured, empathetic, caring, helpful, soft – hearted, forgiving, trusting/ trustful, confident, humble, cooperative, kind, warm and generous. This is generally a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others. This reflects a person with concern for social harmony and acceptance to get along with others in a friendly and generous manner. They promote team spirit and teamwork and they know how to voice their opinion in a team environment. The opposite of these traits being uncooperative, short

tempered, irritable, quarrelsome, cold, rude, aloof, inconsiderate, un-trusted, insincere and uncharitable.

Extraversion

This is characterized by positive emotions, personality dimension being surgency/ extraversion which characterizes people who are outgoing, talkative, sociable, assertive, enthusiastic, energetic, extraverted, bold, aggressive, confident and verbal. The trait is marked by pronounced engagement with external world. The extraverts enjoy being with people and socializing. They are full of energy and actions and so much draw attention of others to themselves. The opposite of this personality dimension is introversion which refers to those who are quiet, shy, cautious, reserved, bashful, withdrawn, timid, silent, introverted, unaggressive, and has small interest in ideas than to social events.

Another writer Bateman, (2002) added his voice by saying that, although no traits ensure leadership success, certain characteristics are potentially useful and do distinguish effective leaders from other people. He identified some characteristics which are important for an effective leadership such as self drive, leadership motivation, integrity, self confidence, knowledge of the business and the ability to perceive the needs and goals of others and adjust one's personal leadership approach according to the situation at hand. To him, good leaders do not rely on one leadership style, but use appropriately and deliberately, different styles as the situation warrant and according to the ability of the employees, he/she is working with.

The scholars quoted here, all do accept that personality traits determine how an individual behave, including leaders. This means that a leader will behave in certain ways while in leadership, because of his or her personality traits. How a leader behaves while in leadership can be referred to as his/her leadership style, which is determined by his/her personality traits. However, gaps come where non of them conducted a study in Amach sub-county, Lira district, Uganda to see other situations that can demand some other traits other than those ones they included in their studies.

Alharbi Awadh, Alyaha and Saad, (2012) as cited in www.ajbms.org/ISSN:2047-2528 conducted a study to examine the effect of personality traits and self-efficacy in Saudi Arabia organizations. The concept was discussed from the basic where traits appear to be significant element in classification of personality. This study, however, was not exactly the same as the study at hand. For example, the study concentrated on the effect of personality traits and self-efficacy and not the effect of personality traits on dominant management styles as contained in this study at hand. More still, the methods of data collection and the instruments used are not clear and are automatically not the same as the methods and instruments used in the data collection of the current study. The context of the study was Saudi Arabian organizations, which is not the same as the context of the current study which was Amach sub-county, Lira district, Uganda.

2.3.2 Dominant Management Styles

According to Nkata, (2005), there is close relationship between leadership and management in work organization, and it is not easy to separate them. The style of managerial leadership towards subordinate staff and the focus of power, lead to a leadership style. The phrases leadership style and management style can be used interchangeably, since they mean the same thing. Leadership style refers to a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization, just like management style which refers to characteristic ways of making decisions and relating to subordinates as cited in: http://en.wikipedia.org/wiki/managementstyles.

Traditional view holds that leaders inherit skills at birth that make them successful. This is in line with the view maintained in the personality traits theory. While modern view is that there are other factors that can contribute to creating successful leaders. These factors include training, which is both formal and informal. Traditional leaders feel power belongs to them alone. That is why they become reluctant to share power. (Maicibi 2013).

There are numerous styles of management, but for this study, we considered three main types of dominant management styles which are usually split into bits to make them appear different yet they are the same things. According to http://en.wikipedia.org/wiki/management.org/wiki/leadership,kreitner(2004),kathrynm. Bartol(1998),AndrewJ.Dlibrin(2003). The main and broad dominant management styles are Autocratic/authoritarian/dictatorial, democratic/participative/consensus/consultative and laissez – faire/free – rein/genuine.

Autocratic style of management

This is the same as authoritarian or dictatorial or even individualistic style of management. Here, the leader retains all the authority and responsibility. All the decision making powers are centralized in the leader. Leaders do not entertain any suggestions or initiatives from the subordinates. Leader assigns people to clearly defined tasks. There is primarily a downward flow of communication. The leader stresses prompt, orderly and predictable performance.

Manager presents ideas and invites questions, yet decisions which are made individually are a bit too rigid to change. The leader is task-oriented because they place heavy emphasis on getting tasks accomplished.

Democratic management style

Democratic management style is the same as participative, consultative and consensus styles. A democratic leader delegates a great deal of authority while retaining ultimate responsibility. Work is divided and assigned on the basis of participatory decision making. Manager defines limits, and asks group to make decision or to function within limits. Manager presents, gets suggestions and makes a tentative decision which is subject to change. Communication is two way, upward and downward. This enhances personal commitment through participation. Overall goal is known and feed back is given. According to Draft, (2000), it is however, time consuming. Also, the need for

consensus may avoid taking the best decision for the business unless it is managed or limited.

Laissez-faire

This may also be referred to as free-rein style of management. A person may be in a leadership position without providing leadership, leaving the group to fend for itself. Subordinates are given a free hand in deciding their own policies and methods of doing things. The head teacher's role is as a mentor and stimulator, and staff manages their own areas of business. Leader grants responsibility to the group, where they are told to work things out themselves and do the best they can. There is always horizontal communication among peers. It always permits self starters as they see fit without leader interference.

This style of management is only successful with inspirational leadership that understands the different areas of initiative being taken by subordinates, and strong and creative subordinates who share the same vision throughout the organization. It is best for strong and dynamic subordinates. It can bring out the best in highly professional and creative group of employees.

However, the group may drift aimlessly in the absence of direction from the leader. In cases where the leader does not have broad expertise and ability to communicate a strong vision, it can degenerate into desperate and conflicting activities which, may in the long run lead to inefficiency in the organization.

Canonero (2007) conducted a study to determine the management styles and practices at Maddalena starace schools as perceived by the school administrators, teachers and non- teaching personnel as a basis for proposed administrative development programme. Descriptive research survey methods was used to determine the management styles of the school administrators. Management styles checklist and interview were used for data gathering. The participants involved were the five school administrators, twenty seven teachers and twenty eight non-teaching personnel of

Maddalena schools. It was found out that authoritative and democratic styles of management were used in different areas of the schools activities. Gaps exist between the study and the current study in many ways. The study focused on management styles and practices at Maddalena while the current study focused on personality traits and management styles. Further more the study took place in maddalena while the current study took place in Amach sub-county, Lira and Uganda, therefore the findings have different influences or can not be relevant to different locations. More still, respondents of the study included the administrators and non-teaching personnel unlike the respondents of the current study which used teachers only.

According to Adeyemi (2013) a study was conducted to investigate headteachers' leadership style and teachers' job satisfaction in primary schools in Ekiti state, Nigeria. The study population comprised of all the 694 primary schools in the states. Out of these, 350 primary schools were selected through the simple random sampling technique. 1,260 out of 7,562 teachers were selected for the study through the stratified random sampling technique. The data collected were analyzed using frequency count, percentages and the mean. It was found that there was significant relationship between head teaches' democratic leadership style and teachers' job satisfaction in the schools. It has however, to be noted that the study is not the same as the current study. For instance, the study investigated head teachers' leadership styles on the job satisfaction unlike the current study which investigated the personality traits and management styles of head teachers. More still the study was conducted in Nigeria and not in Uganda as it is in the current study. Further more, the study involved sampling representatives of 1,260 out of their total population of 7,562 as respondents, unlike the current study which used all the population of teaching staff in all the primary schools in Amach sub-county, Lira Uganda. All these can make the few researches yield different results

2.3.3 The level of personality traits and management styles in public and private primary schools.

There are great differences between public and private organizations in terms of management styles Another study was conducted to compare leaders behaviors in public sectors with those in private sectors shooshtariam (2012), LBDQ was used to collect the data and the spss software was used for data analysis. From 602 completed questionnaires, 266 were completed by public sectors' employees (44%) and the 336 were completed by private sectors' employees (56%). The results showed that initiating structure type of behavior is dominant in both public and private sectors. Considering type of behavior is as well common in both private and public sectors. There is a positive relationship between public and private sectors in the areas of characters of consideration, initiating and efficiency. However, the current study could not rely on the findings of this study, since it investigated on the relationship between leaders' behavior and efficiency and return on investment and not on the personality traits and management styles. More so, the study took place in Fars province and not in Amach sub- County; meaning the context of each study is different from each others.

Tatlah (2011) as cited in http://ssrn.com/abstract=1826723 carried out a research to investigate the correlation between personality traits and leadership styles of teachers of public elementary and high schools of Lahore. The research was done quantitatively by means of survey to a sample of 228 teachers. It was found out that the dominant traits are associated with leadership styles, thus showing that both people and task oriented leadership styles are effective. The research emphasized influence on behavior. However, it has to be noted that the research did not examine the traits which are needed for an effective leadership style. The sample of the study were teachers whose roles and duties go so much beyond just management and above all, the study was conducted among teachers of public elementary and high schools of Lahore which is not representative enough for the rest of the world. Including Amach sub-county. This study also failed to compare the situations in public schools to that in private schools; this is what current study went ahead and investigated in to.

Cheng Wei Hin and Filzah (2011) as cited in http://www.internationalconference.com.my/proceeding/asbes2011proceeding/050145ASBE conducted a research to explore the leadership styles and personality traits of successful women entrepreneurs in Malaysia. It was a qualitative research which involved interviews with successful women entrepreneurs. Sample of the women entrepreneurs consisted of nine (9), where four (4) were Malay women, four (4) Chinese and two (2) Indian women. Data were collected from interviews with the selected women entrepreneurs, using questionnaire and observation. The finding suggested there are some personality traits that can lead to success of women entrepreneurs. It is however, very important to note that the study was carried out in a private enterprise only and not in public enterprise and it involved only women and more so, from Malaysia, China and India and not men or even women from other parts of the world. Again, this study was not based on any clear theory. Above all, the study targeted to explore how the leadership styles and personality traits can determine success of women entrepreneurs rather than how personality traits of managers determine their dominant management styles as is contained in the report at hand.

Mahce (2003), conducted a research which he submitted to the Faculty of Education of Middle East Technical University, on leadership styles of elementary school principals. He examined the leadership styles of public elementary school principals in Turkey as perceived by principals themselves and teachers. The subjects of the study included 350 public elementary school principals and 700 public elementary school teachers. Two questionnaires were used, one for the principals to rate themselves and another in which teachers could rate the principals. Principals rated themselves highest on the human resource frame and as being effective leaders and managers. Teachers on the other hand, rated the principals that they work with as being effective managers and leaders. It should be observed that though the study included leadership style as a variable, it did not correlate it with personality traits as it is in the current study. Furthermore, the subjects of the study included principals and teachers, which is not the case in this study at hand, where only teachers were involved. Above all, the study

was conducted in public elementary schools in Turkey, a place with different culture and education policies as compared to the rest of the world. It should also be noted that the study was conducted in an elementary public schools only and not compared to the situations in a private schools which is not the case in the current study.

2.3.4 Relationship between personality traits and dominant management style.

There are authors and experts who said there is close relationship between personality traits of managers and their dominant management styles. Hampton Summer Webber (1982) indicated that, there are some deeper personality traits which cause some people to become leaders in the first place and to be successful enough to continue in leadership positions. A leader is only capable of using those leadership styles that their personality traits can allow them to practice so, if the leadership styles are bad, it is because of the bad personality traits.

According to Nkata, (2005), a leader should have character which belongs to the leader as an individual and which distinguishes him/her from other people who are not leaders. He added that it is those distinguished characteristics which will attract people to follow the leader. Here Nkata (2005) emphasized the weight of distinguished characters of leaders, which enable them to win those they lead towards them. However, he does not talk about personality traits of leaders, determining their leadership styles directly.

Ghofrani (2012), as cited in www.pelagiaresearchlibrary.com carried out a study on the relationship between leadership styles and personality traits of physical education managers of education in Khorasan Razavi. Fifty-five administrators of physical education were selected as the sample of this research. The findings showed that there was no relationship between leadership styles and personality traits; meaning that personality traits do not determine the leadership styles of managers. However, the study has some gaps as compared to the current study. For instance, the study was

carried out in Khorasen Razavi and not in Uganda, and respondents were administrative directors of physical education, which was not the case the current study.

Further, Hussein Alkahtani, Abu-Jarad, Sulaiman and Nikbin, (2011) conducted a study as cited in http://www.ajbmr.com/articlepdf/ajbmr_volno2_06.pdf, to investigate the influence of the Big Five dimensions of personality of Malaysian managers and the leadership styles these managers use on their leading change capabilities. Total sample of 105 managers was used in the study. The result of the study showed a positively significant correlation between personality of managers, their leadership styles and their leading change capabilities. Despite the similarities between the study and the current study, it can still be argued that the limitation between the study and the current study is in the area of context, that is, geographical location. This difference might have influenced the studies differently. Again, in-terms of content, they are slightly different variables, that is, "personality and leadership styles on leading a change", yet the current study at hand focused on personality traits and leadership styles.

Another study was carried out by Hadi Asgari, Taleghami, Mesgarian, (2012) as cited in http://www.textroad.com/pdf/)BASR/).%20Basic to consider the personality characteristics and dominant management styles of managers' conflict management of Islamic Azad University of Mazandaran Province. It was a descriptive study, done by correlation method. The statistical community of the study were all managers (principals, deputies and education managers) of Islamic Azad University of Mazandaran Province and it was determined the sample volume 253 individuals which were chosen by classified random method. Questionnaires were used as the instrument for data collection as follows; the questionnaire of personality characteristics, measuring five features (sadness, spirit of objectivism, flexibility, desirability or humanism and responsibility) and the questionnaire of conflict dominant management styles, measuring five styles (compromise, reconciliation, cooperation, completion, and avoidance). The data gathered, were analyzed using Pearson correlation coefficient test and multiple regression analysis. The findings of the research showed that there is a meaningful relationship between personality characteristics and managers' conflicts

dominant management styles. It can be seen that the study was limited to managers' conflict dominant management styles, unlike the current study which focused on the dominant management styles of head teachers. Again, the study restricted itself to only five personality features, unlike this study which considered various personality traits. More still, it can be seen that the theory on which the study was based is not clear, and above all the study was conducted in Islamic Azad University of Mazandaran Province, not in Uganda.

Another study was conducted by Ibukun, (2011) as cited in http://www.regent.edu/acad/global/publications/ij/s/new/vo/6ISSZ/5_Ibuku_oyewole_abe, where he investigated personality characteristics and principal leadership effectiveness in Ekiti State in Nigeria. A descriptive survey research design was used to carry out this study. The population of the study consisted of all the principals and teachers of public secondary schools in Ekiti State of Nigeria. The investigators utilized two sets of instruments, designated principals, demographic inventory and principals' leadership effectiveness inventory for school principals and teachers respectively. Data analyzed indicated a significant difference between principals' year of experience and their leadership effectiveness. A significant difference was found between principals' age and their leadership effectiveness, and no significant difference existed between leadership effectiveness of male and female principals. It should be noted that this study was conducted in Nigeria with a different cultural background from that of Uganda, where this study at hand was conducted. Again, it should be noted that the study investigated personality characteristics and principal leadership effectiveness and not personality traits of head teachers and their leadership styles as it was in the current study. And above all, data on personality concentrated on demographic inventory mostly, while other aspects of traits were neglected, unlike the current study which considered various personality traits as summarized in the Big Five personality model.

Ugur-Needet zel,(2002) cited in www.systemdynamics.org/conference/2002/proceed/ Papers conducted a study to investigate which personality characteristic is related with which leadership styles, in order to build a model which shows the relationships between the occupational personality characteristics and leadership styles. The data was obtained by using SHL-QPQ/ occupational personality questionnaire in two different cultures (United Kingdom and Turkey). The total number of managers was 273 composed of 126 from United Kingdom and 147 from Turkey. The collected data was analyzed by using ANOU A and spearman correlation methods. Important differences and similarities were found between cultures. However, it has to be noted that the study was conducted in the United Kingdom and Turkey, since 2002 which is a bit very long time ago compared to the current study of 2013, the findings can not therefore, be taken as relevant to the rest of the world including Amach Sub County's. Leadership styles are changing all the time due to change in technology and social life styles, in each and every country. Again, the study was not based on any clear theory of either personality or leadership style, unlike the current study which was based on personality traits theory.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study was cross-sectional survey and descriptive correlation design. It was cross-sectional because data was collected from the respondents once each time and this was appropriate for the limited time. It used descriptive correlation design so as to establish the relationship between the dependent and independent variable. Indeed it was quantitative in nature.

3.2 Research Population

The target population of the study was all the professional teachers in public and private primary schools in Amach Sub-County. Schools in Amach sub-county were chosen because of the poor performance in primary leaving examinations, despite being near Lira town where performance in examinations is extremely good. In the same way, records at Lira district education department headquarters indicate that schools in Amach are understaffed compared to neighboring sub-counties which are overstaffed instead. This could be due to bad personality traits of head teachers and their poor management styles.

3.3 Sample Size

All the two hundred and ten (210) teachers in the twelve (12) public and eight (8) private primary schools in Amach sub-county were used in the study. This size was appropriate for the study, since it was not too few to provide inadequate data, and not too many to make the data collection and analysis inefficient.

3.4 Sampling Procedure

Purposive sampling was used where all the professional teachers in the twelve (12) public and eight (8) private primary schools in Amach sub-county were used in the study. The researcher expected to get a balanced sample in-terms of gender, age and experience.

3.5 Research Instruments

Questionnaire

Researcher-made questionnaires were used to collect data. There was a questionnaire on personality traits; measuring personality traits at the level of five personality dimensions as is observed in the Big Five personality trait theory as: Extraversion, agreeableness, conscientiousness, emotional stability and openness. Another questionnaire was on the dominant management styles, measuring three dominant management styles such as democratic, autocratic and laissez-faire. The first part of the two questionnaires was on profile of the respondents. Questionnaire was the only instrument used because teachers could give sufficient information through it and it is more accurate for such data collection on personality traits and management styles compared to other instruments.

3.6 Validity and Reliability of the Instruments

Validity of the instrument

To ensure validity of the instrument, the researcher chose a standardized instrument from text books and internet which was presented to the university lecturers, who are experts, to examine the items one by one.

The content validity index was computed by dividing the total items declared valid by the total number of items there were in the instrument. The validity index was above 0.91 and was declared valid.

Reliability of the Instrument

The reliability of the instrument was ensured using results derived from the trial test of the instruments of data collection. The results got from the trial tests were discussed with the supervisor. The reliability of the instrument (questionnaire), was calculated using Cronbach Alpha coefficient

$$\alpha = \frac{k}{K-1}\left\{1 - \frac{\Sigma\ a^2\ K}{a^2}\right\}$$

Where,

α = Reliability, Alpha coefficient (cronbach)

K= Number of items in the instrument

$\Sigma\ a^2\ K$= Variance of individual items

a^2 = Varian of the total instrument

Σ= summation

The alpha (coronbach) coefficient was 0.8 and the instrument was declared reliable.

3.7 Data Gathering Procedures

A pre-visit was made to all the primary schools in Amach Sub-County before the instrument was administered. This was a familiarization visit. The purpose of this visit was for seeking permission from the head teachers to allow data collection take place in their schools and on scheduled dates.

The data was collected from each school as scheduled, where the researcher physically carried the instrument to the schools. The teachers whose consent were sought, were given the questionnaires directly by the researcher where they were filled quickly within agreed period of time. This helped to reduce the level of in-sincere responses and to avoid lost of the questionnaires.

3.8 Data Analysis

Quantitative Data Analysis

The raw data was collected, compiled, categorized and tabulated using frequency tables. The frequencies were then changed to percentages. This made it easy to

identify through comparison, the dominant patterns and particular characteristics of the variables.

The mean was used to establish the profile of the respondents, level of personality traits of head teachers and the dominant management styles of head teachers in primary schools in Amach Sub-county.

T-test was used to determine if there was significant difference between the independent variable (personality traits of head teachers) and the dependent variable (dominant management styles used by the teachers) between public and private primary schools. Pearson's linear correlation coefficient was used to determine if there is a significant relationship between the level of personality traits and dominant management styles of head teachers of primary schools in Amach sub-county.

3.9 Ethical Considerations

The researcher got clearance from the university, allowing him to collect data in the specified places. Permission was got from head teachers, who then, allowed the researcher to collect data from their schools in Amach sub-county. Consent of the respondents were sought and respected. Confidentiality of the respondents' responses/ views was assured. Privacy and psychological wellbeing of the respondents were observed.

3.10 Limitations

Lack of Cooperation

Most of the respondents did not cooperate with the researcher; since they felt there was nothing to benefit directly from the study. And also, the items of the instrument were a bit sensitive. The researcher had to counsel the head heaters and the teachers and introduce himself appropriately. This was done through pre-visit, where the researcher carefully explained the purpose of the data collection from those schools.

Existence of many extraneous Variables

Much as the study aimed to examine, the relationship between personality traits of head teachers in primary schools in Amach sub-county, and how those personality traits influence their dominant management styles, there were many intervening variables. Indeed, there are many factors that determine the dominant management styles of head teachers in Amach Sub-county apart from personality traits. To reduce the effect of the intervening variables, the researcher correctly designed the data collection instruments and administered them appropriately.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and gives an analysis of the data per each objective, where demographic characteristics are presented first in the chapter, followed by the objectives.

4.2 Demographic characteristic

Introduction: Demographic information are summarized and presented in table. 1.
This table present and analyse the profile of the respondents in terms of their gender, age, professional qualifications, years in the school, experience, the type of school and the number of pupils.

Table 1: profile of respondents

Category	**Frequency**	**Percent**
Gender of respondents		
Male	141	67.1
Female	69	32.9
Total	**2010**	**100**
Age		
20 and below	7	3.3
21-30	102	48.6
31-40	94	44.8
41-50	3	1.4
51 and above	4	1.9
Total	**210**	**100**

highest professional qualification		
MED Degree	1	.5
BED Degree	2	1.0
PGDE	1	.5
Diploma in education	48	23.9
Certificate in education	149	74.1
Total	**201**	**100**
Years in the schools		
5 and below	56	26.7
6-10	46	21.9
11-15	65	31.0
16-20	30	14.3
21 and above	13	6.2
Total	**210**	**100**
Experience		
2 yrs and below	63	30.0
3-5 yrs	79	37.6
6-10 yrs	42	20.0
11-15 years	17	8.1
16 yrs and above	9	4.3
Total	**210**	**100**
School type		
Private	37	17.9
Public (government school)	170	82.1
Total	**207**	**100.0**

Number of pupils in the school		
100 and below	1	.5
101-300	33	15.7
301-500	37	17.6
501-700	68	32.4
701 and above	71	33.8
Total	**210**	**100**

Table 1 shows the respondents who participated in the study. A total of 210 respondents all of whom were teachers participated in the study. Regarding gender, the majority of them were male (67.1%) only (32.9%) were female. This shows that in Lira district, majority of the schools are dominated by male teachers. This is probably because, until recently, many parents preferred educating male children to female children.

As for age, the majority (48.6%) were aged between 21-30. This is indeed faithful stage, and because, teaching in primary schools are, on average not sufficiently rewarding economically, many people join teaching after graduating from primary Teachers' training collages , then later go for higher education in different fields or abandon teaching completely for other activities .

Regarding educational qualifications, the majority (74.1%) were holding Grade 3 certificate. This could be attributed to the fact that in Uganda, the policy is that the minimum qualifications for a primary school teacher are Grade 3. 23.9% of the academic staff were holding diploma is education .This could be because of the in-service programmes which are currently in many universities and national teachers colleges, This has given an opportunity to many primary school teachers to go for upgrading. They study during the holidays.

As, the majority of the teachers (37.6%) had working experience of 3-5 years.

4.3 Dominant personality traits of the Head Teachers of Primary Schools in Amach Sub County : In this objective, five personality traits were looked at. The findings are presented in table 2.

The table presents and analyses the data on the personality traits of the head teachers in Amach sub-county. The personality traits are within the five dimensions as openness, neuroticism, conscientiousness, agreeableness, and the extraversion.

Table 2: Dominant personality traits of the head teachers of the primary schools in Amach Sub-county

Variables	**mean**	**Interpretation**	**Rank**
Openness			
Is full of energy	3.85		1
Tends to find fault with other	3.65		2
Is helpful and unselfish with others	3.56		3
Is depressed , blue	3.53		4
Is curious about many different things	3.17		5
Does a thorough job	3.16		6
Is original, comes up with new ideas	2.99		7
Is sophisticated in art , music, or literature	2.87		8
Is talkative	2.29		9
Average mean	**3.245**		
Neuroticism / emotional stability			
Can be somewhat careless	3.67		1
Starts quarrels with others	3.57		2
Is emotionally stable, not easily upset	3.49		3
Is igneous, a deep thinker	3.47		4
Generate a lot of enthusiasm	3.41		5
Is relaxed , handles stress well	3.39		6
Is reserved	3.10		7
Has an active imagination	2.60		8

Has an active imagination	2.60		8
Average mean	**3.335**		
Conscientiousness			
Does thing efficiently	3.58		1
Is reliable worker	3.55		2
Is some times shy, inhibited	3.45		3
Can be tensed	3.44		4
Perseveres until the task is finished	3.06		5
Tends to be disorganized	2.99		6
Is generally trusting	2.83		7
Makes plans and follows through with them	2.77		8
Average mean	**3.207**		
Agreeableness			
Is easily distracted	3.50		1
Likes to cooperate with others	3.49		2
Has a forgiving nature	3.46		3
Is considerate and kind to almost everyone	3.40		4
Has few artistic interests	3.37		5
Gets nervous easily	3.32		6
Is out going, sociable	3.23		7
Likes to reflect, play with ideas	3.12		8
Tends to be soft hearted	2.80		9
Average mean	**3.2951**		
Extraversion			
Values artistic , aesthetic experiences	3.63		1
Has an assertive personality	3.61		2
Tends to be lazy	3.39		3
Is inventive	3.38		4
Removes calm in tense situations	3.37		5

Prefers work that is routine	3.36		6
Can be cold and aloof	3.24		7
Is sometimes rude to others	3.14		8
Average mean	**3.3937**		
Overall mean	**3.3208**		

Table 2 shows that among the five personality traits, head teachers in Amach sub county dominantly posses the personality of extraversion .This is shown by the average mean of 3.39. Other dominant personality traits they posses next to extraversion is neuroticism, as shown by the mean of 3.33.

In the personality of extraversion, head teachers, on average , highly value artistic and aesthetic experiences (mean, 3.63), are assertive (mean, 3.61), refers work that is routine (mean 3.36) . Such characteristics of the head teachers can be attributed to their level of education. Since all the head teachers in the schools under study were qualified teachers, it could account for such personality.

Under the personality trait of agreeableness the item that were rated high were the head teachers being: Sincere, co-operative, forgiving, out – going, social, considerate , as well as linking to play with ideas. The item which was ranked least under agreeableness was the head teachers being soft- hearted|(mean, 2.80). The geographical area where the study was conducted from is rural and is dominated by people of Lango ethnic group, who culturally discourage being soft- hearted. To the langis, being soft – hearted is cowardice, which is a childish practice. Besides that the people are frank and truthful that forces headteachers to be a bit hard and avoid soft heartedness in order to suppress their teachers

4.4 Dominant management style of head teachers of public primary schools in Amach sub county, Uganda.

The table below presents and analyses data on management styles used by head teachers in Amach sub-county. The management styles are limited to three for the purpose of the study as autocratic, democratic and laisser-faire.

Table 3: Level of management styles

Variables	**Mean**	**Interpretation**	**Rank**
Autocratic He/ she gets the workers involved in making decisions	3.46		1
Makes important decisions on his/ her own initiative without consulting the workers	3.41		2
He/ she is the one to decide what is to be done and how it is to be done	3.40		3
He/ she lets the workers establish their own work pace	3.15		4
He/ she outlines needed changes and monitor action closely	3.01		5
He/ she considers himself/ herself to be the group's spokesperson	3.00		6
Does not feel that He/ she has to explain his/ her decisions to workers	2.99		7
He/ she establishes the worker schedules	2.94		8
Average mean	**3.163**		

Democratic He/ she assigns specific tasks to specific people	3.07		1
He/ she is warm, friendly, and approachable	3.06		2
He/ she urges the workers to meet production quotas	3.02		3
Demonstrates a real concern for the workers' welfare	3.00		4
Allows team members the freedom to do their jobs in their own way	2.93		5
He/ she delegates authority to the workers	2.90		6
He/ she trusts the workers to use good judgment in decision making	2.88		7
Makes sure that the workers understand and follow all the rules and regulations	2.79		8
Allows the team members to make their own decisions	2.72		9
Allows team members to do their jobs as they see fit	2.66		10
Average mean	**2.876**		
Laissez fair He/ she tries to make each worker feel that his or her contribution is important	2.99		1
He/ she encourages workers to get involved in setting work goals	2.97		2
Does not try to socialize with the workers	2.97		3
He/ she supervises closely to ensure that standards are met	2.93		4
He/ she is action oriented and results oriented	2.84		5
He/ she nips problems in the bud	2.83		6

He/ she helps the group achieve consensus on important changes	2.82		7
He/ she consistently reinforces good work	2.82		8
He/ she consults the group before making decisions.	2.78		9
Average mean	**2.881**		
Overall mean	**2.956**		

Table 3 reveals that the head teachers in the primary schools of Amach sub county dominantly use autocratic management style. This means that majority of the head teachers are on average, dictatorial. This is shown by the mean of 3.16. Laissez – faire management is the second dominantly used method in managing primary schools, as shown with mean of 2.88.

It is however noted that, in all the three management styles which this study looked at , that is, autocratic , democratic and Laissez faire management styles, autocratic management styles was ranked high with a mean of 3.163, laissez faire style with a mean of 2.956 and democratic with a mean of 2.876. The implication in all these is that in managing organizations, various management styles are always used. Through in this case many head teachers dominantly use autocratic style, they also use other management styles very much, probably due to the prevailing situations at their respective schools.

The dominant use of autocratic management styles could reveal that some head teachers probably under look or minimize teachers. As table 1 reveals, many of the teachers are Grade 3 holders, probably some head teachers minimize them, hence being autocratic to them. It could also be due to the inferiority complex or superiority complex some head teachers have. Psychologically, superiority or inferiority complex makes some individuals dictatorial so that by being dictatorial, it can lead to employees producing good results. By using autocratic style of management, head teachers, on average, highly threaten employees with punishment (mean, 3.46, make important

decisions on their own (3.41), they are the ones who mainly decided what is to be and how it is to be done (mean, 3.40), rely on their own judgment (mean, 3.15), among other things. All these reveal that many headteachers perceive themselves to be capable people, that means other subordinates should do their work assigned to them without intervening in management. They thus seem to be holding the traditional view of management whereby a manager is bossy and wants to be worshiped as if he or she is a God.

It is however noted, according to table 2 that democratic management style is also highly used. The head teachers for instance highly assign specific tasks to specific people (mean, 3.07), they are sometimes times warm, friendly and approachable (mean, 3.06). All this imply that the head teachers in Amach sub- county primary schools at times display good management of their schools by having concern for people and for the schools.

The dominant usage of autocratic management of schools concurs well with the earlier studies made about the management of schools in Uganda such as those studies revealed that schools are poorly managed by head teachers partly because of the security head teachers in public schools enjoy.

4.5 Significant difference in the dominant personality traits between head teachers of private and those of public primary schools in Amach sub-county.

Introduction: In this objective, the differences are shown in the table 4a where the personality traits of head teachers in public and private schools are correlated.

Table 4A: Significant difference in the level of personality traits of head teachers between public and private primary schools

Personality traits	School type	Mean	t-value	Sig.	Interpretation	Decision on Ho
OPENENESS	Private	3.2810	.269	.788	Insignificant difference	Accepted
	Public	3.2500				
NEUROTICISM	Private	3.7118	5.393	.000	Significant difference	Rejected
	Public	3.2562				
CONSCIENTIOUSNESS	Private	3.1806	-.357	.722	Insignificant difference	Accepted
	Public	3.2118				
AGREEABLENESS	Private	3.4476	2.132	.034	Significant difference	Rejected
	Public	3.2674				
EXTRAVERSION	Private	3.3828	-.164	.870	Insignificant difference	Accepted
	Public	3.3992				

According to table 4A, significant differences in personality traits of head teachers between private and public primary schools were realized in neuroticism and agreeableness only. For neuroticism, private schools surpass public schools greatly . For the remaining three personality traits, namely, openess, conscientiousness and extraversion, the differences in the dominant personality traits of head teachers between those of private and the ones of public primary schools were not significant, that is , were not big, as shown by the significant values of 0.788, 0.722 and 0.870 respectively. Under normal circumstances, head teachers are usually helpful to others, philosophical, curious, original, reliable, careful, assertive and inventive. Short of that , a head teacher can meet much opposition from his or her superiors, whether in private

or in public institutions. The mean for private primary schools was 3.71, yet the one for public primary school was 3.26.For agreeableness, private primary schools scored a mean of 3.45, yet public primary schools scored a mean of 3.27. The differences between private and public primary schools were big enough. The differences could be due to the different motives of the founders of the schools. Private primary schools are usually founded by individuals, business partners, the community and denominations, yet public schools are founded by the government, though some of them were founded by religious denominations but the state took them up and are, up to the present, considered as government schools. These are called government – aided primary schools.

4.6 Difference in the dominant management styles between head teachers of private and those of public primary schools in Amach sub-county

Introduction: In this objective, the differences are shown in table 4b where management styles used by head teachers in public and private primary schools are correlated.

Table 4B: Difference in the dominant of Management styles of head teachers between public and private primary schools

Management styles	School type	Mean	t-value	Sig.	Interpretation	Decision on Ho
AUTOCRATIC	Private	3.2399	1.082	.280	Insignificant difference	Accepted
	Public	3.1465				
DEMOCRATIC	Private	2.1000	-8.129	.000	Significant difference	Rejected
	Public	3.0820				
LAISSEZ FAIRE	Private	1.8381	-9.515	.000	Significant difference	Rejected
	Public	3.1352				

The results according to table 4B reveal that the significant differences in the dominant management styles used by head teachers exist between those of public and the ones of private primary schools practice democratic and Laissez faire as shown by the sig-

values of 0.000 and 0.000 respectively. For instances, democratic style of management is used more in public primary schools (mean, 3.08) than in private primary schools (mean, 2.10). The differences are big enough. Similarly, Laissez- Faire management styles is used more in public primary schools (mean 3.14) than in private primary schools (mean, 1.84). In the context of Uganda, head teachers in public schools serve on a permanent basis, not on contract basis. This sometimes makes some head teachers use Laissez- Faire management because they will not lose even if they mess up their jobs. They can only be transferred to other schools, but can not here by be terminated.

Surprisingly, no significant differences in the usage of autocratic management styles was realized between head teachers of private schools and those of public schools (sig, value, 0.28) This shows the bossy nature of many managers. Power actually corrupts people.

4.7 Significant relationship between the dominant personality traits of head teachers and their dominant management style in primary schools, Amach sub-county.

Introduction: The finding of this objective is shown in table 5 where the data on the relationship between personality traits and management styles of head teachers in primary schools in Amach sub-county are collated.

Table 5: Relationship between the level of personality traits of head teachers and their management styles in primary schools in Amach sub-county

Variables correlated	r-value	Sig	Interpretation	Decision on Ho
Personality traits Vs Management styles	.095	.311	Insignificant correlation	Accepted

Based on table 5, the sig-value of 0.311 shows that the dominant personality traits of head teachers do not adequately account for the management style which head teachers mainly use. No matter whether the head teacher is mainly neurotic, conscientious, open, and agreeable or an extravert, the head teacher in question can dominantly use any management style.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter we discussed the findings of the research carried out in primary schools in Amach sub-county Lira district Uganda, drew conclusions and made recommendations based on the finding of the study. These were presented by objective immediately after demographic characteristics were handled.

5.2 Discussions of the findings

Demographic characteristics

It was found out that the majority of the respondents were male, holding grade 3

Certificates, who had served between three to five years in the teaching service. This characteristics of the respondents might have been caused by a number of factors . For instance, most of the teachers in Amach sub-county are male, perhaps due to the culture of Lango ethinic group where Amach is found, has been that girls were not expected to go with their education beyond primary level, before they get married. Majority of the teachers were grade 3 certificate holders, within the age of 21-30 years and who had served between 3-5 years only, meaning, these are young people, fresh from Teachers' Training Collages, who are still eager to practice what they studied and they are still less ambitious compared to the aged teachers' with higher qualifications who then see teaching as a poor job. The relevance of this profile of the respondents was that it helped the researcher to see why head teachers behave the way they do and use church management styles in their schools. In the same way, the profile could reveal the level of personality traits and management styles used by the head teachers.

Objective one: personality traits of head teachers in Amach sub-county

Extraversion was exhibited more than other personality traits among the head teachers of Amach sub-county. This means that, they value aesthetic experience, are assertive, inventive, some times rude and confident. This could be so due to the fact that Amach sub-county is in a rural area of Lira district, where the head teachers feel proud because they are most highly respected civil servants in those villages. More so the place was disturbed by insecurity which made life very hard and one had to be very strong hearted in order to survive. This might have contributed to crating such leaders. This is similar to the findings by Mohsen Ghofrani (2012) who carried out a study on the relationship between leadership styles and personality traits of the physical education managers and found out that culture influence personality, this means that circumstance in the environment such as insecurity can influence personality traits and behabour of the people living in that environment.

Objective two: Dominant management styles used by headteachers in Amach sub-county.

Autocratic management styles is most dominantly used, followed by Laissez faire and democratic management styles is least used. The dominant use of autocratic management styles could be due to the fact that those head teachers feel they are the best in all ways and no one else is there, who is capable of advising them or even contributing any thing useful to the management to the schools. Additionally in the rural area, competition is low in terms of qualifications and experience compared to urban areas where many classroom teachers qualify to head schools. This is as well the reasons for using Laissez faire management styles, the head teaches feel free and are relaxed, since their schools crate no challenge to them, the teachers are young, loyal and are innocent , so they give the head teachers chance to brag around as they enjoy using their autocratic and Laissez faire management styles. This is similar to what Maicibi (2013) said that those who stick to the traditional view think that leaders inherit skills of leadership at birth, yet modern view holds it that training can create successful

leaders. Traditional leaders, according to Maicibi promote the idea that power is a fixed sum, where the leaders' power is more than that of the led. Those leaders who hold view are autocratic. Organizations ate however always stronger and more successful when management practice is shared as considered in the modern view.

Objective three: significant difference in the level of personality traits and dominant management styles between public and the private primary schools in Amach sub-county.

Significant difference was realized in the personality traits of head teachers of public and private primary schools in Amach sub-county in neuroticism and agreeableness only. No significant difference was realized in the personality traits of extraversion, openness and conscientiousness between head teachers of public and private schools. Head teachers in private schools are more neurotic than those in public schools, because they don't emphasize professionalism much instead they emphasize selling the schools as compared to government schools where, external supervisors are very strict on professionalism. The head teachers in private schools are more agreeable than those in public schools, because their schools are private business institutions where, their security is low and they have to sell their personality as well as selling the schools for their job security. However, there is no significant difference in the areas of extraversion, openness and conscientiousness, because they share the same rural locations which affect them equally, since the environmental forces are the same for both the private and public schools.

There was no significant difference in the use of autocratic styles of management for both private and public primary schools in Amach sub-county. This is perhaps due to the fact that those head teachers enjoy a lot of freedom making them to feel proud and practice dictatorship, being great officers in the rural areas. But there was significant different in democratic and Laissez faire management styles. Head teachers in public schools of Amach sub-county, use democratic and Laissez faire management styles more than their counterparts in private schools, because the head teachers in public

schools enjoy job security that makes them to be negligent in some aspects of school management and more so, government policies force them to involve the rest of the teaching staff and non-teaching staff in school management activities. While private schools are personal business institutions where, one is free to manage the school the way one feels, so they are even free to dictate in order to gain. As cited in http://onlinelibrary.wiley.com leaders can make systems in public organizations, more bureaucratic, less materialistic and with weaker organizational commitment than their counterparts in private sectors. Those in private sectors tend to be more strict since, some times they are the owners of the business or the owners are more close to supervise what the head teachers are doing in their schools.

Objective four: relationship between the level of personality traits and dominant management styles of head teachers in Amach sub-county.

It is not personality traits of head teachers that determine their management styles, head teachers who are dominantly autocratic, democratic or use Laissez- faire, do that mainly due to other factors, not their in – born personality traits, but some other factors such as environment, culture of the schools, schools foundation bodies / management committee, political factors, schools facilities, government policies and the rest of socio-economic factors. This reveals that there is inefficiency in schools due to numerous factors which the head teachers failed to manage. This is similar to the report by the ministry of education and sports and USAID (2004), which indicated that there are many factors in Uganda which affect effectiveness and efficiency in Ugandan schools, such as large class size, insecurity, poor feeding, diseases, absenteeism, corruption and poor monitoring of school activities by both internal and external supervisors. This is similar to the findings of Ghofrani (2012) where he said there was no relationship between leadership styles and personality traits, meaning it was other factors that determine management styles of leaders involved in this study.

5.3 Conclusion.

Demographic characteristics

Young professionals in the teaching profession dominate teaching job in schools because they still want to practice what they studied, while teachers who are aged and experienced leave teaching for other jobs. Furthermore girls are deprived off the chance to enjoy education at higher levels so that, they can compete for professional jobs with boys. This is seen from the data collected from all the primary schools in Amach sub-county where, out of 210 teachers only 69 were female, that is 32.9%, while, 141 were male that is 67.1%.

Objectives one: personality traits of head teachers in Amach sub-county

The personality traits of the head teachers in Amach sub-county is dominantly exhibited in extraversion which is not good for the management of the schools.

Objective two: Dominant management styles used by head teachers in Amach sub-county.

Autocratic and laisser-faire management styles which are dominantly used are not good. This is indicated by the fact that Primary schools in Amach sub-county are not performing well; especially academically because they are poorly managed. This is seen roughly from the Primary Leaving Examinations results of 2012, presented here in below.

Table 5: Summary of the results of primary schools in Amach sub-county, in the primary Leaving Examinations of 2012.

Grades	Girls	Boys	Total
I	06	19	25
II	51	109	160
III	41	73	114
IV	63	06	99
U	60	39	99
X	09	13	22
TOTAL	**230**	**289**	**510**

Source; Primary source from Lira District Education data office.

Table 5 shows a summary of the results of all the primary schools in Amach sub-county in primary Leaving Examinations 2012. Out of 519 candidates, only 25 got first grade, meaning, the performance was very poor and this could be mostly due to poor management of the schools.

Objective three: significant difference in the level of personality traits and dominant management styles between public and private primary schools in Amach sub-county

Head teachers in public schools of Amach sub-county are less neurotic and agreeable than their counterparts in private schools. This could be because, the head teachers in public schools feel they have job security, since the schools continue existing, due to government policies and not because of how they carry themselves (their personalities) in the community.

Autocratic and laissez faire management styles were preferred more than democratic management style by the head teachers because, they are less taxing to use.

Objective four: Relationship between the level of personality traits and dominant management styles of head teachers in Amach sub-county

Schools in Amach sub-county are failing to perform well due to factors in and around the schools that affect the conduciveness of teaching and learning other than personality traits of head teachers. A school is a system that needs all the stakes holders (human resource) and other facilities (non-human resources) to interact in harmony for effectiveness and efficiency in the school.

5.4 RECOMMENDATIONS.

Demographic characteristics

Policies on girl- child education should be enforced to save the girls from dropping out of schools. While those who qualify in teaching profession, should be recruited and posted to schools immediately they qualify.

Teachers' condition of service should be improved In order to step up the level of retention of teachers in schools.

Objective one: personality traits of head teachers in Amach sub-county

Head teachers in Amach sub-county should take care of their personality traits by adjusting and avoiding being too powerful and domineering in their management. They should give room to others to contribute their ideas and efforts for better management.

Objective two: Dominant management styles used by head teachers in Amach sub-county.

Democratic management styles should be used more than autocratic and Laissez faire management styles since, this can encourage team work spirit and reduce negligence of duties.

Education managers at district and national levels should check on how head teachers treat teachers in their management process in various schools. This can be done through confidential validation of head teachers' personality and management styles by teachers, where, it is conducted by an external body.

Objective three: significant difference in the level of personality traits and dominant management styles between public and private primary schools in Amach sub-county

In-service training should be continuously given to the head teachers where, they can be helped to learn and improve on their personalities and their management styles.

Community members and the parents should be involved in school management so that, the management styles are forced to meet the situations on the ground.

Objective four: relationship between the level of personality traits and dominant management styles of head teachers in Amach sub-county.

School stake holders in Amach sub-county and other parts of Uganda should come together and fight those factors that affect management styles, teaching and learning in schools. They should ensure that they create conducive environment in schools by providing security, availing facilities, labor and food needed for effectiveness and efficiency.

Finally, it must be remembered that human resource is most important compared to non human resources in the success of an organization. Education departments should therefore invest much in the development and sustenance of human resource in a peaceful and conducive working environment. This will help improve personality traits and management styles for the success of the institutions.

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APPENDIX I

RESEARCH INSTRUMENT: QUESTIONNAIRE FOR TEACHERS

This survey is for academic purpose and is aimed at capturing participant's response on personality traits and dominant management styles in schools.

All respondents will be treated with strict confidentiality.

You are kindly requested to choose and tick inside the box, answers to the questions as honestly as possible, the answers that most suit your level of agreement or disagreement.

Section A: BACKGROUND INFORMATION

Please, tick in the spaces provided, the response applicable to you.

1. Gender

   Male ☐ Female ☐

2. Age Group

   20 and below ☐ 21-30 ☐ 31-40 ☐

   41-50 ☐ 51 and above ☐

3. What is your highest professional qualification?

   MED Degree ☐ BED Degree ☐ PGDE ☐

   Diploma in Education ☐ Certificate in Education ☐

4. How many years have you been working as a teacher?

   5 and below ☐ 6-10 ☐ 11-15 ☐

   16-20 ☐ 21 and above ☐

5. For how long has been teacher in this school?

   2 years and below ☐ 3-5 years ☐ 6-10 years ☐

   11-15 years ☐ 16 years and above ☐

6. How many pupils are there in your school?

   100 and below ☐ 101 to 300 ☐ 301 to 500 ☐

   501 to 700 ☐ 701 and above ☐

7. How can you rate the performance of the school in academics, co-curricular activities and attendance?

   Very good ☐ Good ☐ Not sure ☐

   Below average ☐ Very weak ☐

SECTION B:

PERSONALITY TRAITS

Please, choose and tick in the box to indicate the extent to which you agree or disagree with the statement.

I see my head teacher as some one who .....

		Disagree strongly	**Disagree a little**	**Neither agree nor disagree**	**Agree a little**	**Agree strongly**
1	Is talkative					
2	Tends to love others					
3	Does a thorough job					
4	So philosophical					
5	Is original, comes up with new ideas					
6	Is so relaxed					
7	Is helpful and unselfish with others					
8	Is not so critical					
9	Is relaxed, handles stress well					
10	Is curious about many different things					
11	Is full of energy					
12	Is undemanding					
13	Is a reliable worker					
14	Is very careful					
15	Is igneous, a deep thinker					
16	Generates a lot of enthusiasm					

17	Has a forgiving nature					
18	Tends to be results oriented					
19	Worries a lot					
20	Has an active imagination					
21	Tends to be soft hearted					
22	Is generally trusting					
23	Tends to be lazzy					
24	Is emotionally stable, not easily upset					
25	Is inventive					
26	Has an assertive personality					
27	Can be assertive					
28	Perseveres until the task is finished					
29	Can be moody					
30	Values artistic, aesthetic experiences					
31	Is very efficient					
32	Is considerate and kind to almost everyone					
33	Does things efficiently					
34	Removes calm in tense situations					
35	Prefers work that is routine					
36	Is outgoing, sociable					
37	Is sometimes rude to others					
38	Makes plans and follows through with them					
39	Gets nervous easily					

40	Likes to reflect, play with ideas.					
41	Is interested in others well being					
42	Likes to cooperate with others					
43	Is very sincere					
44	Is sophisticated in art, music, or literature					

Source: *Changelog.ca/quote/2011/09/11/a_big_5_personality_with_scoring.*

SECTION C:

DOMINANT MANAGEMENT STYLES

This survey describes aspects of leadership style. Respond to each statement by ticking in the box, according to the way your head teacher acts as a manager/ head teacher of the school.

I see my head teacher as some one who.....

.....

		Always	Frequently	Occasionally	Seldom	Never
1	Allows team members the freedom to do their jobs in their own way					
2	Makes important decisions on his/ her own initiative without consulting the workers					
3	Allows the team members to make their own decisions					
4	Does not try to socialize with the workers					
5	Allows team members to do their jobs as they see fit					
6	He/ she considers himself/ herself to be the group's spokesperson					
7	He/ she is warm, friendly, and approachable					
8	Makes sure that the workers understand and follow all the rules and regulations					
9	Demonstrates a real concern for					

	the workers' welfare					
10	He/ she is the one to decide what is to be done and how it is to be done.					
11	He/ she delegates authority to the workers					
12	He/ she urges the workers to meet production quotas					
13	He/ she trusts the workers to use good judgment in decision making					
14	He/ she assigns specific tasks to specific people					
15	He/ she lets the workers establish their own work pace					
16	Does not feel that He/ she has to explain his/ her decisions to workers					
17	He/ she tries to make each worker feel that his or her contribution is important					
18	He/ she establishes the worker schedules					
19	He/ she encourages workers to get involved in setting work goals					
20	He/ she is action oriented and results oriented					
21	He/ she gets the workers involved in making decisions					
2	He/ she outlines needed changes					

2	and monitor action closely					
2 3	He/ she helps the group achieve consensus on important changes					
2 4	He/ she supervises closely to ensure that standards are met					
2 5	He/ she consistently reinforces good work					
2 6	He/ she nips problems in the bud					
2 7	He/ she consults the group before making decisions.					

Source: *Thomas Snell Bateman (2002), management; competing in the New Era (5th Edition), McGraw – Hill Irwin New York, USA.*

APPENDIX 2

TRANSMITTAL LETTER TO HEADTEACHER

Date :.....

The head teacher

.....

c/o P.o.Box 49

Amach sub-county

Lira District (u)

Dear sir/madam,

I am a student of Kampala international university, perusing masters Degree in educational management and administration, part of the requirements for the award is a thesis. My study title is personality traits and management styles of head teachers in Amach sub-county.

I request you to allow me carry out this study in your school. The data you will provide, shall be strictly for academic purpose.

Yours faithfully

OLILA JOHN

APPENDIX 3

TRANSMITTAL LETTER TO THE RESPONDENT

Dear/ sir/madam,

I am a master student at Kampala international university, currently carrying out data collection for my research entitled: **personality traits and dominant management styles in primary schools in Amach sub-county.** The purpose of this letter is to humbly request you to participate in this study by responding to the items in the questionnaires. The data that will be collected will be strictly for academic purpose and will be handled with the confidentiality it will deserve

I thank you in advance for your response.

OLILA JOHN

APPENDIX 4

INFORMED CONSENT

I am giving my consent to participate in the study being conducted by **Olila John**, on the title: **personality traits and dominant management styles of head teachers in Amach sub-county.**

I am assured of confidentiality and the option to avoid my participation at any moment during data collection, since my participation is voluntary.

I know I shall be given the results only if I need.

Signed.....

Date.....

RESEARCHER'S CURRICULUM VITAE

Personal Profile

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Educational Background

Bachelor of Education with English Language and Literature, (Makerere University) 2000

Diploma in Education with English Language (Double Main) 1994 (NTC Ngetta).

Uganda Advanced Certificate of Education, UACE (Royal Academy) 1992

Uganda Certificate of Education, UCE (Lango College) 1988

Primary Leaving Examinations, PLE (Alebtong Primary School) 1984

Work Experience

1994 – 2001 Secondary School Teaching (Ngai S.S)

2002 to date Secondary School Teaching (Dr. Obote College, Boroboro.)

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