MANAGEMENT STYLES AND TEACHERS' COUNTER - PRODUCTIVE WORK

BEHAVIOR IN PUBLIC SECONDARY SCHOOLS IN

MANAFWA DISTRICT, UGANDA

BY

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DECLARATION

I **KHISA MUNGOMA ROBERT**, declare that this research dissertation is my own original work and has never been submitted for the award of a Degree in any University / College / Institution in and outside Uganda for the award of the same.

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KHISA MUNGOMA ROBERT   **DATE**

1153-07096-03605

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APPROVAL

This dissertation for KHISA **MUNGOMA ROBERT entitled Management styles and teachers' counter - productive work behavior in public secondary schools in Manafwa district, Uganda,** has been written under my supervision and it is now ready for submission for the award of the master's degree in educational administration and management with my approval.

…………………………….. …………………………….

Dr. Kayindu Vincent **Date**

 (**Supervisor)**

DEDICATION

I dedicate this work to my dear friends and family who endeavored lots of vexation and discomfort while I was away to write this dissertation.

ACKNOWLEDGEMENT

I'm greatly indebted to the following people and institutions and the Almighty God for being near me during the time of conducting this study. First and foremost, the Almighty God is hereby acknowledged for the gift of life rendered to me from the time I commenced my studies to this current state. The Kampala international university community of Tororo campus are hereby acknowledged and appreciated for the offer to me to pursue this course; special regards go to my research supervisor Dr. Kayindu Vincent for his professional and technical guidance in this study. I hereby acknowledge the various scholars whose work was quoted for the success of this study; not to forget the respondents who willingly provided the required data without strings attached. I'm equally indebted to my OBs especially Clement with whom we used to conduct discussions together including friends like Jehu whom I used to consult from time to time. On the last note my family and relatives are hereby acknowledged for their support financially, spiritually, physically and morally. May the Almighty God bless you all. Amen!

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ABSTRACT

This study was carried out to establish the influence of head teachers' management styles on teachers' counter productive work behaviour in Manafwa district public secondary schools. The study was guided by the following objectives: i) to establish the dominant management styles of the head teachers in public secondary schools in Manafwa district; ii) to investigate the extent of teachers' counter productive work behavior in public Secondary Schools in Manafwa district; and iii) to find out the relationship between headteachers' management styles and teachers' counter productive work behaviour in public secondary Schools in Manafwa District. A sample of 466 was used. These included 166 teachers who were used as respondents to report about their headteachers' management styles, while 300 students were used to report about their teachers' counterproductive work behavior. They were got from the six public secondary schools in the district. Due to the desire to get detailed data, 48 teachers and 60 students were interviewed to dig deep into headteachers' management styles and the counterproductive work behaviour of teachers. To prevent biased reporting, teachers reported about their headteachers' management styles, while students were required to report about their teachers' counterproductive work behaviour. The findings were that the dominantly used management style by the head teachers in public secondary schools in Manafwa district is laissez-faire; the extent to which teachers' Counter Productive Work Behavior in public Secondary Schools in Manafwa district, exists is small; and the relationship between headteachers' management styles and teachers' Counter Productive Work behaviour in public secondary schools is not significant. It was recommended that there is need for head teachers to employ democratic style of management. Laissez fare style should be discarded; otherwise it implies lack of professional ethics among head teachers. Head teachers should cause teachers to behave and act responsibly, thus doing away with counter-productive work behavior. This can be done through regular staff meetings as well as supervising and monitoring teachers. Also, though there is no significant relationship between management styles of head teachers and the teachers counter-productive work behavior, there is need for head teachers to apply different methods of management especially democratic and dictatorial. This can cause teachers to behave responsibly as qualitative data revealed.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This Chapter presents the background, problem statement, general objective, and specific objectives, and research questions, scope of the study and the significance of the study.

1.2 Background

1.2.1 Historical Perspective

Western education as it is today in Africa has its roots in Greece, whereby Plato, a Greek philosopher made suggestions on how it should be conducted. Prior to this, informal education existed in the world, whereby parents and the elders of society used to teach the young ones all the aspects of life which were considered important. This was the informal education. In informal education, work was among the key aspects which were emphasized, and in work, counter-productive behavior was highly discouraged. People were supposed to have positive attitude towards work, to work hard, to value and love their work since through work people earned a living and served humanity (SSekamwa, 1999).

With the emergence of the industrial revolution in Europe during the 19th century A.D, missionaries were sent to Africa and Asia to pave way for the coming of the colonisers. As for Uganda, the Christian missionaries reached in 1877 and 1879, the protestant and catholic missionaries respectively. The Christian missionaries started schools and the teachers were required to be exemplary, morally, socially and spiritually, so counter-productive behavior in schools such as stealing or embezzling school funds by headteachers, teachers dodging lessons, soliciting money from students, cooking marks, having sex with students, wearing indecently and talking obscenity before students, were unheard of. Whoever did it or attempted to do it, was

expelled and was regarded a social nuisance (SSekamwa, 1999).

In managing schools, headteachers used a variety of management styles, mainly democratic and autocratic so as to cause teachers to perform their duties, without giving room to counter productive work behavior in schools.

After Uganda's political independence in 1962, Uganda's education system started declining due to the civil wars, political insurgency and decline of the economy which followed during the era of Idi Amin Dada and Apollo Milton Obote. Teachers were paid meagre salary, private schools had started, and teachers started a system of teaching in several schools so as to supplement their meagre income. This gave room to counter productive work behavior in schools. Though education Acts were in place and though they did not accept such counter productive work behavior in schools, that did not prevent much, the occurrence of such behavious in schools due to the weaknesses in implementing the laws. By and large, counter productive work behavior have existed in schools mainly from the time of independence though all the Education Acts, as well as teachers' code of conduct condemn them.

1.2.2 Theoretical Perspective

The theory which guided the current study was the Fielder's contingency theory, propounded in 1964. It state that the leader's ability to lead is contingent upon various situational factors, including the leaders' preferred style, the capabilities and behaviors of workers that depend heavily on the situational factors. This theory propounded that the intimate approach to management by focusing on situation first rather than organizational means, to apply a specific leadership style that will stimulate individual performance. For this study, therefore, the above theory explored performance needs in relation to its propositions to applicable situations as was

noticed in subsequent chapters.

The theory also stated that employees can develop a sense of obligation, according to the norm of reciprocity, an employee might engage in organizational citizenship behavior or counter productive work behavior as a mutual action rewarding past leadership practices, especially those directed at employee improvement and organizational status. The researcher therefore contended that social exchange dynamics and identification processes can interact together to reinforce the impact of management styles and actions. Although virtually any employee's attitudes and behavior could be potentially affected by the management environment, the researcher noted that most organizational defaults resulted from poor leadership approach where most managers, team leaders and councilors at different levels did not practice or use appropriate leadership styles contingent to appropriate styles.

Another theory of relevance to this study is the Equity theory propounded by Stacy Adams in 1965. It states that when an employee perceives inadequate compensation for their work, the employee would naturally respond in a way that helps him or her to restore equity. Breach of psychological contract triggers feelings of inequity that may result in negative work behaviour such as CWB as the employee attempts to create a balance between input and output (Adams, 1965). Here, employee engagement in CWB in response to contract breach becomes a way of restoring equity (Jensen, Opland& Ryan, 2010). The social exchange theory has also been used to explain how employees react to psychological contract breach (Jensen, Opland& Ryan, 2010). The social exchange theory posits that employee in a reciprocity process that workers tend to react to good gestures provided by their employers by engaging in behaviours that benefit the organization.

1.2.3 Conceptual Perspective

In this study the independent variable was management styles, while the dependent variable was the counterproductive work behavior. Management style as the methods used to employ managerial competencies to organized performance processes by inspiring, igniting and motivating teams to meet set organizational goals. There are different management styles usually used, such as autocratic style, democratic style, and Laissez-fare style (Barrow, 1977).

Autocratic style- in this type of management, the manager alone determines policy and assigns tasks to individuals without any consultations with them. The subordinates are expected to carry out those directives without question. The managers lead by decrees and it is sometimes referred to as dictatorial, coercive, domination or authoritarian. There is little or no group participation in decision making process and no effective communication between the leader and subordinates; and the leader becomes suspicious about what the subordinates think about him and this leads to very strict and close supervision (Barrow, 1977).

Democratic style-this type of management is also referred to as participative management**;** where it assumes that workers and their representatives are involved in making organizational policies. In other words, this type of management considers the needs, interests, rights and freedoms of the workers or subordinates. In this management style, management influences but doesn't dominate the subordinates and hence involves the workers in decision making. It offers suggestions rather than issuing orders; where the manager attempts to make every individual in the organization to feel that he/she is an important member of the organization and that his or her talents are needed (Basarde and Gibson, 2007).

Laissez-fare management - this is a French word which means, '*let people do what they wish'*. It is the type of leadership that encourages no rules in the organization. It binds itself to no code of regulations. The manager is merely a symbol, since there is no hierarchy of authority, whose primary role is merely to supply the materials needed by the group. The manager does not care what goes on in the organization.

Pseudo –democratic management **-** this is the type of management where the manager pretends to be democratic; but makes personal decisions which he/she brings to the committee for rubber stamping. The manager rejects the suggestions from other people, only to bring them upon later as his own suggestions.

Charismatic management **-** this type of management is based on the manager's magnetic personality and influence on his subjects which tends to draw them to him. In this type of management, the manager commands love, faith, respect, and devotion because of personal attributes such as attractiveness, god position, eloquent speeches, and a warm personality; his followers are converted and are champions of this cause (Basarde and Gibson, 2007).

Since these different management styles are sub-sets of others, this study will consider only three types of management styles, namely autocratic, democratic and laissez-faire styles.

The dependent variable of the study was the counter productive work behaviour. Scholars have variously defined counterproductive work behaviour. For instance, Marcus and Schuler (2004) defined it as any act by a member of an organization that is very likely to do harm but no benefit to other members of the organization or the organization as a whole. Penney and Spector (2005) hold that counterproductive work behaviour are behaviours by employees that harm an organization, which included acts such as theft, sabotage, verbal abuse, withholding of effort,

lying, refusing to cooperate and physical assault. So, any behaviour by workers that are detrimental to organizational success can be classified as counterproductive. One of the most consistent views about counterproductive workplace behaviours is to develop ways of identifying antecedents of these sets of behaviours with intention of eliminating or reducing the predisposing factors. Thus, as related to teachers in schools, counterproductive work behavior of teachers are those acts done by teachers contrally to their work ethics, such as absenteeism, alcoholism, late coming, having sex with students, soliciting money from students, and cooking marks for students (Bond, and Smith, 1996).

Lateness is described as arriving at work later or leaving earlier than required. Problems associated with lateness include compromised organizational efficiency.

Tardy and late employees responsible for critical tasks can negatively affect organizational production. Other workers may experience psychological effects of the tardy employee including morale and motivational problems as they attempt to "pick up the slack." Other employees may begin to imitate the example set by the behavior of tardy employees.

Theft. Employee theft is defined as employees taking things not belonging to them from an organization. Employee theft is estimated to account for billions of dollars of loss globally each year, with employees accounting for more theft than customers. This may include large embezzlements or the pilfering of pencils and paperclips, but the losses in the aggregate are substantial (Boyyet, 2006).

1.2.4   Contextual Perspective

The process of managing teams and ensuring their effectiveness requires the presence of the manager who can motivate and provide a vision for their subordinates. Managers are believed to

set smart goals for the subordinates and empower them enough to achieve the organizational goals. The role of managers is regarded as the critical tools for the team members. The reason is that leaders play a vital role in formulating collective norms, assisting the team members to face and resolve the challenges arisen in the team environment. The critical importance of managers on team member resulted in the creation of new ways based on which managers can provide value for the members of the team (Dubnisky, Yammariko, Jolson and Spangler, 1995).

The managing style of the manager is essential to the success of the teamwork. In many cases, managers are not aware of the main needs and wants of their subordinates, or they fail to understand the difference between the individuals involved in the team. As a result, due to the various issues that were not identified in time among team members result in the decreasing productivity of team members.

It is crucial for the managers to provide compelling direction which can help the members of the team achieve the team and organizational objectives. Compelling direction can consist of transformational management; also known as person focused management behavior, as well as compelling direction should be good enough to initiate the structure which is task-focused leadership. In this regard, it is important to look at the difference between the two types of the management behavior. Task management behavior or management style focuses on the accomplishment of the task on time and an accurate manner. Task-focused managers formulate the schedules with easy-to-reach objectives which can help team members to work more effectively. On the other hand, person-focused management is mainly concerned with the creating better and enhanced environment which motivates and empowers employees (Edimonson, Sumagaysay, Cuenam ans Chappel, 2016).

The recent research conducted by Deloitte identified different types of team styles that should be followed by the managers to ensure the efficiency of the teamwork. The first style is known as pioneers. Pioneers are the type of teams who have strong conceptual skills, and they often try to see the big picture of the situation. Moreover, they are open to take risks and always strive to achieve the goals and objectives by going beyond the expected boundaries. Also, pioneers are always open for innovations, and they try to find creative ways of solving existing problems. Another style is guardians, which is also popular among teams. Guardians can be described as the vice versa of pioneers' style. Unlike pioneers, guardians always value stability, and they are less prone to change (Fleishman, Mumford, Zaccaaro, Lovin and Korotkin, 1991).

The further style is known as drivers, drivers are quite fast and look forward to facing challenges. They try to solve the emerging problems as soon as possible based on the available data and resources. The integrators are another style followed alongside three team styles mentioned above. They value relationships more, and they think that teams can achieve success only by working together. Thus, it is believed that teams that follow above-mentioned styles enjoy different advantages, such as innovativeness, increased communication between team members and quick access to decision making. According to the classification of team styles, the research aimed to define the influence of various factors which may trigger the motivation of team members in the workplace. Even counterproductive behaviours at work can easily be detected and solved (Fleishman, Mumford, Zaccaaro, Lovin and Korotkin, 1991).

Though Counter Productive Work Behaviour is harmful to organisations as it spoils an organisation's name. Due to beaurocracy, organizational politics and the use of administrative approaches to management (as noted by the performance review report 2006), some employees

do not do their work as expected of them, not only in secondary schools but also in universities for example *Sunday Vision* broke the story about a Makerere University lecturer, who reportedly withheld marks for 122 final year students pursuing Bachelor of Business Statistics degree. The students were preparing to graduate at the university's 67th graduation ceremony between February 21 and 24, 2017. The lecturer at the College of Business and Management Sciences reportedly held the students' scripts over non-payment of his arrears for his teaching services. As a consequence, the Head of department, was suspended on the following day, Monday 30th January 30 by the University Vice Chancellor over failure to explain how the lecturer was hired and given students' scripts to assess; after having been summoned to the Appointments Board. Hence, the students were to sit for another exam that would be marked on the same day, in the event that their scripts were not recovered in time. In many universities in the country, there have always been reports of students complaining about their lecturers demanding sex from them in exchange for academic favours (Mutebi, 2017).

Relatedly, the vice of cooking marks (whereby teachers do not mark students' scripts but forge marks and enter them in students' end of term reports) is rampant especially among secondary school teachers who teach in several schools, hence during the end of term the work becomes too much for them. They therefore resort to forging marks. Others forge marks out of frustrations of not having been paid salary for several months especially those who teach in upcoming poor private secondary schools. Others forge marks to get money from the individual students who want to take very good reports to their parents (Aine, 2016).

The sex for marks syndrome is also common in secondary schools. This is whereby some teachers befriend female students, and when a test or an examination is administered, the respective teachers give high marks to their girlfriends. They even promise to help them in the

national examinations of S.4 and S.6. These counterproductive work behavious are common in secondary schools in Uganda although sometimes they are not reported in the press. Even if the headteachers find out, they decide to resolve the issues silently so as not to cause the school to become unpopular among parents (Kirega, 2006; Mutebi, 2017).

Many people are wondering what the possible cause of this state of affairs could be. Though poor remuneration is a factor, even headteachers' management styles cannot be ignored. In public schools where headteachers are permanent and pensionable, the job security they enjoy usually causes them to use laissez-faire method of management. Some headteachers do businesses outside teaching and are rarely seen at school, others are pursuing further studies in universities. They think their deputies, directors of studies and heads of department will do all the work for them. They don't care, after all even if they perform poorly, the Ministry just transfers them to other schools (Muwanga, 2017). This kind of managing schools makes counterproductive work behavior inevitable in schools.

In other instances, the school founders and headteachers are irresponsible in the sense that they are immoral themselves. Some founders of private schools sleep with female students under the guise of sponsoring them. Even some headteachers are like that. In 2018 the headteacher of Kibuli secondary school in Kampala was alleged to be sexually harassing female students. This caused the Ministry of Education and Sports to institute a commission of inquiry to investigate the allegations. Although the report issued by the commission of inquiry found the headteacher innocent for lack of concrete evidence to pin him (Wegulo, 2018), we cannot forget the saying that there is no smoke without fire. Lack of concrete evidence does not necessarily mean that an action was not done; sometimes acts are done but it is hard to prove that they were done by specific individuals, such as rape cases, adultery, masturbation, stealing, robbery, embezzlement,

among others (Kayondo, 2017). So, if school founders and headteachers are themselves immoral, there is a likelihood that even their teachers will copy them and hence display unproductive work behavior since the managers failed to govern by example.

1.3 Statement of the Problem

There are alarming allegations of Counter Productive Work Behavior in educational institutions in Uganda, such as drunkenness, late coming at the places of work, absenteeism, cooking marks, having sex with students, watching obscenity on Smart phones, talking obscenity among colleagues and before students, theft of some institutional items like pens, dusters, chalk, among others (Namutebi, 2015; Kamugisha, 2016). Of recent, different non-government organisations visit educational institutions to educate students more about their rights and how to avoid falling in traps of irresponsible teachers. Whereas these allegations are made, they need to be ascertained by research. Thus a study was carried out in Manafwa district secondary schools to assess the extent to which such behavious exist in public secondary schools, and how the headteachers' management styles could be a contributing factor.

1.4 Purpose of the Study

The general purpose of this study was to investigate the influence of the different management styles employed the head teachers on teachers' counter-productive worker behaviours in public secondary Schools in Manafwa District.

1.5 Objectives of the Study

This study was guided by the following objectives:

I.   To establish the dominantly used management styles in public secondary schools in Manafwa District, Uganda.

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2.. To establish the extent of the existence of teachers' Counter Productive Work Behavior in public secondary schools in Manafwa District, Uganda.

3. To find out the relationship between head teachers' leadership styles and teachers' counter Productive Work Behaviour in public secondary schools in Manafwa District, Uganda.

1.6 Research Questions

This study was carried out to answer the following research questions:

i. What is the dominantly used management styles in public secondary schools in Manafwa District, Uganda?

2.. What is the extent of the existence of teachers' counter productive work behavior in public secondary schools in Manafwa District, Uganda?

3. What is the relationship between head teachers' leadership styles and teachers' counter productive work behaviour in public secondary schools in Manafwa District, Uganda?

1.7 Hypothesis

This study tested the hypothesis that:

There is no significant relationship between head teachers' management styles and teachers' counter productive work behaviour in public secondary schools in Manafwa District, Uganda.

1.8 Scope of the Study

The study handled the scope of the study from three angles, i.e. geographical, content and time scope.

1.8.1. Geographical Scope

This study was conducted in Manafwa District Local Government which is located on the slopes of Mount Elgon in the Eastern region of Uganda, boardering the republic of Kenya in the East, the district of Bududa in the North, Mbale in the West and Tororo in the South. It was created from her mother district Mbale and is about 20km from Mbale town and over 320km from Kampala. This district is dominantly hilly with a bad terrain and this causes difficulty in accessing most of the government institutions. The district has fifteen sub counties and ten public Secondary schools. The district was chosen for the study based on the un-official parental complaints, as well as the researchers' casual observations of the counterproductive work behavious in schools such as some male teachers falling in love with female students, as well as headteachers being rare at school premises in the government schools.

1.8.2 Time scope

The study covered a period from 2017-2018, the period when the data were collected, analysed after which the document was written.

1.8.3 Content Scope

The study focused on the influence of head teachers' management styles on teachers' counter productive work behaviour in public secondary schools in Manafwa District. Public secondary schools were zeroed on because according to media reports, it is where there is much laxity, unlike in private schools where the founders usually want to see things move because of the many financial resources they inject in their schools (Mutebi, 2017)

1.9 Significance of the Study

It was hoped that on completion this study would benefit the following categories of people:

This study is a pre requisite for students pursuing a masters degree in Education; therefore the researcher would be able acquire a masters degree in Educational management and administration; in addition to gaining research study skills.

The study findings are expected to benefit organizations and institutions intending to obtain effective performance from their staff by using new approaches to leadership by reducing the influence of authoritative leadership and increasing the use of corporate leadership.

The study would also be useful other leaders, councilors, and managers in organizations by employing leadership styles in relevant situations effectively. This would help reduce social accidents, wastage of and internal conflicts in the working environment.

The research would also be useful to future researchers, students and academicians digesting the effect and importance of the different leadership styles on performance. By exploring how this study revealed new findings and adding to the existing knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines both theoretical and conceptual frameworks. The chapter also contains the review of related literature.

2.1 Theoretical framework

Fielder's (1964) contingency theory directed the study variables by the assertion that; the leader's ability to lead is contingent upon various situational factors, including the leaders'' preferred style, the capabilities and behaviours of workers that depend heavily on the situational factors. This theory propounds the intimate approach to management by focusing on situation first rather than organizational means, to apply a specific leadership style that will stimulate individual performance. The first assumption here is that; an individual who attempts to influence others must use both directive (task) and supportive (relationship) behaviours. However, this assumption did not cater for the inherent change in human behaviours that necessitated different approaches in management and thus this left a gap in the researcher's field to try and bridge the gap by testing for the impact of this assumption to employee behavioural scenarios in performance.

The second assumption here is that any leadership style depends on a specific situation; by this Fiedler implied that the behavioural patterns of the leader will help him / her acquire competences needed for effectiveness in using the styles in their relevant situations and thus effectiveness in performance. However, the second assumption in this theory left a lot to be desired, since situations were determined by both external and internal factors that affected the

way employees responded to the situations presented to them. It was believed by most respondents that approaches hugely influenced leadership styles that matched different situations but the challenge was for the team leaders to know which leadership styles to use.

2.2 Conceptual framework

Independent Variable   **Dependent Variable**
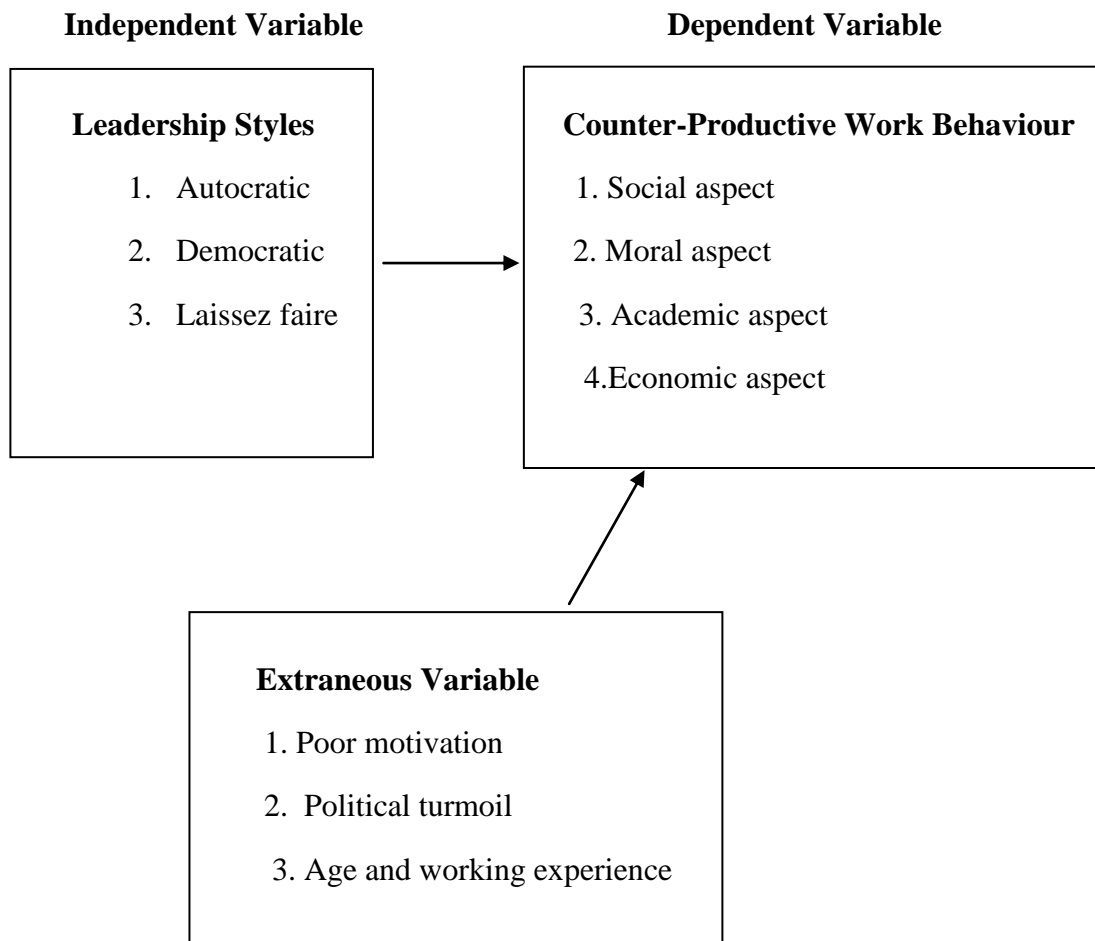
Source: Developed basing on Cole (1997) as modified by the researcher (2018).

The framework above shows a variety of management styles that are mostly practised in Secondary Schools in Manafwa District and these styles depend on different situations. However, local political procedures, government bureaucracy and teachers' code of conduct were a huge hindrance to Counter Productive Work Behaviour. It further points at the fact that the three leadership styles such as corporate, laissez-faire and authoritative, where these styles are instrumental in according appropriate leadership tools to the supervisors and managers in the execution of duties and responsibilities of the local council. One would assume that this conceptual framework accords managers with the most suited style at a given time rather than applying these styles unconsciously. These styles are important in stimulating Counter Productive Work Behaviour that would be manifested in the increased execution of duties, meeting deadlines, increasing team chemistry and consequently achieving departmental goals. However, in Manafwa District city council, the perfect execution of the leadership styles is hugely limited by both internal and external politics which is reflected in high levels of bureaucracy, government interference and internal wrangles that have been profoundly emanating in Manafwa District city council.

Various management styles exist in organisations, such as transformational management. Transformational managers are reported to work based on the balanced approach. This can be explained by the fact that they help their subordinates to solve some of the challenging issues at the same time they teach their subordinates about the ways of tackling the problems in the similar context. Therefore, researchers believe that role of the transformational managers can be observed regarding bringing the motivational level of their employees to the stage of self-actualization. Moreover, most common qualities that are used to describe the personality of transformational managers include charisma, intellectual stimulation. Another name for

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transformational managers is a facilitator, in other words, in this case, team members and leaders motivate each other in order to achieve high levels of performance and motivations. Thus, it is considered as one of the most commonly adopted types of leadership where team members encourage each other by different means in order to achieve organizational goals and long-term plans. Unlike other types of management, this type of management has a high level of communication between the team members. Therefore, the case of transformational management was related to the increased levels of motivation, higher job satisfaction, commitment, productivity, and performance. Thus, transformational leader's control, vision, and enthusiasm inspiring its followers lead to higher results in the management (Gottfried, Reichard, Gnoslin, Oliver and Riggio, 2011). Transactional management is defined as the style where the manager either rewards or punishes the employee for the task accomplished. Several studies on management found that when the transactional management is employed in the organization, the mutual trust between the leader and the task-holder develops. If there is a mistake in the work of subordinates, employees are going to be punished. Thus, employees may perform not at their best, and they may be afraid of making a mistake. As a result, they are less likely to work on new projects and learn new skills and knowledge. In contrast, employees who perform at their best are given good motivation in terms of rewards making them more motivated to work harder (Cohen and Bailey, 1999). It is, however, not clear whether this kind of management is appreciated in Manafwa district secondary schools, hence, the current study.

2.3 Related Literature Review

Introduction: This section reviews literature related to the respective specific objectives in this research.

2.3.1 Management Styles

Management is considered as a widely discussed topic in the literature. Management is considered as a way person uses to lead or manage the other people such as at a place of work. Employees play a critical role in ensuring the quality of service. When employees are clear about their expectations and requirements, they are more likely to perform better. Although managers are responsible for the proper task and job allocation, different management styles have several approaches how tasks are being allocated. Managers are claimed to have a positive impact on the efficiency of the organization by influencing the team members. Particularly, managers considerably influence its followers in the organization. Therefore, it is important to understand the nature of management styles such as transactional and transformational to assess their impact on resolving different organizational problems (Cohen and Bailey, 1999). A study was conducted in Manafwa district to investigate what is on the ground.

At present, numerous organizations stress formulating the team and workflow to increase the efficiency of the performance in the organization. To achieve this, the role of the manager is of high importance in the organization. Formulation of high performing teams can be accomplished by learning the expectations and references of team members. Furthermore, every member of the organization should have clear responsibilities, duties and need to understand their role in this entity. In short, expectations of top-level managers should be identified and communicated properly to employees and subordinates (Datnow and Castellano, 2007). Whereas this is claimed, it was not clear whether or not it happens in Manafwa district secondary schools. This partly led to the current study.

Generally, in transactional management, the system based on rewards is used to motivate the followers. Though, the motivation given through such approach does not last long. Turning to

transformational management, this style serves to improve the collaboration among organization members (Keegan et al., 2004; Bass and Avolio J., 1990; Pearce, 1981). Transformational managers let their followers feel as the part of the organization. Such managers have a strong inspirational vision to encourage the employees of the organization care about the company goals than their own goals and interests. Such managers are believed to be enthusiastic and energetic. Despite the relevance of this, it does not talk about Manafwa district, hence the current study.

Conversely, the laissez-faire managers provide a good environment to subordinates as well as empower them to take decisions themselves. As the subordinates have full authority on making decisions, laissez-faire leaders do not usually give feedback on the accomplished tasks.

From the behavioral perspective, the number of studies that have analyzed the role of management in team context has increased. According to Fleishman et al. (1991) during the 1946-1986, 65 classifications of leader behaviors were proposed. The study undertaken by Fleishman focused on the analysis of the various classifications of managers' behavior by categorizing them into two groups. According to Fleishman, there are two common classifications of the team behavior which includes person-focused and task-focused. Task-focused behavior is mainly concerned with the definition of task requirements, the process of the task completion and complete fulfillment of the given task. Unlike task-focused behavior, person-focused behavior focuses on the development of the cognitive issues in individuals and behavioral patterns in individuals before they start working as a team (Dragoni, 2005). This information is, however, generalized, not talking about Manafwa district.

The literature suggests that there are three main categories of the task-focused management that should be studied including transactional, initiating structure, and boundary spanning. Transactional managers always praise and reward their subordinates when they meet and exceed the required job expectations. In other words, the task-focused behavior is focused and formulated on the basis of goal setting theory, equity theory and reinforcement theory as accomplishing goals and completing tasks constitute the idea behind these theories. The literature suggests that transactional management based on contingent reward positively contributes to the team development and team effectiveness. The research conducted on identifying main factors which lead to the success of transactional management revealed that team members who are under the influence of transactional managers are more likely to have a strong relationship among member despite the small team size. The relevance of this information could not be ascertained since it is general on organisations. The study was thus carried out in Manafwa district.

Peter Drucker (1989) mentioned that management is not created, taught and learned. Thus, a great amount of attention was dedicated to understanding the number of characteristics that are found in managers. According to the trait theory of leadership, there have been some important studies, which aimed to provide more valid results to describe the specific traits of managers that can be learned and taught. According to the research by Locke (1991) drive, self-confidence, cognitive ability, honesty, and integrity are considered to be the most commonly observed traits of successful managers. Recently, knowledge of context and desire to manage were added to the list of successful management. Does this apply to the headteachers in Manafwa? This question could only be answered after conducting a study.

Boyett (2006) mentioned the role of managers is crucial in gaining the trust of their subordinates

and stimulate their commitment towards the successful fulfillment of the undertaken project. Boyett (2006) described the influence of managers in the following manner. Firstly, the manager should have idealized influence, in other words, they have to be charismatic. Managers can execute the confidence and competence. Secondly, managers should be able to inspire their followers; this is mainly attributed to their role of inspirational motivation. It is important for the managers to be able to take each separately while dealing with them. Each person is different from the others regarding their characteristics; needs, wants and attitude towards specific tasks. Therefore, managers should have the individual consideration to each team member.

Another important trait of a managers is described as intellectual stimulation. Precisely, it is important for the managers to be intellectually stimulating. Managers have to able to question everything starting from simple assumptions to status quo. Finding a creative and innovative solution to specific and complex problems is considered as an evidence of leader's intellectually stimulating behavior. Providing rewards to employees is considered as another important characteristic of transformational managers. Managers are expected to set the clear objectives for their subordinates. Upon the accomplishment of these objectives, the followers should be rewarded accordingly.

The study conducted by Keegan et al. (2004) identified the main behaviors that are observed in the traits of managers such as goal clarification, team boundaries setting, the guidance of members, leading followers, engaging members to the team, meeting organization and information flow control.

Authoritative/Autocratic Style

In this style, the manager has absolute power over his staff or team workers have little opportunity for making suggestions, even if these would be in the team or organization's interest,

(Armstrong 2002). The manager tells the workers to come along with him and should be a change catalyst. And Cole (2000) also asserts that, it works in situations where change is needed to be fostered, sometimes in doing away with conflicts like strikes, application of self-confidence and many more.

If applied in its suitable situation, it brings about effectiveness in performance. However leadership in the Council is characterized by a large workforce, this means that for leadership styles to be effective, it should base on the effectiveness of the Council's leadership arm which is both administrative and political in use of the leadership styles in their relevant situations effectively. Indeed, most issues rose from the nature of the administrative structure.

These styles will vary according to situation occurring in the organization, rather than the need to coerce employees to perform. Therefore, this calls for the leader's understanding of the organization and the people or his employees rather than relying on what should be done.

It is unfortunate that the above authorities focus on the use of authoritative style in dilemmas like strikes, since this will create a mind set in individuals that will automatically reject the style. The Council with its political and administrative arms has failed to consider the needs of the task, the needs of the group and individual needs so as to attain effective performance from its workforce and thus as years have passed it has registered weaknesses in as far as attaining the mission is concerned. It is not known to the researcher when exactly does the authoritative leadership style affected performance, hence the need for carrying out research in this respect. Applying Henderson and Gysbers (1998) taxonomy can organize the many interrelated functions of leadership at local councils and he went further to illustrate the application of principles of administrative functions where the leader operating from the authoritative organizational

perspective focuses on how the organization's policies and procedures ensure that there is work done in the most positive and most effective approaches possible to induce better performance. Indeed, questions like: what are the resources needed to promote the flow of experience for the counselor? Resources include everything from parking places to office space, from personnel policies to paperwork, from salary to a working copy machine. Do the policies of the organization promote the well-being of the staff by attending to the issues of work life and family life balance, promotion of protection from vicarious trauma, and professional and personal development opportunities? Likewise, it is the administrative function of management to see the agency from the client's perspective. Do the policies, procedures, and practices of the department promote the positive engagement of the client in the process of administration? How long does it take to get an appointment? Are services available at times, in locations, and in languages, that address the objectives of the local council? Such were the predicaments that prompted the research and as result a lot of issues relating to the practice of leadership were found wanting in the city council.

This study noted that most employees in Secondary Schools agreed that their organizational culture was hugely affected by the authoritative approach to leadership which had more negative effects than the positive ones, however the above was not known by the researcher during this literature review of this stage and thus the need for the investigation. Since leadership styles, and transformational leadership in particular, play an important role in building and sustaining strong corporate and administrative cultures, it is highly encouraging that the Study findings show that today's supervisors and managers appear to be more aware of and willing to use corporate leadership behaviors rather than authoritative ones to achieve results. In fact, the more transformational leadership used, the greater the leadership outcomes, the more performance

oriented, socially responsible and supportive the organizational culture, and the more trusting, loyal and committed the workers' employees are in those organizations.

2.3.2 Counter Productive Work Behaviour

Counterproductive work behaviour (CWB) refers to intentional employee behaviour that is harmful to the legitimate interests of an organization. Examples of such behaviours include absenteeism and sexual harassment Researchers have used different terms to denote these CWB behaviours such as misbehaviour, retaliation, antisocial behaviour; deviance and aggression (Baron & Neuman, (Paetzold, 2004).

Regardless of the different terms that have been employed, these behaviours share some common characteristics namely: (1) it reflects any form of behaviour that violates customary norms or values either dominant organizational norms, societal norms, or violates both norms, (2) it indicates intentions that could be either voluntary or intentional that will or cause harm to the organization, its members or both; and, (3) it results in negative consequences to the organization, its members or even other people that have direct connection with the organization. CWB can vary based on its target: organizational and individual (Fox, Spector & Miles, 2001; Robinson & Bennett, 1995). Organizational targets can be further categorized into property CWB and production CWB. Property CWB refers to incidences where the employee violates the organizational norms by acquiring or damaging the organization's tangible assets. Production CWB refers to employee behaviours that violate organizational norms with regard to the quality and quantity of work to be accomplished. Individual targets are categorized as political CWB and personal aggression. Political CWB refers to behaviour that causes other individuals a political disadvantage. Personal aggression refers to acts of hostility toward other individuals. In summary, based on past research, this study conceptualized CWB based on its target namely

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organizational CWB (CWBO) and interpersonal CWB (CWBI). Ascertaining whether such behaviours exist in secondary schools in Manafwa, it was through this research that the answer could be got, hence the current study.

Numerous studies (e.g. Lau, Au & Ho, 2003; Marcus & Schuler, 2004) have investigated the antecedents of CWB. These factors can be subsumed under four major categories namely: (1) personal-related which includes personality traits such as anger and anxiety (Fox and Spector, 1999), and the big five personality traits (Salgado, 2002), (2) organizational-related which includes organizational justice (Skarlicki and Folger, 1997) and workplace changes (Baron & Neuman, 1998). (3) job-related factors which include job demands (Grunberg, Moore and Greenberg, 1998), and job insecurity (Lim, 1996), and (4) environmental related such as lifestyles (Burke, 1987), family conflict (Anderson, Coffey & Byerly, 2002). Of the various antecedents and variables, empirical evidences indicated the salient role of job-related factors in influencing employees' CWB at work (Berg & Feij, 2003; Zhang & Snizek, 2003). This is because employees spend most of their time at the work place (Schor, 1992; Kristof-Brown, Zimmerman & Johnson, 2005) and hence, are more inclined to be affected by factors within the job itself. One important aspect of the job relates to employees' perception on the characteristics of the job itself. Using Hackman and Oldham's (1975; 1976; 1980) job characteristics model. The current study investigated the influence of management styles on CWB, which was not addressed by the literature under review.

All workers worldwide have rules and regulations they are supposed to observe at their respective places of work. As for professionals, such as teachers, doctors and lawyers, they have professional ethics which they are supposed to observe. Failure or refusal to observe them translates into counter-productive work behavior.

Among the common counter-productive work behaviors is absenteeism. Absenteeism is typically measured by time lost (number of days absent) measures and frequency (number of absence episodes) measures. It is weakly linked to affective predictors such as job satisfaction and commitment. Absences fit into two types of categories. Excused absences are those due to personal or family illness; unexcused absences include an employee who does not come to work in order to do another preferred activity or neglects to call in to a supervisor. Absence can be linked to job dissatisfaction. Major determinants of employee absence are employee affect, demographic characteristics, organizational absence culture, and organization absence policies. Absence due to non-work obligations is related to external features of a job with respect to dissatisfaction with role conflict, role ambiguity, and feelings of tension. Absences due to stress and illness are related to internal and external features of the job, fatigue and gender.

Research has found that women are more likely to be absent than men, and that the absence-control policies and culture of an organization will predict absenteeism. Absenteeism is a common vice at some places of work. For example, Yiga and Wandega (2010) in a study carried out in primary schools in Iganga district of Uganda found out that 13.3% of the head teachers in Iganga were absent due to housework or domestic violence. Yiga and Wandega (2010) found out that 3.3% of the head teachers were absent from school due to marriage ceremonies and burials. The researchers also found out that 0.4% of the teachers were absent from school due to funeral rites and parties.

Despite all these policy guidelines, teacher absenteeism is a real problem not only in Uganda but also in other parts of the world. For example, according to UNICEF report (2012), teacher absenteeism on average is 10% in developed countries and 40% in developing countries. This is where Uganda lies and this is very critical especially when it comes to school performance in

general and academic performance specifically.

Namubiru (2003) carried out a case study of upper primary schools in Kampala and Wakiso districts and 50 respondents (teachers, pupils and parents) were involved in the study. She found out that upper primary school teachers absent themselves because parents fail to support teachers and pupils at school. For example, parents refuse to pay money for the P.7 candidates to study on Saturdays and Sundays or when the rest of the school is dismissed or very early in the morning before school begins. However, when pupils fail, she concludes, parents complain that teachers do not teach. As a result of lack of parental support, upper primary teachers absent themselves.

Ariba C. (2014) in her study carried out in Uganda found out that poor emoluments for teachers and delayed salaries contributed to teacher absenteeism.

There is a methodological gap filled with this research. For example, NAPE Survey (2012), Namubiru (2003), Ndulu (2004), Lorena, et.al (2006), Halsey & Vegas (2009), Carter (2010) and Yiga and Wandega (2010) have carried out their researches using quantitative methods. The researcher, however, has decided to use quantitative and qualitative methods concurrently.

Another common form of counter productive work behavior is Incivility. Workplace incivility means disrespectful and rude behaviour in violation of workplace norms for respect. The effects of incivility include increased competitiveness, increases in sadistic behaviour, and inattentiveness. A study of cyber incivility showed that higher levels of incivility are associated with lower job satisfaction, lower organizational commitment, and higher turnover rates. Two factors that seem to be associated with becoming a victim of incivility are low levels of agreeableness and high levels of neuroticism. Affective Events Theory suggests that individuals who experience more incidents of incivility may be more sensitive to these behaviours and

therefore more likely to report them.

2.3.3 Relationship between Management Styles and Counterproductive Work Behaviour

Over the years, organizations are stressing on the team-building to increase their production processes, to service their customers, and to learn and grow in the long run (Cohen and Bailey, 1997; Osterman, 1994). Effective teams, or teamwork, may facilitate flexible work arrangements and complex task accomplishment, as well as act as a source of dynamic capability that ensures long-term organizational effectiveness (Teece at al. 1997). To date, management scholars have extensively investigated teams as both production units and social systems, focusing on both their internal processes (e.g., Marks, Mathieu, and Zaccaro, 2001) and external environment (e.g., Ancona and Caldwell, 1992a). Team-based work systems, by enhancing connections and collaborations among people and different units, can serve as a functional structure that facilitates collective knowledge creation and utilization Mohrman et al. 1995). This was theorized based on foreign observations, not Uganda. this revealed that carrying out a study in Uganda was necessary.

Many books, academic journals, and latest news titles have been devoted to the importance of teamwork, group work and to different factors which may ensure its effectiveness. According to Edmonson (2017), the teams who plan everything firstly and execute their plans, later are not found to be feasible in the 21 st century. Collaboration and coordination are found to be an essential element of the team. At present, it is rare to find teams which are well designed and dynamic and which exist for a long period. The teams which have succeeded to stay competitive and successful are considered to be those who developed good interpersonal skills among one another. According to Edmonson, teaming is considered as an important of organizational growth. In this regard, it is crucial to underline the importance of leaders who are responsible in

charge of these teams. Transforming static teams into dynamic one requires strong leadership skills. Dynamic teams are more open to innovation, and they keep up with the latest trends in the industry they are working. Moreover, it is important for team members to understand their roles. Understanding individual tasks that each member of the group is responsible for undertaking allows them to communicate with each other more efficiently and improves understanding their team members.

Burka (2006) proposed team management framework, which can be used to explain how managers can enable teams to work better by increasing their effectiveness. According to the framework provided team effectiveness, also known as team performance outcomes, can be measured by dividing it into three groups including perceived effectiveness, team productivity, and team learning. Team learning is related to increased capacity which is explained by the teamwork and leadership. Precisely, team learning takes place in the process of working in a team and under the influence of leader which formulate the strong vision for the employees. Therefore, good management reduces counterproductive work behavior.

Edward Deming (1993) who successfully used and adopted Japanese model of successful management introduced a new corporate culture that valued flexibility, quality, customer service and motivation of employees. In this regards, considering the wide popularity of total quality model, it was also considered to apply to the case of teamwork and its performance. It is believed that when teams are used effectively and provided with necessary training, it is possible for the organization to achieve the expected outcomes. Moreover, these teams are believed to result in creating more innovative ideas, increased productivity and increased employee morale and satisfaction, hence reducing counterproductive work behavior. A study was therefore carried out in Manafwa district schools to ascertain what is there.

Richard Hackman who studied the behavior of teams for more than 40 years pioneered the study of team effectiveness (democratic management style). The outcomes of the research reveal some significant insights which can be of valuable importance: he discovered that success of the teamwork and its effectiveness is not only dependent on the personality of team members. Instead, "enabling conditions" is found to be of critical importance for the effectiveness of teams. These conditions that were identified by Hackman represent compelling direction, strong structure, and supportive context, hence reducing counterproductive work behavior.

The reviewed literature states that role ambiguity and role conflict are the root causes of most counterproductive work behavior and conflicts in the organization. The study by Smith and Cooper, C. (1994) analyzed the relationship between leadership and stress. Precisely, the study aimed to identify whether stress has a significant influence on the performance of the leaders. Particularly, intrinsic factors have been identifying which influence on employee performance including long working hours, travel, the requirement for participation in various meetings. Besides that, the majority of employees reported that introduction and acceptance of the new technology was another cause of the work stress. According to Smith and Cooper, C. (1994) besides intrinsic factors, role ambiguity and conflict also play a major role as a source of stress. Failure to have a clear vision about the specific tasks that should be accomplished by an employee and ongoing conflicts with other team members is found to lead to lower job satisfaction. Though this is relevant, it does not address Manafwa district.

Moreover, managerial stress can arise as a result of our relationship with coworkers, colleagues, and subordinates. Many studies revealed that majority of problems arise among employee due to the conflict and arguments which arise between them. This is considered as a leader-follower approach in which majority of followers to get approval from their leaders on particular issues.

The research conducted by Koustelios et al. (2004) has proposed that increasing cases of role ambiguity is more likely to increase the cases of counterproductive behavior and conflict at work. Since conflicts are considered as the main source of diminishing social interactions among employees, the cases of turnover intentions are more likely to occur.

The study of role ambiguity leads to the acceptance of two conclusions. First of them is role ambiguity is found to be related to individual stress. Secondly, role ambiguity is reported to moderate the relationship between leaders' behavior and employees job satisfaction. Where job satisfaction is, counterproductive work behavior is likely to be minimized.

The studies identified the significant and negative relationship between role ambiguity and job satisfaction. Thus, leadership styles that are positive in a manner are found to lessen the influence of role ambiguity on employee performance, hence limited counterproductive work behavior.

The study of the group work by Watson (2002) can be analyzed about important levels. These levels include group level, organizational level, group process and group effectiveness. According to the findings of Watson's study, group level, and organizational level has a positive influence in increasing open communication and supportiveness, hence reduced counterproductive work behaviour. Moreover, important elements of group process such as open communication and supportiveness are found to increase group effectiveness.

Conflict is regarded as one of the major obstacles which can negatively influence the productivity of the employees, leading to counterproductive work behavior. Several studies managed to discover the relationship between these two important variables; there is some investigation which discovered no relationship (Watson, 2005; William, 2012). This can be

explained by the fact that there might be the influence of other factors on job cooperation.

Resolving role ambiguity has a positive impact on increasing the job performance. The findings of papers show that there is a statistically significant and negative relationship between resolving role ambiguity and increased job performance. Where there is increased job performance, counterproductive work behaviour is likely to be reduced. According to the goal-setting theory, subordinates are more likely to show high levels of commitment and responsibility when they are informed about the goals they have to achieve. The goals setting theory proves to be the most commonly used theory which is used as the theoretical basis of many studies involved in studying the relationship role ambiguity and job performance (Simon, 2014; Shepherd, 1994, Pearce et al. 2009). Previous studies conducted in the field found that resolving role ambiguity have a positive influence on increasing job satisfaction. However, the influence of role ambiguity on job cooperation was not analyzed by many scholars.

Increased job cooperation is linked to increased levels of job satisfaction among the employees. It has been reported that satisfied and happy employees are more likely to cooperate with their colleagues by sharing and exchanging knowledge. In this regard, it can be mentioned the majority of the studies focused on finding the relationship between job satisfaction and job performance (Larson, 2012; Watson, 2002; Mumford, 2000). Moreover, there were studies that could not identify the relationship between these two variables (Keegan et al. 2004; Wilson, 2001; Barsade and Gibson, 2007).

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure, and finally data analysis techniques and ethical issues.

3.1 Research Design

This study adopted a cross-sectional survey design, using quantitative and qualitative approaches, to find out the influence of leadership styles on workers' (teachers) counterproductive behaviour. It was cross sectional since the data was collected once at a time from the respondents. The qualitative approach supplemented the quantitative approach so as to get detailed information from the oral informers on the headteachers' leadership styles and how they impact on the teachers' counter- productive work behaviour.

3.2 Target Population

The target population included 166 male and 149 female teachers totaling to 315 respondents from the six government aided secondary schools in the district. The schools were: Buwagogo Seed Secondary School, Bubulo girls' Secondary School Bubulo girls' Secondary School, Buweswa Seed Secondary School, Buweswa Seed Secondary School, Bugobero High School and Bubulo Secondary School.

3.3 Sample Size

According to Amin (2002) one main reason why a sample and not a census is usually taken for the estimation of population parameters is the lack of adequate resources (besides time)

constraint; hence the accurate determinate of the minimum sample size required for a given maximum error becomes important. This prevented the researcher from being wasteful.

Therefore, the researcher used 196 respondents for the study i.e. 98 male and 98 female teachers as well as 500 students. In addition to filling questionnaires, 60 students and 48 teachers were interviewed orally. This was got using the Morgan and Krejcie (I1970) method of determining the sample. This was representative enough for the findings to be generalized. Sample selection was from the five divisions which make Kampala district as shown in table 3.3.

Table 3.3.1 Showing sample selection

		Total	sample
1	Public schools	11	6
2	Teachers	315	196
3	Students from the sex sampled schools	1,732	300
4	Total		496

Source: Manafwa district Education office

3.4 Sampling Techniques

Sampling techniques provide a range of methods that enable one to reduce the amount of data needed to be collected by considering only data from a sub group rather than all possible cases or elements (Saunders, 2000).

This study, therefore, employed three techniques: systematic random sampling, census and stratified. The census technique was used to select the schools from where the teachers, as all schools were involved in the study. Stratified sampling technique was used in selecting the teachers for the study because the researcher was convinced that the target population was not uniform in terms of location, and type for example some schools were purely USE, while some are purely private, yet others are in partnership with the government.

Therefore, the target and accessible population could not be regarded as homogeneous and as such stratified sampling technique was employed to ensure that the target population is divided in different homogeneous strata so that each group is represented in the sample in a proportion equivalent to its size in the accessible population. This helped to ensure that each sub group's characteristics are represented in the sample and thus raising the external validity of the study.

3.5 Data Collection Instruments

This study adopted 2 major instruments in collecting the data for the study.

3.5.1 Questionnaires

According to Amin (2005) questionnaires are popular with researchers because information can be obtained fairly, easily, and questionnaires responses are easily coded.

These were, however, closed-ended in nature in order for the respondents to be focused on the topic and also for answering as they were deemed to be very busy people who should be given ample time to answer the questions at their own convenience. They required the respondents to give their opinion as regards to the impact of head teachers' administrative styles on teachers' counterproductive behaviour.

3.5.2 Interview Guide

Due to the desire to get detailed data, 48 teachers and 60 students were interviewed to dig deep into headteachers' management styles and the counterproductive work behaviour of teachers.

3.6 Validity and Reliability of Instruments

3.6.1: Validity

Validity is important in determining whether the statements in the questionnaire instrument and interview manuals are relevant to the study. According to Amin (2005) an instrument is said to be valid if it actually measures what it is supposed to measure. Therefore, the validity of the questionnaires was imperative to check whether they were relevant to the study. Content and construct validity were obtained by the help of the supervisor's input and three experienced lecturers from the College of Education who acted as reviewers during the proposal stage and consequently made their judgment by identifying both the valid and invalid question items of the instrument from which the content validity index (CVI) was calculated as hereunder:

CVI = Number of Items considered Valid X 100. $= 58$ $= 89.2\%$

Total number of items   65

Therefore, the instrument was taken as valid and consequently adopted for the study as its CVI of 89.2% was far beyond that of 70% as according to (Amin 2005).

3.6.2: Reliability

Reliability was aimed at testing for how reliable were the instruments to the study (i.e. ability of instrument to test for the same results over time). To ensure reliability, the researcher carried out a pilot study where a few respondents were given questionnaires to rate themselves on the applicability of the instruments. And thus these responses were computed with the Cronbach's formula below; thus item statistics were established as noted in the appendices. The researcher used Cronbach's co-efficient Alpha (a) to further test for reliability as evidenced below:

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Where a = Reliability, Σ SD2 I = sum of the variance of the individual items in the questionnaire, SDt2 = variance of the entire questionnaire, and k= Number of items in the questionnaire. This method was selected because it is straight forward and appropriate for liker scale instruments and its ability to measure the reliability of such instruments. And thus the researcher used the above formulae in the SPSS program to generate the following reliability product and reliability statistics attached in the appendices (Appendix D). Since the computed statistics which was 0.821, which were higher than 0.7, which is the recommended value by Amin (2005), the instruments were taken to be reliable and hence adopted for examination the study.

3.7 Data Collection Procedure

This study was intended to investigate the influence of the different management styles on teachers' counterproductive worker behaviours in secondary schools in Manafwa District.

First and foremost, after the approval of the research concept, the next stage was writing out the research proposal.

After the defense of the proposal, a letter introducing the researcher to the field was got from the Head of Department Post Graduate Studies of the university, to enable the researcher to visit the sampled schools to collect the data. The data so collected was tabulated, presented and analyzed using percentage scales. After the analysis the findings were discussed descriptively for the research questions to be answered and hence the conclusion to be made and the recommendations thereof.

3.8 Data Analysis

After completing data collection, the same were tabulated and there after analysed as follows:

Percentage distributions were used to analyse qualitative data.

The arithmetic mean was used to analyse quantitative data on head teachers' administrative styles and teachers' counterproductive work behaviour.

Pearson product moment correlation was used to examine the relationship between the variables of the study, referring to the third research objective.

3.9 Ethical considerations

Jowell (1986) as quoted by Lillian (2015) observes that ethical considerations in research involve outlining the content of research and what would be required of participants, how informed consent would be obtained and confidentiality ensured. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants.

The researcher, therefore, obtained a letter of introduction to the field from the Registrar Kampala International University, Tororo campus seeking permission from the head teachers of the sampled schools. The researcher assured the respondents of the highest manner of confidentiality in terms of the data provided; which were exclusively used for the purpose of the study. The respondents were treated with respect and their personal identifications were supposed to be kept anonymous in the research report released to the public in order to avoid the identification of respondent.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.0 1ntroduction

This chapter presents, analyses and interprets the findings from the data collected from the respondents on each research objective:

4.1 Demographic Characteristics of the Respondents (Teachers)

Table 4.1.1 Respondents' Age Distribution

Years	Frequency	Percentage
23-28	19	9.7
29-39	97	49.5
40-49	80	40.8
Total	196	**100**

Source: Field Data (2018)

Analysis

From Table 4.1 concerning the respondents' age distribution,9.7% of the respondents were in the age range between 23-28; 49.5% within the age range between 29-39; while 40.8% of them were in the age range of 40-49 years. These age ranges agree with the republic of Uganda constitution of (1995) which stresses that public service employees should be above 18years and above and the children to be below 18years; meaning that the respondents were in good position to participate in this study; also these age brackets are considered mature, honest and of high integrity. So this was necessary for the study, to use responses from mature employees constitutionally.

Table 4.1.2: Gender of Respondents

Gender	frequency	Percentage
Male	98	50
Female	98	50
Totals	196	100

Source: Field Data (2018)
Analysis

From Table 4.2 concerning the respondents' gender 50% of the respondents were males while 50% of the respondents were females without any difference between the two groups; which is in line with the national curriculum development centre (NCDC) (2012) as regards to gender balance in employment whereby females are highly encouraged to be employed.

4.1.3 Respondents Academic/ Professional Qualification

Qualification	frequency	Percentage
MED	20	10.2%
BED/BAE/BSC	90	46
DSE	86	43.8
Total	196	100

Table 4.3 reveals that 10.2% of the respondents were holders of Masters Degrees of education; while 46% of them were holders of bachelors of education degree; yet 43.8% of them were holders of diploma in education meaning that they all had the required qualifications far as

execution of their duties are concerned; a sign to show that all the respondents were knowledgeable people at their local levels of jurisdiction either as teacher or, administrators, and hence their responses could be dependable for the success of this research study as stressed by Frank Wood and Allan Sangster (2012) that respondents being members of different professional bodies indicates a minimum level of knowledge and expertise that would be expected and upon which employers and others using the information provided by such professionals presents an image of professional expertise and understanding.

Table 4.1.4 Demographic Characteristics of the Respondents (Students)

Category: Students	Frequency	Percentage
1. Gender		
Male	181	60.3
Female	119	39.6
Total	300	100
2. Age		
12-14	96	32
15-17	159	53
18 and above	45	15
Total	300	100

Source: Field Data (2018)

Table 4.1.4 shows that the, majority of the students who participated in the study were male (60.3%), and the female students were 39.6%. regarding their age, the majority were aged between 15-17 years. Only 15% of the students were aged 18 years and above.

4.2 Presentation of Data on the Research Objectives

4.2.1 Research Objective One: To establish the dominant Management styles of the head teachers in Secondary Schools in Manafwa District

Field data on this research objective un-earthed that the dominantly used method of management by head teachers of public schools in Manafwa district is to laissez faire (mean, 2.87), followed by autocratic style (mean 2.72). The least used management style is democratic (mean 2.49). This is shown in table 4.2.1.

Table 4.2.1 A and B showing Respondents' (Teachers') Responses on Dominant Management Styles of the Head Teachers in Secondary Schools in Manafwa District

Table 4.2.1 A 4.2.1 A

Laissez –faire management style	Mean	Interpretation
1. Lets teachers do things as they wish	2.51	HIGH
2. Let's workers establish their own workplace	2.53	High
3. Does not care to hold staff meetings	2.93	High
4. On several days he is not at school	3.08	High
5. Cares less about students' discipline	2.58	High
6. Cares less to know what goes on in the staff quarters	2.54	low
7. Cares less to know how teachers related with one another	3.24	High
8. Cares less to know how teachers relate with students	3.19	High
9. Does not make follow up of important things	3.26	Very high
Average mean	**2.87**	High

Table 4.2.1 B

Autocratic management style	Mean	Interpretation
1. Hardly communicates to staff	2.52	High
2. Sets performance standards	2.51	High
3. Initiates and directs goals to staff	2.42	low
4. Makes decisions on his/her own	2.48	High
5. Decides what is to be done and how to do it	3.06	High
6. Outlines needed changes and monitors action closely	3.12	High
7. Does not explain his decisions to workers	2.79	High
8. Is rude to members of staff	2.18	low
9.. Meetings are held for formality; he/she comes with preconceived decisions	2.78	High
Average mean	2.72	high
Democratic management style	Mean	Interpretation
1. He is approachable	**2.48**	**low**
2. Delegates responsibilities	**2.36**	**low**
3. Expresses confidence in staff	**2.50**	**High**
4. Consults others in making decisions	**2.60**	**High**
5 Provides clarification and additional information to teachers	**2.57**	**High**
6. Expresses confidence in staff members	**2.49**	**low**
7. Staff members are involved in all school programmes	**2.46**	**low**
8. Decisions are applied fairly and consistently	**2.48**	**low**
9..Teachers freely discuss in meetings	**2.50**	**low**
10. Assigns specific tasks to specific people	**2.46**	**low**
Average mean	**2.49**	**Low**

Table 4.2.1 A and B show that the dominantly used method of management by head teachers of public schools in Manafwa district is to laissez faire (mean, 2.87), followed by autocratic style (mean 2.72). The least used management style is democratic (mean 2.49).

As for laisses-faire style, eight out of the nine aspects which were used to measure this style of management were rated highly. That is the teachers considered their head teachers to be using those aspects highly for instance head teachers letting workers to establish their own work pace, not caring to hold staff meetings, not being at school on several days, caring less about student's discipline, caring less to know about what goes on in the staff quarters and caring less to know how teachers related with one another and with the students.

Some of the interviewed teachers claimed that the job security which head teachers enjoy in public schools (since they are employed by the Education Service Commission and their jobs are permanent and pensionable), they do not care. Even if they are not performers, all that the Ministry does is to transfer them to other schools.

Relatedly, all the items under autocratic management style were rated highly, namely head teachers hardly communicating to the members of staff, setting performance standards, initiating and directing goals to staff, making decisions on their own, deciding what is to be done and how to do it, outlining needed changes and monitor action closely, not explaining their decisions to staff, being rude, holding meetings with pre-conceived decisions.

On this note, one female teacher from a secondary school said,

"Head teachers of public schools are like small gods…, they are at times dictators and if you dare to report them to the Education Service Commission, sometimes those guys tell them who reported them, and if that happens, the head teacher can write to the Ministry recommending that teacher's immediate transfer and many times teachers are transferred to remote schools because of that".

Asked why head teachers have all such powers they said,

"*Unlike private schools where head teachers' jobs are contractual and sometimes the school founders can sack the head teacher before the expiry of the contract, in public schools the Education Ministry's officials are the bosses of head teachers…in this way, some head teachers bribe them with money, hence they sit on jobs and do whatever they want without anybody blaming them.* This shows the role of bribery in promoting poor management in schools.

Research objective 2: Extent of teachers' Counter productive work behavior in public secondary schools in Manafwa district

These findings on this research objective are that counter-productive work behaviors in secondary schools exist to a small extent (mean, 2.21), as shown in table 4.2.2.

Table 4.2.2 A and B showing the extent of teachers' Counter productive work behavior in public secondary schools in Manafwa district

Social aspect : Our teachers	Mean	Interpretation
Don't command respect	**1.75**	**very small extent**
Are not sensitive to individual students' differences	**2.41**	**Small extent**
You so hard	**1.75**	**very small extent**
Are un dependable	**1.74**	**very small extent**
Tell students about their differences with the foundation body	**2.32**	**Small extent**
Are drunkards	1.73	Very small extent
Smoke while at school	2.25	**Small extent**
Are hot tempered	20.31	**Small extent**
Over punish students	2.48	**Small extent**
Are proud and arrogant	2.49	**Small extent**
Average mean	**2.12**	**Small extent**
Economic aspect: Our teachers	Mean	Interpretation
1. Solicit money from students (money for marks)	**1.78**	**Very small extent**
2. Coach students during holidays for a fee	**2.32**	**Small extent**
3. Over complain about salary/payment	**2.33**	**Small extent**
Average mean	**2.18**	**Small extent**

Table 4.2.2 B

Moral aspect: Our teachers	Mean	Interpretation
1. Are in love (sexual relations) with colleagues at staff	2.45	**Small extent**
2. Keep anger (do not forgive)	2.34	**Small extent**
3. Are abusive to students	2.56	**Large extent**
4. Tell students about their differences with colleagues	2.32	**Small extent**
5. Tell students about their family challenges	1.68	**Very small extent**
6. Tell students' confidential data /information to other students	2.42	**Small extent**

7. Put on indecently e.g. short, tight and light skirts	1.65	**Very small extent**
8.Steal school items of books, chalk, food stuffs	1.56	**Very small extent**
9. Talk obscenity in class	1.72	**Very small extent**
Average mean	**2.13**	**Small extent**
Academic aspect: Our teachers	**Mean**	**Interpretation**
1. Come late to class	1.81	**Very small extent**
2. Leaves class before time	1.78	**Very small extent**
3. Rarely use teaching/learning aids	2.69	**Small extent**
4. Lacks good grasp of the subject matter	2.39	**Small extent**
5. Don't explain clearly	3.19	**large extent**
6. Don't promote student participation	3.20	Large extent
7. Don't provide immediate and meaningful feedback to students	2.49	**Small extent**
8. Absent from duty	2.43	**Small extent**
9. Don't entertain questions from students	2.41	**Small extent**
10. Go to class and spend much of the time conversing	1.72	**Very small extent**
Average mean	**2.41**	**Small extent**
Grand mean 2.21	**2.21**	**Small extent**

This finding on this research objective are that counter-productive work behaviors in secondary schools exists to a small extent. The meaning of this is that the behaviors which sometimes teachers get engaged in, contrally to their work ethics exist in secondary schools but they are not highly done. Some individual teachers do them at a low level. In other words, such bad acts are not very common in schools.

In all the four aspects of counterproductive behavior in schools, namely, social aspect, economic aspect, moral aspect and academic aspect, the average means are low, meaning that teachers

portray bad behaviors in those aspects, to a small extent. This implies that the teachers generally do what is expected of them. Though some teachers fall short of what is expected of them, it does not occur at an alarming rate.

Further analysis of the results however indicate that some teachers do un-becoming acts such as having sex with students (2.58), are abusive to students (2.56), female teachers putting on indecently (mean 1.64), talk obscenity in class (mean 1.72). These means imply that though these acts are done to a small and very small extent, their existence is un-fortunate. This is collaborated with the qualitative data gathered from students during the oral interviews where one student said,

 "Some teachers secretly fall in love with students and they end up giving them free marks, cheat examination for them, impregnate them and sometimes spread HIV/AIDs to them…to make matters worse, when they suspect that a certain male student is competing with them on a girl, they become hostile to such male students".

This implies a decay in the moral fibres of some teachers, an unfortunate thing which should be condemned by all stakeholders in the education system

A related view was reiterated by a female student who claimed to be a born again Christian and said, *"Some teachers seek cheap popularity from students. They for example come to class especially in subjects like CRE paper 4, CRE 223 of O-Level, in Biology or General Paper. In teaching about topics related to marriage, family life and sex, there is a tendency for some of them to speak obscenity thinking that they are pleasing students, that students will like them a lot because of that".*

The implication of this claim is the moral decadence of some teachers. It is surprising for a teacher who according to teacher's professional ethics is a parent of the student(s), to speak obscenity to his/her children. Actually in elaborating on this issue, students reported that as some male teachers are teaching about such topics, they pocket and some others who do not, are seen as having erected. This further reveals moral decadence for a teacher to erect before his students, otherwise a teacher is supposed to have self-control.

4.3.3 Research objective three: Relationship between Management Styles and Teachers' Counterproductive Work Behaviour in Public Secondary Schools in Manafwa District

On this research objective, the finding was that there is no significant relationship between head teachers' management styles and teachers' counter productive work behavior in public secondary schools in Manafwa district, (sig 0.065), as shown in table 4.3.3.

Table 4.3.3 showing Relationship between Management Styles and Teachers' Counterproductive Work Behaviour in Public Secondary Schools in Manafwa District

Variables correlated	r-value	Sig-value	Relationship
Management styles VS Counterproductive work behavior (CWB)	0.085	0.065	Insignificant
1. autocratic Vs club CWB	0.087	0.063	Insignificant
2. laissez-faire Vs CWB	0.097	0.058	Insignificant
Democratic Vs CWB	0.086	0.071	Insignificant

Table 4.3.3 shows that there is no significant relationship between head teachers management styles and teachers counter productive work behavior in public secondary schools in Manafwa district. This means that the method of management which the head teacher uses most of the time does not influence so much the teachers' irresponsible acts which go against their profession (sig. 0.065). Since this sig-value is greater than 0.05 level of significance commonly used in social sciences, then we conclude that the relationship between the variables of the study is not significant. Thus, the null hypothesis which guided this study was accepted.

Further analysis of the three management styles and their individual effects on teachers' counter-productive work behavior reveals that autocratic style and democratic style do not influence teachers' counterproductive behavior significantly (sig 0.063 and 0.071) respectively.

Even laissez faire style does not affect teacher's counterproductive behavior significantly (sig 0.058).

Triangulated with qualitative data, the interviews revealed what seemed contradictory to quantitative data, as summarized in table 4.3.4.

Table 4.3.4 showing summary of qualitative responses on the influence of management style on teachers' counterproductive work behavior

N-48 teachers

Item	No. of teachers who raised this as an issue/point	% of respondents who raised this as an issue/point
1. Where head teachers don't care, teachers easily engage in irresponsible acts.	35	72.9
2. Where head teachers are dictatorial teachers fear to be recommended for transfer, hence teachers behave responsibly.	29	60.4
3. Where head teachers are democratic teachers feel that they are part of the school, so they behave responsibly.	30	62.5

The summary of the qualitative responses from 48 teachers reveal that laissez-fair method of management can cause teachers to engage in irresponsible acts at school as was mentioned by 72.9% of the respondents, hence suggesting that laissez faire management can influence teachers counter-productive work behavior, significantly. So, qualitative data disagreed with quantitative data.

It was also revealed by 60.4% of the oral interviewees that dictatorial head teachers can lead to a reduction in counterproductive behavior of teachers, as teachers tend to behave responsibly, fearing tough consequences of misbehaving, such as being recommended for transfer to a remote school.

Relatively, 62.5% of the respondents indicated that democratic head teachers can cause teachers to feel at home, feel that they own their respective schools and hence behave responsibly, hence suggesting that democratic management style can lead to a reduction in teacher's counter-productive work behavior.

Therefore, the slight difference observed between the quantitative and qualitative responses on the relationship between the variables of the study shows a limitation in the use of quantitative items while designing a questionnaire.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations of the study.

5.1 Discussion

5.1.1 Demographic Characteristics of the Respondents

5.1.1.1 Respondents' Age

From Table 4.1 concerning the respondents' age distribution,9.7% of the respondents were in the age range between 18-28; 49.5% within the age range between 29-39; while 40.8% of them were in the age range of 40-49 years. These age ranges agree with the Republic of Uganda constitution of (1995) which stresses that public service employees should be 18years and above and the children to be below 18years; meaning that the respondents were in good position to participate in this study; also these age brackets are considered mature, honest and of high integrity. So this was necessary for the study, to use responses from mature employees constitutionally.

5.1.1.2 Respondents' Gender

From Table 4.2 concerning the respondents' gender 50% of the respondents were males while 50% of the respondents were females without any difference between the two groups; which is in line with the national curriculum development centre (NCDC) (2012) employed, as regards to gender balance in employment whereby females are highly encouraged to be educated.

5.2.1.3 Respondents Education Level

Table 4.3 reveals that 10.2% of the respondents were holders of Masters Degrees of Education; while 46% of them were holders of Bachelors of Education degree; yet 43.8% of them were

holders of Diploma in Education meaning that they all had the required qualifications for the execution of their duties; a sign that all the respondents were knowledgeable people at their local levels of jurisdiction either as teacher or, administrators, and hence their responses could be dependable for the success of this research study as stressed by Frank Wood and Allan Sangster (2012) that respondents being members of different professional bodies indicates a minimum level of knowledge and expertise that would be expected and upon which employers and others using the information provided by such professionals presents an image of professional expertise and understanding.

5.1.1.4 Respondents Working Experience

From Table 4.4 46% of the respondents have a working experience of between 0-9years, while 40.8% of them were of working experience of between 10-19 years; yet 13.2% of them have a working experience of between 20-29 years; meaning that all the teaching staff have the necessary experience and were able to handle any situation. Therefore, the working experience of the respondents was necessary to give confidence for the researcher that the information given is authentic.

5.2 Discussion of Study Findings

5.2.1 Management styles of the head teachers in public Secondary Schools in Manafwa District

On this research objective, the finding was that laissez faire was the dominantly used method of management in public secondary schools in Manafwa district. This relates to what Okumbe (1998) claimed that though the leader is required to ensure that all staff members are informed about the terms and conditions of their employment, and rules and regulations of the organization in which they work which should be done during orientation or induction, some

headteachers, for various reasons, apply the "I don't care' attitude, something which is very wrong in an organization. A related view is held by Mbithi, (2007) who states that if the head teachers as leaders in schools lack the initiative and originality to give the proper guidance, the organization cannot be expected to achieve its goals. Similarly, if some of the staff lack a sense of duty, the school will certainly fail to achieve its' aims. Innovative ideas on the part of the leader, coupled with devotion to duty by the members of staff, will give an organization the success

Autocratic style was the second highly used management style. As Armstrong (2002) observes, autocratic leaders have absolute power over their staff or team, workers have little opportunity for making suggestions, even if these would be in the team or organization's interest. The leader tells the workers to come along with him and should be a change catalyst. This style does not help much the organization to grow. As applied to schools, this means that this method of management is not good to be used.

As leaders, the heads of institutions should have influence and control over the behaviours of learners and staff among other stakeholders, in order to achieve the objectives and goals of their institutions (Barasa & Ngugi, 1990). One of the factors influencing school effectiveness is the nature and quality of the leadership and management. Head teachers should be able to manage and deploy school resources efficiently, guide curriculum implementation and change, and create professional ethos within the schools by involving teachers and other stakeholders in decision-making (Common wealth Secretariat, 1997). To the researcher, this is true, because head teachers being the heads of schools need to exercise control over the subordinates and ensure they perform their roles of implementing the curriculum effectively.

The findings from the study are in agreement with Okumbe, (1998) who argues that in Laissez-faire style of leadership, the leader tends to avoid power and authority; and the leader depends largely on the group to established goals and means of achieving progress and success. In theory, the head teacher who uses this style of leadership believes that there should be no rules and regulations since everyone has an "inborn sense of responsibility". Such a situation may well exist amongst mature, experienced employees, but it is not clear how it would work with newly appointed ones.

Surprisingly, democratic leadership style was the least used method. The reasons adduced from oral informants were that in public secondary schools headteachers are like small gods who are untouchable, their jobs are permanent and pensionable, they usually bribe the Ministry officials, and that they are employed by the Ministry, not by the community. Because of this, headteachers can hardly be democratic. This is unfortunate, otherwise Newstrom & Keith (1993) argues that using this style is of mutual benefit because it allows the employees to become part of the team and allows the leader to make better decisions. According to (D'Souza, 1997), The democratic leaders encourage joint decision-making as well as shared goal- setting; and they allow group members a good deal of freedom in their work once they have shown their ability to do it. They keep looking for better ways to do things; and are open to change when convinced that such changes seemed called for and would lead to greater effectiveness in areas like curriculum implementation. The researcher too affirms that when tutors are involved in decision making and budgeting in matters relating to their departments they effectively implement the curriculum.

Related views are held by D'Souza, (1997) who elaborates that democratic or participative type of leaders are generally as concerned with maintaining group effectiveness as with completing the tasks to be done; and they encourage members in their groups to express their ideas and

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feelings; because they believe that such a climate leads to greater creativity and commitment.

Some of the respondents argued that control and punishment are not necessary to bring good job performance. This supports the contention of Okumbe,(1998) that among the useful contingency approaches is that of the Path-Goal model, which states that an effective leader clarifies the means or paths by which subordinates can achieve both a high performance and job satisfaction. The motivation may be an appropriate reward and a focusing on paths or behaviors, which can lead to successful job.

Leadership is believed to be subject to strategic planning. Leadership is found to play an important role in providing common direction and commitment. The collective work strategy is strongly related to the pursuit of successful leadership style. In a highly competitive world, it is crucial for the organizations to be aware of the potential impact of role stressors. As it can be seen from the review of the previous literature and findings of the current research, role stressors such as role ambiguity and role conflict are found as the most important source of job dissatisfaction and job performance. Understanding the nature of role stressors and potential sources which may cause them to will help organizations to take control of managing role stressors.

Laissez-faire leadership is the least effective type of leadership styles. Many studies found out that the current type of leadership was the least productive. Majority of these studies mentioned that laissez-faire leaders were considered as the main culprits of role conflict. Due to the nature of the laissez-faire type of leadership, subordinates can have challenges regarding identifying their responsibilities and daily tasks (Simon, 2014). The laissez-faire type of leadership encourages the role ambiguity among the subordinates. The result of the current study showed

that there is a positive relationship between laissez-faire leadership and role ambiguity. It is also important to mention that final decision making is strongly dependent on the laissez-faire leaders although they provide complete power and freedom to their subordinates in accomplishments of daily tasks.

Role conflict is an evolving problem among team members (Seifert et al, 2003). Role conflict can result in different undesirable results such as lower productivity, damaged relationship and even can lead to absenteeism (Skogstad et al, 2007). One of the potential sources of role conflict can be linked to matrix organizational structure used by the leaders. As a result of matrix structure, subordinates face some drawbacks such as mixed communication and reporting lines, increased competition for resources and in many circumstances, they have to deal with different management styles of the leaders and managers. Transformational leaders deliver strong and concise coaching for each follower so that the members of the organization would not endure any confusion in their roles (Barrow, 1977). Thus, transformational leaders in most cases prevent the issue of role ambiguity, which implies that transformational leaders have a negative impact on role ambiguity which is justified by the findings of the current study.

Transactional leaders pay attention to the duties and responsibilities of every team member as it is crucial to specify the role of each employee in the organization to stay away from the cases of role conflict. The review of the literature shows that several characteristics shown by transactional leaders are more likely to have a negative impact on role conflict, by decreasing its chances of occurrence. Transactional leaders mark an agreement between followers and him concerning the importance of each task detail that needs to be accomplished within the certain period. (Mach et al. 2010). As a result, higher levels of transactional leaders are found to decrease the likelihood of occurrence of role ambiguity.

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Resolving role ambiguity and role conflict is believed to increase the job performance. Increasing job performance is found to have a positive influence on increasing job cooperation. The review of the literature shows that the relationship between job performance and job cooperation was somewhat controversial in the literature. However, the recent studies show that there is a significant relationship between job performance and job cooperation. The idea behind role theory suggests that organizational environment plays an important role in identifying the main roles of individuals since these rules clearly state what is expected from the employees. The role of the leaders and their characteristics and leadership styles are key to improving the effectiveness and productivity of the workforce. The findings of the study suggest that transactional and transformational leadership are impactful on role ambiguity and conflict.

5.2.2 Extent of teachers' Counter Productive Work Behavior in public Secondary Schools in Manafwa District

The findings of the study indicated that counterproductive behavior in secondary schools are there to a small extent. This, according to qualitative data from students was attributed to many teachers' being married, some being mature men and women, being qualified hence professional, as well as students being highly sensitized, hence limited teachers' counterproductive work behavior. The few teachers who were involved in counterproductive work behavior did so partly because of some headteachers not being at school regulary. This relates to the assertion of Sisungo, (2002) that school administrators need to develop and maintain school procedures by directing and controlling the activities and behaviour of teachers, pupils and non-teaching staff and involves them in the acquisition and allocation of resources for achievement of goals in the school. These processes involve the management of resources

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including human, material, financial and time. Management entails the process of delegation and the creation of a special teacher- manager-sub-ordinate relationship. Delegation leaves the head teacher free to make profitable use of time to concentrate on the more important tasks, and to spend more time in managing and less in doing (cited in Bardes, & Piccolo, 2010).

Limited motivation was also mentioned as a factor causing some teachers to behave irresponsibly. However, the study done by Barasa & Ngugi, (1990) emphasized that Leadership involves accomplishing goals with and through people. That is, in a certain situation and at a certain time, an individual may attempt to influence the behavior of someone else. As leaders, head teachers are expected to influence the behaviors of pupils and staff among other stakeholders, in order to achieve the objectives and goals of their schools.

Some of the respondents agreed with the statement that they can withhold needed information, ignore and refuse to help someone at work. In a somewhat different vein, Giesburg (2001) examined employee perceptions of the causes and prevention of workplace violence and sabotage. In his study, 80% of employees stated that better communication by management could prevent the proliferation of workplace violence. This finding indicates that employees look to their leaders to improve the flow of communication and that they hold their leaders responsible when things go awry. Therefore, leadership creates the work environment both in terms of objective productivity, as described previously, and in terms of subjective employee perceptions, as this study indicates. To this, 45% of them were not sure of the same, yet 40% of them were in disagreement with the statement.

As regards to making an obscene gesture (with the finger) to someone at work, none of the respondents were in affirmative with the statement, but 10% of them were not sure of the same, yet 45% of them disagreed with the same and this tied with those who strongly disagreed with the same thereby making 90 % of the respondents in disagreement with the statement.

Forty-five percent (45) % of the respondents were in agreement with the statement that they can threaten someone at work with violence physically, though 40% of them were not sure of the same, yet 5% of them disagreed with the same while 10% of them strongly disagreed with the same thereby making 15% of the respondents in disagreement with the statement. (Fox et al., 2001) identifies two types of justice which are distributive, or people's perceptions of fairness of outcomes received by self and others, and procedural, or perceptions of fairness in the process that determines outcomes. Although procedural justice has demonstrated stronger relationships to emotions and CWB (e.g., Cohen-Charash & Spector, 2001; Fox, Spector, Miles, 2001), both types of justice have shown significant correlations within Spector and Fox's (1999) job-stress/CWB model.

Forty percent (40) % of the respondents were in affirmative with the statement that they can hide/ steal something so someone at work couldn't find it, this however contradicts Sisungo,(2002) he observes that; 'School management involves the head teacher in developing school objectives and working with and through people to achieve school objectives by means of effective decision-making and coordination of the available resources'; meaning that such staff may be lacking direction in terms of vision and this makes the to relax and hence resort CBW..

Forty percent (40) % of the respondents were in agreement with the statement that they can do something to make someone at work look bad, yet 15% of them were not sure of the same while

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45% of them were in disagreement with the same. This is still part of organizational injustice which could lead to counterproductive behaviors.

Thirty percent (30) % of the respondents strongly agreed with the statement that they can play a mean prank to embarrass someone at work, to which 10% of them agreed with the same thereby making 40% of respondents in agreement with the statement. Never the less 45% of the respondents were not sure of the same, yet 15% of them were in disagreement with the same; but Kathy Graham (2003) argues that one of the biggest hindrances to a tutor's commitment is the lack of support from the principal. This therefore could mean that the Principal's type of leadership style has a lot it contributes towards tutors' commitment in the curriculum implementation there by encouraging them to participate in counterproductive behaviours.

5.2.3: Relationship between head teachers' management styles and teachers' counter Productive Work Behaviour in public Secondary Schools in Manafwa District

On this research objective, the finding was that there is no significant relationship between head teachers' management styles and teachers' counter Productive Work Behaviour in public Secondary Schools in Manafwa District.

According Bruursema (2004) Violence, theft, sabotage and other forms of counterproductive work behavior (CWB) are enormously costly to organizations from financial, image, and human capital perspectives and the U.S. Chamber of Commerce reports that $50 billion are lost annually by U.S. organizations due to employee theft and fraud (U.S. Chamber of Commerce, 2002). The Chamber of Commerce (2002) also states that 20% of businesses fail due to internal theft and fraud.

Sabotage was also seen as a product of head teachers' leadership styles and 40% of the respondents strongly agreed with the statement while 45 % of them agreed thereby making 85% of the respondents in agreement with the same; this also agrees with Bruursema (2004) when he asserts that; Violence, theft, sabotage and other forms of counterproductive work behavior (CWB) are enormously costly to organizations from financial, image, and human capital perspectives; though 15% of the respondents were not sure of the same (cited in Bass, 1990).

Some respondents claimed that head teachers' leadership styles can result into murder and hostility since a job is like one's mother, so losing it is losing a bread winner, so if the headteacher appears oppressive to teachers, some teachers can secretly plan evil for that headteacher. This relates to the findings of the U.S. Department of Labor, (1996) that, as many as six people are murdered every month at the hands of a co-worker or former co-worker.

From the studies conducted by (Bass, 1996); and Woodford, Whittington, & Goodwin,(2001); there is considerable evidence that transformational leadership is effective in promoting positive follower and organizational results. This off course should come out of a satisfactorily done work. Survey studies using the MLQ (Multifactor Leadership Questionnaire) and similar questionnaires find that transformational leadership relates positively with subordinate satisfaction, motivation, and performance Moreover, Sparks and Shanks (2001) found that transformational leadership did indeed transform followers by encouraging them to see the higher purpose in their work. They also found positive relationships between belief in this higher purpose and job satisfaction, group cohesion, and subordinate effort (Sparks et al., 2001) through structural equation modeling. This is also in line with Chen & Spector, (1992) who assert that interpersonal conflict, or getting into arguments with co-workers, also has a demonstrated

relationship with various kinds of CWB for example not only is conflict one of the most widely cited job stressors (Keenan & Newton, 1984), but also shows a strong relationship with negative emotion (r=.49; Fox et al., 2001). This is despite 6% of them were not sure of statement (Arami, 2016).

While, in a study on secondary school teachers in Nigeria, Salami (2010) mentioned that work related stress and negative affectivity are two crucial predictors for CWB. As with the stressful nature of academic work in Taiwan (Hung, 2011; Kyriacou&Chien, 2004), occurrence of deviant behaviours are inevitable. More important, CWB studies in Taiwan are quite limited, hence, the current study shall attempt to further verify the CWB Taiwan (CWB-T) scale (Hu et al., 2015) within the elementary and high school teachers. Within the CWB-T scale a total of 8 factors are mentioned, namely: time theft (TT) – reducing work hours using any form of improper or inappropriate reasons, inappropriate use of resources (IUR) – deliberate use, waste, theft, or destruction of schools' properties, inappropriate student-teacher relationship (ISR) – any inappropriate, unethical, or unprofessional interactions between teachers and students, inappropriate parent-teacher relationship (IPR) – any inappropriate, unethical, or unprofessional interactions between teachers and parents, lack of professionalism (LOP) – lack of pedagogical and professional content knowledge resulting in poor teaching performance, apathy (AP) – lack of enthusiasm and/or unwilling to improve oneself, political tactics (PT) – forming alliances to gain control and personal attacks, and reluctant to accept administrative duties (RAD) – unwilling to accept any duties besides teaching (Hu et al., 2015, p. 71). CWB-T scale is computed to have Cronbach (1951) alpha reliabilities ranging from .73 to .90, denoting quite a reliable instrument (Cohen, Manion, & Morrison, 2007). Therefore, it would seem appropriate to validate the CWB-T and at the same time administering it to wider participants.

Continentally Efficiency of school systems to a large extent depends on the ability of teachers to satisfactorily perform duties assigned to them. In recent years, there have been decline in the standard of education in Nigeria and it appears that many attribute this not only to students' attitude but also to low performance and general poor work attitude of teachers. Thus, teachers may also engage in less productive behaviour and exhibit what may be referred to as counterproductive work behaviour (CWB). Organizational researchers have explored issues relating to counterproductive work behaviours, such as overt acts of aggression (Douglass &Martinko, 2001; Early &Steffan, 1986; Martinko, Gundlach& Douglass, 2002), interpersonal conflict, sabotage (Skarlicki&Folger, 1997), and theft (Greenberg, 1990; 1993), drug use (Hogan & Hogan 1989). Counterproductive work behaviour has conceptual resemblance with constructs such as incivility, workplace aggression, workplace deviance, sabotage, theft and apathy (Fodchuk, 2007; Jensen, Opland& Ryan, 2010; Penney, Hunter & Perry, 2011; Wu &Lebreton, 2011). It encompasses a wide range of negative work behaviours that threaten the survival, productivity and other legitimate objectives of an organization (cited in Gyensare, Anku-Tsede, Sanda,& Okpoti, 2016).

5.3 Conclusions

The following conclusions are made

1. Majority of the head teachers in public secondary schools in Manafwa district use laisses-faire style of management.

2. Though counter-productive work behavior among teachers exists in public secondary schools in Manafwa district, it is to a low scale.

3. The method of management a head teacher mainly uses does not influence so much the teachers counter-productive work behavior, thus teachers counter productive work

behavior mainly defends on other factors rather than the head teacher's management style.

5.4 Recommendations

According to the findings of the study, the following are recommended

1. There is need for head teachers to employ democratic style of management. Laissez fare style should be discarded; otherwise it implies lack of professional ethics among head teachers.

2. Head teachers should cause teachers to behave and act responsibly, thus doing away with counter-productive work behavior. This can be done through regular staff meetings as well as supervising and monitoring teachers.

3. Though there is no significant relationship between management styles of head teachers and the teachers counter-productive work behavior, there is need for head teachers to apply different methods of management especially democratic and dictatorial. This can cause teachers to behave responsibly as qualitative data revealed.

5.5 Recommendations for Further Research

As regards to the findings of this study on the Impact of the different lmanagement styles on teachers' counterproductive worker behaviour in Secondary Schools, in Manafwa District, the researcher suggests the following areas for further studies:

The impact of Internal and external politics on teachers' counterproductive work place behaviour in Manafwa district secondary schools

The influence of Government bureaucracy on employee counter productive work place behavior in Manafwa district secondary schools.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE TO TEACHERS

Introduction: I, Mungoma, am carrying out a study on the influence of management styles on the counterproductive behaviour of secondary teachers in public schools in Manafwa district. Kindly participate in this study by filling this questionnaire. Thank you.

PART A: PERSONAL DATA

Kindly fill in the correct information

Your gender:………….; Your age…………………;Your highest academic qualifications…………………………..;Your teaching experience ………………….

Direction: Kindly rate your headteacher by writing 4, 3, 2 0R 1, against the statement, WHEREBY 4= STRONGLY AGREE; 3- Agree; 2- Disagree; while 1- Strongly disagree

	Our headteacher:	**4**	**3**	**2**	**1**
1	Lets teachers do things as they wish				
2	Let's workers establish their own workplace				
3	Does not care to hold staff meetings				
4	On several days he is not at school				
5	Cares less about student's discipline				
6	Cares less to know what goes on in the staff quarters				
7	Cares less to know how teachers related with one another				
8	Cares less to know how teachers relate with students				
9	Does not make follow up of important things				
10	Hardly communicates to staff				
11	Sets performance standards				
12	Initiates and directs goals to staff				

13	Makes decisions on his/her own				
14	decides what is to be done and how to do it				
15	Outlines needed changes and monitors action closely				
16	Does not explain his decisions to workers				
17	Is rude to members of staff				
18	Meetings are held for formality; he/she comes with preconceived decisions				
19	He is approachable				
20	Delegates responsibilities				
21	Expresses confidence in staff				
22	Consults others in making decisions				
23	Provides clarification and additional information to teachers				
24	Expresses confidence in staff members				
25	Staff members are involved in all school programmes				
26	Assigns specific tasks to specific people				
27	Decisions are applied fairly and consistently				
28	Teachers freely discuss in meetings				
29	Assigns specific tasks to specific people				

PART D: QUESTIONNAIRE TO STUDENTS: TEACHERS' COUNTER-PRODUCTIVE WORK BEHAVIOUR

Kindly rate your teachers by writing 4, 3, 2 0R 1, against the statement, WHEREBY 4= STRONGLY AGREE; 3- Agree; 2- Disagree; while 1- Strongly disagree with the statement

1	**Social aspect : Our teachers:**	4	3	2	1
i	Do not command respect				
ii	Are not sensitive to individual differences				
iii	are so hard on students				
iv	Are un-dependable				
v	Tell students about their differences with the foundation body				
vi	Are drunkards				
vii	Smoke while at school				
Viii	Are hot tampered				
Ix	Over punish students				
X	Are proud and arrogant				

2	**Economic aspect: Our teachers:**				
I	Solicit money from students (money for marks)				
Ii	Coach students during holidays for a fee				
Iii	Borrow money find students				
iv	Over complain about salary/payment				

3	**Moral aspect: Our teachers:**				
I	Are in love (sexual relations) with colleagues at staff				
Ii	Keep anger (do not forgive)				
Iii	Are abusive to students Tell students about their differences with colleagues				
Iv	Tell students about their family challenges				
V	Tell students' confidential data /information to other students				
Vi	Put on indecently e.g. short and tight skirts				
Vii	Steal school items of books, chalk				
Viii	Are in love (sex) with students				
Ix	Talk obscenity in class				
4	**Academic aspect: Our teachers:**				
I	Come late to class				
Ii	Leaves class before time				
Iii	Rarely use teaching/learning aids				
Iv	Lacks good grasp of the subject matter				
V	Don't explain clearly				
vi	Don't promote student participation				
Vii	Don't provide immediate and meaningful feedback to student				
Viii	Absent themselves from duty				
Ix	Don't entertain questions from students				
X	Go to class and spend much of the time conversing				

APPENDIX II: INTERVIEW GUIDES

A. MANAGEMENT STYLES (FOR TEACHERS)

1. According to you, what management style does your headteacher mainly use?

2. What could be the reason for using it?

3. How does management style affect teachers' counter productive work behaviour?

B. COUNTERPRODUCTIVE WORK BEHAVIOUR (FOR STUDENTS)

1. Are there irresponsible ways, or un-ethical behavious your teachers engage in?

   explain

2. If yes, what could be the cause?