

**THE IMPACT OF HEADTEACHERS LEADERSHIP STYLES AND
TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN
NAMBALE SUB-COUNTY IGANGA DISTRICT**

BY

LUGWIRE MICHAEL

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APPROVAL

This work has been supervised and is now ready to be submitted to Kampala International University with my approval as a university supervisor.

SUPERVISOR

Name: MADAM TALIGoola DEBORAH

Signature: 

Date: th 18 October 2018

DEDICATION

I dedicate this work to my parents Mr. Izimba Patrick, Mrs. Namunbya Loy, my Aunt Naigaga Harriet and my siblings Mumbejja Flavia, Nambi Gloria, Kabale Richard.

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I begin by appreciating God the Almighty for the Gift of life and knowledge.

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TABLE OF CONTENT

DECLARATION.....	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
ABSTRACT	vii
 CHAPTER ONE.....	 1
INTRODUCTION	1
1.0 Background of the problem	1
1.1 Statement of the problem	6
1.2 The purpose of the study.....	6
1.3 Objectives of the study	7
1.4 Research and question	7
1.5 The significance of the study	7
1.6 Limitation of the study.....	8
1.7 Definition of key terms and concepts	8
 CHAPTER TWO	 9
LITERATURE REVIEW	9
2.0 Introduction.....	9
2.1 Basic Leadership styles.....	9
2.1.1 Autocratic or Authoritarian Leadership Style.....	9
2.1.2 Democratic leadership style.....	10
2.1.3 Laissez-faire Leadership style	11
 CHAPTER THREE	 12
RESEARCH DESIGN AND METHODOLOGY	12
3.1 Introduction.....	12

3.2 Research Design	12
3.3 Study area, population and sample size	13
3.4 Sampling procedures	14
3.5 Data Collection Methods	15
3.5.1 Interview	15
3.5.2 Observational schedules	16
3.6 Validity and Reliability of instrument	17
3.7 Data analysis Procedures	18
3.8 Ethical issues and consideration	19
3.9 Confidentiality consideration.....	19
3.10 Summery	19
 CHAPTER FOUR	 20
PRESENTATION OF FINDINGS ANALYSIS AND DISCUSSION OF DATA	20
4.0 Introduction.....	20
4.1 If Head teachers of schools are setting and clarifying school goals, visions and missions to teachers	20
4.2 Head Teachers Constantly Monitoring Performance of Teachers.....	23
4.3. If the Heads of Schools Reward Teachers	28
 CHAPTRE FIVE	 31
SUMMARY, CONCLUSION AND RECOMENIATIONS.....	31
5.0 Introduction	31
5.1 Summary of the Study	31
5.2.3 Head Teacher Leadership and Teacher Rewards.....	32
5.3 Conclusion.....	32
5.4 Recommendations.....	33
5.4.1 Recommendation for Action.....	33
5.4.2 Recommendation for Further Research	34
REFERENCE	35
Appendix 1.....	38

ABSTRACT

The study focused on the head teachers leadership styles and teachers' performance in secondary schools in Nambale Sub-County Iganga district based on the objectives that included to examine how autocratic leadership style used by head teachers influence teachers performance in Nambale sub-county Iganga district, To find out how the laissez-faire leadership style as used by the head teachers influence teachers performance in Nambale Sub-county Iganga District and also to examine the Democratic leadership style used by the head teacher influence teachers performance in Nambale sub-County Iganga district.

Research design comprised of both qualitative design and quantitative design though the research was more of qualitative. In this aspect five broad strategies of qualitative research were employed which included among others, ethnographies, grounded theory, phenomenological research.

The study revealed that, setting and clarification of school goals, vision and mission was done during staff meetings, the heads of schools implemented school's goals, vision and mission through ensuring that teachers have schemes of works, lesson plans, lesson notes and syllabus.

It was concluded that most of the head teachers failed to put up into practice their leadership styles. School heads who applied excessive laissez-faire leadership style and autocratic leadership style were not successful in implementing leadership style.

The study therefore recommended that, the head teachers must clarify their leadership styles to teachers twice per every term for good performance

CHAPTER ONE

INTRODUCTION

1.0 Background of the problem

Leadership refers to different types of guidance or encouragement to others to perform activities effectively as stipulated in circular. Leadership style is the art of influencing activities so that they willingly and enthusiastically strive towards achievement of organizational goals by either supportive behavior or directive behavior styles. According to Farmer P.C (2009) described that effective leadership style help their teachers to develop vision that enables the best thinking about teaching and learning. Head teacher leadership style inspires teachers to reach their ambitious goals and to better their performance

This is also shared by Okumbe, (1998) that leadership in any organization would contribute towards realization of objectives .According to him, this is so because undesirable leadership practices should not lead to effective teacher performance because supervision, monitoring and development of plans for both human as well as Non-human resources,would have not taken effect .In order to achieve desirable teachers objectives, leaders should be situational to environmental circumstances.

A leader is the one who influences others to attain goals (Bateman and Scott, 2002).From this point of view, Bateman and Scott (2002) view leadership as an intentional social influence process exerted by one person in a group. In schools, it could be conceptualized as a process of influencing teachers to organize details for teaching in harmony.

Furthermore, Gabriel and Farmer (2009) argue that the responsibility of crafting the mission statement of a school would involve teachers, students, and non teaching staff. The mission is the touch point that helps leadership to determine whether that shall be happening is, in fact happening. A mission statement is the wind that brings you to desired harbor. It guides the travel and powers its momentum. The mission statement “gives educators a stronger motivation and provides parents with clear picture of what the school values. A clear vision and a common mission that identify the kind of learning to be

achieved would help the school and the efforts of its staff and students on target”(Gabriel and Farmer,2009 cited in Peterson,2000).

For that reason, overall performance of any educational institution greatly depends on the kind of leadership style of the heads of the institution.(Maro,1999) stresses that school heads are central persons in creation of harmony or disharmony for the members of such schools. In the same line,(Lane, Corwin and Monahan 1998) argue that individuals in organizations are subordinate to one another and are a source for both serious resentment and personal satisfaction if supported by leadership. They further note that subordinates are guaranteed a minimum number of rights and obligations by the leadership. For successful attainment of organizational goals, rights and responsibilities of employees to participate in administrative decisions form one of the tense issues of any organization. In addition, the main functions of school heads involve implementation of schools' instructional programs, welfare of staff and students, personnel, development and maintenance of physical plant and promotion of healthy school-community relation (Mosha, 1983 and Dean, 1983)

Similarly,(Maicibi,2005) contends that, without a proper leadership style, effective performance should not be realized in schools. Even if the school had all required instructional materials and financial resources, it would not be able to use them effectively, if the students were not directed in their use or if the teachers guiding in their directed usage were not properly trained to implement them effectively.(Leithwood,Louis,Anderson and Wahlstrom 2004), maintain that schools sometimes fail to achieve their objectives due to lack of instructional and transformational leadership. Instructional leadership for example, encourages focus on improving teachers' classroom practices as the direction for the school. Transformational leadership, on the other hand, draws attention to a broader array of school and classroom to be changed if learning is to improve.

According to (Leithwood et al 2004) most leaders are not concerned about instructional leadership in their schools' activities as they have knowledge of administrative skills and hence teachers' low performance. (Hoyle 1969) points out that success of any school depends on its teachers and would function without any recourse but not teachers. In this

aspect, teachers must be satisfied and committed to their work for betterment of the school performance and its existences. However, the major assignment of school heads is to organize the teaching staff if the school is to accomplish predetermined goals. Moreover, (Joseph 2005) contends that a motivated and committed teacher has an opportunity to significantly influence the students in building and creating his or her own ambitions that have effect on life commitment. This view is also shared by MOES (2006) in Uganda that, lack of educational leadership has contributed to crisis of education.

Most heads of schools and teachers lack professional leadership. (MOSE 1993 cited new vision 2002) observes that the education system in Uganda is managed at all levels, by and large, non-professional educational administrators using only their classroom teaching experience, coupled with trial and error in execution of their duties. Consequently, there are serious deficiencies in management of educational institutions. Furthermore, (Galabawa 2001) points out that well managed school has adequate supply of staff of facilities by school head. He further noted that teacher are organized in such a way that each staff is assigned duties and provided with necessary facilities to enable them to perform the assigned duties effectively. In addition, an effective leadership involves the ability to leave without am created by such compromises and incorporates them at the level of policy formulation and implementation.

Okumbe(1999) claims that leadership incorporates accomplishment of tasks, which include organizational requirement and satisfaction of employees as a human resource requirement. It is then argued that without a proper leadership style, effective performance would not be realized in school, Damian (2003). A well functioning school with a good leadership should be observed in schools by means of indicators. According to Hoy and Miske(1991) as well as Reid(1987), indicators of well teacher performance school include good students academic performance, positive students' discipline, satisfied as well as motivated staff and students, good interpersonal relations at work place, high staff as well as students morale and high work high output. Therefore, schools which lack these indicators would be characterized by poor students' academic performance, dissatisfied as well as unmotivated staff; stressed interpersonal relations; low morale for staff and students and low output.

(R.Kupaza 2009) maintained that people talk about other factors that cause failure. The factors include indiscipline, lack of administrative controls, inappropriate teaching facilities and materials. Like any other developing sub county in Iganga district, is at a fore front to make socio economic transformation to achieve some laid down principles in the Millennium Development Goals (MDGs).

Types of leadership styles According to Mirkamal (2005) identify leadership styles; autocratic, democratic, instructional and laissez-faire. The achievements in school are dependent to four identified leadership styles. Autocratic leadership appears generally self centered and allowing minimum participation of the teacher in decision making, the democratic leadership style is rather teacher oriented and it's the only one that has direct and significant affiliation with the teachers' performance in United States. According to Wahlstrom (2004), instructional and transformational leadership style encourages focus in improving teachers' performance as the direction for the school. Transformational leadership on the other hand draws attention to broader teachers' performance. However, performance is a fact of life in work or pay. According to Mc Devitt (2001), performance is any process by which a teacher reveals his performance in line with his cooperate and function strategies and objectives while improved performance resulted from revised teacher requirement strategy and improved leadership in schools, training for leadership was frequently neglected. The impact has reflected on frequently and repeated poor student's academic performance and severs indiscipline among students, absenteeism and drop out of teachers and students and misuse of schools' fund.

On the other hand, Uganda Advanced Certificate of Education (UACE) 2009-2012 implementation revealed that more attention had been devoted to quantitative expansion of physical facilities, student's enrolment, the supply of material inputs, but fewer efforts had been made to enhance leadership capacity to realize improved school administration, supervision and school performance. As result at macro level, there was no significant progress on educational quality and students achievements in secondary school.

Since 1990's to present, there has been extensive increase of discontent with performance of secondary school in Namable sub-county. Makame (1998) reports that overcrowded classes discourage students from staying at school. Quality leadership provided by heads

of schools largely depends from quality support they receive from training system (Galabawa 2001). In a study by Galabawa and Ndalichako (2001) it was revealed that a significant proportional of school heads 49.1% had never received any training in educational leadership. While it is acknowledged that effective supervisory normally linked to to special training school heads acquired as a result of pre-service and in- service training.

However, at present in Uganda it shows that most heads of schools are drawn from within the unit of inadequately trained teachers. IOE (2006) when heads of school are appointed to lead schools, it becomes difficult for them to lead schools because they do not have orientation to effective administrative knowledge. Various public complaints are being voiced concerning hidden appointments of heads of schools in Uganda. Complaints further indicate that appointments of heads of schools are less accountable for development and improvement of quality of education in their schools. Worse still, little attention is given to monitor their performance (Galabawa, 2001). Furthermore; Galabawa (2001) also revealed that there is weakness of supervising teachers' activities among the heads of schools because most teachers do not prepare lesson plans that they should use them effectively in classrooms. Most attend school only during hours when they have periods, a factor which creates difficult environment for students to learn, because when students face any challenge, they would not have anybody to contact for clarification (Galabawa, 2001).

Rugonzibwa (2010) revealed that the government had paid little attention to recent years to secondary schools something which made their of schools to be busy with other activities than effectively supervising the schools. For instance, research conducted by MOES (2006) in Namable revealed that three out of eight heads of schools were not found in their schools at the time the team of researchers visited the schools. While all heads of school s were supposed to engage in classroom teaching, over a third (2 out of 8) did not have schemes of work, lesson plans and lesson notes. House(1971) leaders influence the followers' perception of their goals, personal goals and the paths to goal attainment. Furthermore, the leader's behaviors would be motivational to the extent that such behavior gives satisfaction to subordinates needed contingent on effective

performance and such behavior compliments environment of subordinates by giving guidance , support and rewards necessary for effective performance. MOES(2006) revealed that the performance of form four National Examination (UCE) results from 2003 to 2006 for the Nambale sub-county indicated that majority of students passed in division four and zero with girls performing more poorly all three years. The results of form four National Examination in 2011(UCE), Iganga

Thus, lack of proper leadership and inefficiently in many secondary schools in Nambale sub-county is one the factors that contribute to massive failure in Form Four Examinations results as shown below. The discussion of this study is based on impact of leadership styles on secondary schools in Nambale sub- county I ganaga district. On school functioning. The measurement of schools functioning in leadership-styles applied by heads teachers of schools. This study sought to answer this question: What is the impact of leadership styles used by heads of schools ion on teacher's performance in schools in Nambale sub-county in Iganga district.

1.1 Statement of the problem

Although Namable Sub County has a clear policy to ensure delivery of quality leadership style by the head teachers in schools, the head teacher leadership style is fundamental figure in facilitating teacher's performance through their leadership style. The increase of more teachers performance, teachers were rewarded in order to pave way to good performance. Effective communication between head teachers and the teachers and proper leadership style to improve the performance of the teachers.

1.2 The purpose of the study

The purpose of this study is to investigate whether the head teacher leadership style can improve teacher's performance in Nambale sub-county Iganga district.

1.3 Objectives of the study

- i. To examine how autocratic leadership style used by head teachers influence teachers performance in Nambale sub-county Iganga district.
- ii. To examine how democratic leadership style used by the head teachers influence teachers performance in Nambale sub-county Iganga district.
- iii. To find out the laissez-faire leadership style as used by the head teachers influence teachers performance in Nambale sub-county Iganga district.

1.4 Research and question

- (i) How does the head teachers autocratic leadership style influence teachers performance?
- (ii) In what ways does the head teachers' democratic leadership style influence teachers performance?
- (iii) To what extent does the head teachers' Laissez-Faire leadership style influence teachers performance?

1.5 The significance of the study

The research benefited the ministry of education by highlighting on the issues related to poor teacher's performance in schools and on how to improve on the leadership styles in head teachers of the schools

The research also acted as a source of reference to other researchers who may be interested to carry out research on similar topic.

The research also contributed to the fulfillment of the requirements for the award of the Bachelors degree of arts in education of Kampala International University.

1.6 Limitation of the study

Some of heads teachers of schools were reluctant to disclose relevant information that could be fruitful grain to the study. For instance, one of the heads of school was not ready to give the researcher with information about mechanism used to reward teachers.

Difficult in obtaining important documents whereby some heads of schools were not ready to provide administrative files of their schools. They argued that such documents are confidential and are given to school inspectors only. The situation caused difficulty in confirming the information given by the heads of schools.

Poor record keeping whereby in all schools, most of the data were kept manually. This situation made the researcher to use long time to access data.

1.7 Definition of key terms and concepts

Leadership: is the process of helping others work hard to promote teachers performance to achieve educational objectives.

Leader: is one who influences other people to achieve their goals.

Performance: is a process by which a teacher reveals his output in line with his objectives.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains literature review of head teacher leadership style and teachers performance. This chapter is divided into three sections. The first section presents literature on leadership and related concepts of leadership styles. Secondly, reviews literature on leadership styles and teacher's performance and related studies. The last section presents synthesis of literature review and research gap to be filled by this study.

The studies about leadership styles have been conducted in Europe, Asia, America and Africa. The research contains relevant literature about leadership style in relation to teachers and students performance in secondary school in Nambale sub-county Iganga district. Types of leadership styles include democratic, autocratic and laissez-faire. The theories of leadership as proposed by various scholars were also being reviewed. This include Path Goal Theory, Contingency theory were applied.

2.1 Basic Leadership styles

This section contains brief definition of each style and describes situations in which each one might be used.

2.1.1 Autocratic or Authoritarian Leadership Style

Vugt,(2003) maintains that it is one which manager retains much power and decision making authority as possible. Also the manager neither consults teachers nor allows receiving any input. Teachers are expected to obey orders without questioning. Motivational environment is produced by creating a structured set of rewards and punishments. Some studies point out that teachers with many autocratic head teacher leaders have higher turnover and absenteeism than other teachers with no autocratic head teacher's. Furthermore, Campbell et al (1993) maintain that under authoritarian leadership, the head teachers are regarded as managerial link in a closely defined chain of command. It is based on clearly defined lines of authority, responsibility, communication, function, roles and regularity. Also, it is predictable, accountable and in some respects efficient. The autocratic leader commands and expects compliance (Which and Koontz 1993).

Moreover, Vugt, (2003), suggest that autocratic leadership can include the following situations; new untrained teachers who do not know tasks to perform or which procedure to follow; require effective leadership supervision. This can be provided only through detailed order and instructions. Teachers are compelled not to respond to any other leadership style. This is because there is a limited time in which to make a decision; and head teachers' power is challenged by teachers. In this type of leadership style, interactions between head teachers and teachers are one way communication. The role of the teacher is to implement order.

2.1.2 Democratic leadership style

Gray (1989) describes democratic leadership to be the one where parties see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible. According to Hersey, (1984) decision making is shared between leaders and followers. The main role of leader becomes to facilitate and communicate. Furthermore, he describes, it entails high support and low direction, such then it is used when people are able, but is perhaps unwilling or insecure and they are of moderate to high maturity

Democratic leadership style is also called participative style because it encourages teachers to be part of the decision making process. The democratic head teacher keeps his/her teachers informed about everything that affect their work and shares decision making including problem solving responsibilities. The head teacher's leadership style to be a coach who has final say, but gather information from the staff members before making a decision (Campbell et al, 1993), Wehrich & Koontz (1993) describes democratic leader consults with subordinates on proposed actions and decisions such that he/she encourages participation from them

According to Good Worth (1988), maintains that a good democratic leader encourages participation and delegates wisely but never loses sight of the fact that he or she bears the crucial responsibility of leadership. Furthermore he describes he/she values group discussion and input from his/her team. Campbell et al (1993), however like other style, democratic leadership style is not always appropriate ; it is the most successful when used with highly skilled and experienced teachers or when implementing operational or

resolving individuals or group problems. Harrison (2004) maintains that democratic leadership style is most effective when the leader wants to keep teachers informed about matters that affect them and leaders want teachers to share the decision making and problem solving-duties.

2.1.3 Laissez-faire Leadership style

According to Eagly et al (2003), laissez-faire leadership style is also known as 'hands off style'. It is the one in which the head teacher provide very little or no direction and gives teachers as much freedom as possible. All authority and power is given to teachers and they must determine goals, make decisions and resolve problems on their own. Again, Weihrich & Koontz (1993) state that, laissez-faire leaders uses his / her power very little, if at all, giving teachers a degree of independence in their operations. Such leaders depend on teachers to set their own goals and the means of achieving them. Furthermore, Hoy & Miskel (2008) maintains that Laissez-faire leaders avoid expressing their views and taking action on important issues and they fail to make or at least delay decisions, ignore responsibilities, provide no feedback and allow authority to remain dormant.

Generally, Laissez-faire leadership style is an effective style to use when teachers are highly skilled, experienced as well educated. Teachers have pride in their work and they drive to do it successfully on their own, outside experts such as staff specialists or consultants are being used and teachers are trustworthy as well as experienced. Laissez-faire leadership can be applied in education institutions when the leader wants to maintain freedom to workers. It can be applied to educational researchers and teachers who have long experience and knowledgeable and have pride of their teaching work. It is equally important to apply it to teachers who were self-directed to perform their activities with minimal supervision.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains research design methodology data gathering techniques that included; interview, observation schedules and documentary review, validation and data analysis were also done

3.2 Research Design

A research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data.(Kothari, 2004). There are two major types of research designs: Qualitative research relies primarily on the collection of qualitative data that is non-numeric data such as words and pictures. In this study, a qualitative research design was employed.

Crewell, S.W. (2003) identified five strategies of qualitative research which are; Firstly ethnographies; in which the researcher studies an intact cultural group in a natural setting over a long period by collecting, primarily and observational data. Secondly, grounded theory, in which the researcher attempts to derive a general abstract theory of a process, action or interaction grounded in the views of participants in a study. Thirdly, phenomenological research, in which the researcher identifies the essence of human experiences concerning a phenomenon, as described by participants in a study. The researcher "brackets" his or her own experiences in order to understand those of the participants in the study. Lastly, case studies in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. The researcher used a case study of three head teachers. This is because this type of research design is more favorable as it facilitates into obtaining maximum information within minimum expenditure and time .School head teachers and teachers were purposely selected. Therefore, qualitative study was utilized in this study .Qualitative study is valid because

of coherence, insight and totality of this instrument. In this investigation, there is always a room for differences and debate because facts never speak for themselves.

According to Hughes (1989) describes a case study of an individual or group of people. Moreover Hatch (2002) argues that case studies are special kinds of qualitative works that investigates contextualized issues. It could be a programme, an event, a person, a process, an institution or social group. Therefore a case study allows an in depth investigation phenomenon. The design helped the researcher to examine the role of head teachers of schools in setting teacher's performance and rewarding basing on performance and achievement. Best and Khan (1998) maintained that a case study is the way of organizing social data reviewing social reality. It examines social unity as whole such as head teachers. The unity may be a teacher and students the case study probes deeply and analyses interaction between factors that explain the present status or influence on change or growth.

3.3 Study area, population and sample size

Study area refers to location where the research was conducted. In this area, study area was conducted in schools in Nambale Sub-county Iganga district in Eastern Region. Iganga district was selected purposely because the district has different resources, occupation and leadership style. It is also divided into urban and rural. Upon such a composition, it provided reliable data and unique characteristics of both rural and urban elements.

The target population for this study included all head teachers of schools, all teachers in Nambale sub-county Iganga district. Martella (1999) defines population as a group of potential participants, objects or events to whom or to which researchers want to generalize the results of the study derived from the sample drawn from the population. Likewise, Fraenkel and Wallen (2000), population is usually a group of persons (head teachers, teachers, or other individuals) who possess certain characteristics.

The used is of 22 people. The samples used included 7 heads of schools, 15 teachers. Furthermore, the selected sample was believed to be able to provide relevant

information for the accomplishment of the present study. Goetz and Leompte (1984), sample is a subset of population selected for investigation purposes.

It involves a process where a researcher extracts from a population a number of individuals so as to represent adequately the larger group. The sample helped the researcher to limit the investigation into small units to match available resources.

3.4 Sampling procedures

Mason and Bramble (1997), defines sampling as the act of drawing a sample from a population. Categories of sample methods include, probability sampling and non-probability sampling. Probability sampling is a process or procedure that assures that different units in the population have equal chances of being chosen. Non-probability sampling does not involve random selection of sample units. Probability sampling includes simple random method, systematic sampling, stratified sampling, cluster sampling and multistage sampling. Non-probability sampling include; convenience sampling, purposive sampling, snowball sampling, quota sampling and purposive sampling technique to select three head teachers out of twenty six secondary schools head teachers. According to Kthari (1990), purposive sampling involves deliberate selection of particular units of the universe for constituting sample which represent the universe.

The sample of the study was obtained in the manner; first, the three head teachers of schools of the sample head teachers were purposely selected because they are leaders, and thus, key informants. They provided information about teacher's performance, improved performance, teachers' improved performance and rewarding teachers on the basis of performance.

Secondly, 15 teachers from 3 sample schools was selected using purposive sampling technique. Respondents described heads of schools skills and abilities to lead and adhered leadership styles like setting school goals, mission and vision, clarifying the paths to head teachers and find easy way to take and mechanism used to reward teachers. The technique enabled equal representation of gender in the sample. The selection based on the reason that they have been in those schools studying. So, and

then have experience about leadership styles practiced by their head teachers of schools. Frankle et al (2000) reported that stratified random sampling is a process in which certain sub group or strata are selected for the sample in the same proportion, as they exist in the population. The random sampling technique was used by selecting pieces of paper written the names of schools. Only three schools were selected.

3.5 Data Collection Methods

The research used the following methods for the study namely, documentary review, interview, observation. The research used varieties of techniques to obtain data and to supplement the data that were obtained from other instruments. The methods were also used to ensure validity of information to be collected.

3.5.1 Interview.

Mason and Bramble (1997), an interview can be defined as a verbal discussion conducted by one person with another for the purpose of obtaining information. The interview method of data collection is quite flexible and can easily be used to a variety of situations. The main reason for the flexibility of the method is the presence of the interviewer, who can explore responses of the person being interviewed, ask additional questions and to clarify points. In this study interview schedules were administered through face to face.

Data for this study were collected by conducting interview. Interview guide was used with a set of questions which were used be mostly unstructured. This enabled respondents to express themselves in depth on leadership styles practices that have been selected by head teachers of schools in Nambale sub-county Iganga district. The researcher used unstructured interview to school heads to search direct views, opinions and more information about leadership practices and their effects on teachers' performance in Nambale sub-county Iganga district.

Interview also was administered to school head teachers to gather information if they their influence on teachers' performance. The interview enabled the researcher to collect information that reported about head teachers of schools in involving teachers in decision making process in the schools they are leading. The researcher asked school

head teachers about their relationship with teachers together with involvement of teachers in day today leadership of their schools and impact to teachers' performance.

3.5.2 Observational schedules

Enon, (1998) argues that the word observation describes data that are collected, regardless of the techniques used in the study. Observation relies on the researcher seeing, hearing, testing and smelling things. This method does not depend on getting data from somebody, but rather depends on personal intuition. This technique proved quite useful when the researcher physically visit a particular site to collect data.

Best and Khan (1998) has pointed out that observation can be human or physical environment ,social interaction, physical activities, non verbal communication, planned activities and un planned activities. Through observation method, information was sought by way of researcher's observation without asking respondents. Participant observation was employed in data collection. Hatch (2002) maintains that in a particular observation, the researcher acts as participant at the same level in the setting he/she is studying.

The researcher observed the kind of relationship that exists between school head teachers and how teachers are related. For example, the way the teachers attend classes without being forced by academics and heads of schools. The researcher observed how teachers are involved in making decisions in staff meetings. For every school the researcher attended at least one meeting. The researcher attended all other important meetings especially during tea break and issues observed thoroughly from the beginning to the end of the meetings. During observation the researcher noted down important points .Teachers punctuality in attending their periods was observed while teachers were unconscious.

The researcher took an observation and at the same time conducting documentary analysis of lesson plans and scheme work. The aspect of teacher attending school at recommended time was observed. The researcher arrived at school early in morning at 7:00 am. Every teacher was observed for three days on actual time in arriving at school. By so doing, full information was obtained on teacher punctuality.

By nature, social scientists are observers both human activities and physical settings in which activities take place. Observation may take place in laboratory or clinic as a result of experiment. It is also possible to conduct an observation in natural setting activities (Denzin and Lincoln, 2002). Structured observation schedule was used in this study to observe teacher's punctuality in going to school at recommended time. Also it helped to observe frequency of teacher in attending their periods.

Advantages of using observation as a technique in data collection had been enumerated by Devi(1997) as follows; In first place, not all occurrences in social research could open to observation. For example, refusal by respondents to allow the observer watch their activities can limit the study. Not all occurrences can be observed.

3.6 Validity and Reliability of instrument

In order to test validity and reliability of data collected through interview and observation schedules, the researcher prepared several instruments to see if they collected the intended information of this study.(Hittleman and Simon, 1997) maintain that, instruments measured what was intended to in consistent in producing their results. The instruments measured what was intended to measure in a consistent manner. Reliability is a statistical estimate of the extent to which can be considered dependable. The researcher in this study strived to ensure that what is recorded is what has actually occurred in the setting. Furthermore, the researcher was careful during the selection of informants.

According to Frankel and Wallen (2000), validity refers to appropriateness meaning and usefulness of inferences researcher make based on the data they collect. Validation is a process of collecting information to support such evidences. It refers to the degree to which evidence supports any inference the researchers makes based on data he/she collects using a particular instrument. In order to ensure validity of the instruments, the interview guides and observation schedules were submitted to 8 M.A students for comments. Then they were presented to the supervisor for critical assessment. The instruments were adjusted in the light of comments from fellow students and the

supervisor. These measures tried out to sight out the instruments if they could collect intended information for this study.

The researcher prepared several instruments like interview guide, documentary review and observation schedules. The researcher viewed each type of measure supplied by respondents. The researcher in this study investigated the truth and accurate interpretation of the phenomenon studied by firstly establishing conducive atmosphere of trust and comprehension with the informants to encourage them to share information and views regarding the topic under investigation voluntarily, using their own mother tongue on certain occasions. Their responses were translated.

3.7 Data analysis Procedures

The data collected from interviews, observation and documentary review were analyzed using qualitative methods of data analysis. Qualitative methods were used so as to provide an in-depth description of a specific phenomenon, practice or setting and qualities which the present study entails.

The researcher used content analysis to process qualitative information. Frankel and Wallen (2000), content analysis is a technique that enables the researcher to study, human behavior in an indirect way through analysis of communication. Content analysis enabled the researcher to organize a large amount of materials. It is done by developing appropriate interpretation.

Depending on requirement of each data source, analyses were based on identifying theme and patterns. Data presentation was informing descriptive analysis. The researcher categorized related topic where major concepts or theme were identified and analyzed. Additionally, uses of direct quotations as expressed by respondents were used to present additional striking findings. In data analysis, categories were formed on the basis of research tasks. Each interview schedules were read carefully to determine bearing of responses in formulated categories. In some cases, data analysis involved dividing into three levels according to three institutions involved in the study but depended on respondents of head teachers of schools and teachers. Therefore, the researcher identified information relevant to research objectives. In descriptive analysis,

the researcher provided an account of a place or process. The purposive visualized the situation as a means of understanding what is happening. Interpretive analysis, the researcher provided insights that lead teacher to change their behavior, refining their knowledge and identifying problems (Hittle and Simon, 1997). Furthermore, in analyzing data, the noting of Verbatim accounts of conversations and transcripts as well as with the use of quotes from documents that illustrated participants meaning. The study sorted the useful information and classified the data according to topic related data from interviews; observation and documentary research were put together.

3.8 Ethical issues and consideration

Ethical issues were considered during data collection, the researcher adhered to the rules and regulations governing human rights. This was done so as to ensure that the rights to privacy and protection of the respondents were not infringed.

3.9 Confidentiality consideration

Assurance of no other use of the information given apart from the study purpose was granted. Furthermore, in relation to ethics and confidentiality in research, the researcher bared the responsibility of ensuring that information about the subjects and their responses remained confidential and that they are used for no purpose other than the research for which it was intended (Manson and Bramble, 1997).

3.10 Summery

The study employed qualitative approach. Thus, it is qualitative enquiry. Data were collected from Nambale sub-county Iganga district in Eastern Region. Random and purposive sampling procedures were adopted to sample 22 respondents including head teachers of school and teachers. Data were collected through interview, documentary review and observation and analyzed using content analysis technique.

CHAPTER FOUR

PRESENTATION OF FINDINGS ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

This chapter contains research findings and discussion on leadership styles and school functioning in secondary schools. The study was conducted in three secondary schools in Nambale sub-county Iganga District, Eastern region namely St Paul SS, Pragmatic secondary school and United secondary school.

Data were collected and presented along the three research tasks outlined in chapter one. These are; first, to find out whether heads of schools clarify schools' goals, vision and mission to teachers and students and know which way to go. Second, to find out if heads of Schools are constantly monitoring performance to remove impediments hindering students improved performance. Third, to find out if heads of schools reward teachers and students and facilitate teachers' professional development and improved students' performance.

4.1 If Head teachers of schools are setting and clarifying school goals, visions and missions to teachers

In task one, interest was on finding out if the head teachers of schools clarify school goals, vision and mission to teachers. Data collected revealed that setting and clarification of school goals, vision and mission to teachers by head teachers of schools varied from one school to another. At school A data collected through interview revealed that the heads of schools agreed that their school had goals, vision, and mission. To confirm that the head of school B argued that;

"Our school has clear goal, vision and mission. Our goal is to enable students perform well academically by ensuring that teaching and learning process is done effectively and efficiently. Our school vision is to provide quality secondary education in an effort to produce well educated students with creative skills and respectful citizens in the society of Nambale sub-county in Iganga District. And our school mission is to improve teaching and learning environment which will promote teachers performance to our students which will be of life vision".

It was also revealed that, setting and clarification of school goals, vision and mission was done during staff meetings. It was also observed that school goals, vision and mission were put on the notice board in the head teachers' schools office, staff room and on general notice board of the school at school A, while school B did not do.

Through interview, the respondents at school A agreed that, the school had school's goals, vision and mission. It was also revealed that school's goals, vision and mission were formulated by school committee headed by the head of school and then the head of school presented the new goals, vision and mission to the staff meeting where they were given sufficient time to discuss them before presenting to the school. One teacher added; "...our school goals, vision and mission lasts for five years but at the end of every year academic committee seats and evaluates the implementation of our school's goals, vision and mission'.

Leithwood (2004) people are motivated by goals which they find personally compelling as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their context (Leithwood, 2004). The researcher revealed that the cooperation between head teacher of school and teachers of school was good. Teachers were involved in formulating school's goals, mission and vision. The involvement of teachers in decision- making determined an effect school in one way or another.

It was revealed that, the heads of schools implemented school's goals, vision and mission by ensuring that teachers have schemes of work, lesson plans, lesson notes and syllabus. The heads of departments were provided with, teaching aids and logbooks and academic teachers were provided with enough books, teaching equipments and other stationeries. They also ensured that all periods were taught by checking class journals every week and to make sure teachers arrive early at school and teachers provided enough exercises to the students. They argued that they normally go in the classrooms to see if teachers are in the classrooms teaching their respective subjects. The head of school A commented that:

"Some teachers are not faithful in implementing school's goals, vision and mission. For instance, one teacher of Geography was caught teaching reproduction which is a topic of biology instead of teaching soil erosion".

During observation, the researcher revealed that there was much freedom of teachers to communicate with the head teachers of schools. It was also observed that teachers'

Punctuality in attending their period, teachers' daily attendance at school and attending on recommended time and heads of school attendance and availability at school A was good, while at school B was poor. At school A teachers performed their daily activities willingly as described by conceptual framework. Activities such as preparing scheme of work during the beginning of the academic year, preparing subject log books and daily preparation of lesson plans and lesson notes were done. After completion of the outlined tasks, the teachers are supposed to daily all periods scheduled in the main school timetable. Marking of students' exercise books is an important task so as later on give them feedback of what they have learnt in that particular day.

At school B data collected by a researcher through interview revealed that, the head of school agreed that the school had no schools' goals, vision and mission. It was also revealed that clarification of school's goals, vision and mission were not done. The head of school failed to identify school's goals and mission. It was further revealed that the implementation of school's goals, vision and mission was not done. The head of school declared that, he was tired of teachers since some of teachers were arrogant and never respected him as their leader. The head of school added:

'Teachers normally come late at school. Sometimes they don't teach all periods allocated to them. They decide themselves days to come to school. Sometimes male teachers come to school while drunk. I have reported them to their employer to be transferred to another school. I want teachers who will respect me. I am tired of them'. The implication of this is that the head of school failed to clarify school's goals, vision and mission to teachers. The school's vision was not understood to teachers. Teachers were not involved in decision-making particular in formulating

school's vision. It was observed that, even if school head admitted that the school had vision but it was not seen neither in the head of school's office nor in the staff room. It was further observed that teachers' daily attendance, teachers' punctuality in attending their periods was poor. For example, school had 15 teachers, but when the researcher visited the school teacher who signed teachers' daily attendance book were only seven teachers. Right teachers did not sign including the head teacher of the school, something which implied that, head teacher's attendance and availability at school was poor. Although the head of school admitted that his school had vision, he failed to put school's vision into practice.

It was also revealed that teacher's freedom to present their problems to the head teacher freely was limited. The head teacher was very aggressive to teacher. One of the teachers added;

"Our head teacher is very aggressive. Even if you have very crucial problem, he is helpless. He always tells us that if we have problems, we are supposed to go to see him. Most of time, he is not found in the office. I think of changing working station".

The relationship that existed between head of school and teachers in formulating and implementing school vision was poor. The school also never had goals and mission. Therefore, the relationship that existed between head teacher leadership style and teachers' performance is determined by an ineffective school in one way or another.

4.2 Head Teachers Constantly Monitoring Performance of Teachers.

The central pillar to head teacher is to ensure effective and constant monitoring Performance of teachers Data collected through observation revealed that the head teacher at school A had constantly monitoring teachers' punctuality in attending periods and teachers' daily attendance at school and attending on recommended time while at school B was weak. It was also revealed that, school A had effective and constant monitoring in teachers daily attendance at schools, discipline of teachers in attending classes and respecting other teachers. For instance, when the researcher

visited the school, teachers who came late were warned by head teacher. It was revealed that, at school B the monitoring of teachers' performance was poor, most teachers arrived late, general school environment was poor and discipline of teachers in attending classes on time and their respect to other teachers was also poor.

Findings through interview revealed that, at school A head teachers with their academic teachers made follow-up of teaching and learning process. Schemes of work, lesson plans, subject logbooks and class journals were issued and checked starting from the heads of departments, academic teachers and lastly sent to the head teachers for further recommendation at the end of each week. Through interview about schemes of work and lesson plans at school A, it was found out that heads of departments and academic teachers checked and endorsed few lesson plans and schemes of work which were available when the researcher visited the school.

While at school B, the head teacher with academic teachers were loose. Very few schemes of work and lesson plans were issued to teachers and most of them used of previous years. No new schemes of work were bought by head of school and issued to teachers. It was also revealed that teachers taught using text books instead of using schemes of work, lesson plans and lesson notes. Very few teachers provided exercises tests and home works to students. And the very few provided exercises and home works were not marked and corrected. It was revealed that class journals were signed by few teachers and most of them did not sign.

Still At school B findings through observation revealed that monitoring performance for a teacher was not good. Teachers were loose without clear direction from the head teachers.

Some teachers were seen chatting in the staff rooms and some were out in groups talking and few teachers were in classrooms teaching.

Review of schemes of work and lesson plans showed that there were some sub-topics not taught and lesson notes were not found. Class journals were signed by few teachers, for instance, class journal in form two classes was signed by three teachers of

history, civics and mathematics when the researcher visited the school. It was also revealed that at school A teachers taught without using teaching aids, poor marking of students' exercise books and provided insufficient exercises to students. Leithwood (2004) to increase the achievement of diverse student population, head teacher leadership as policy implementer should assist their teachers in implementing the school and classroom conditions. The researcher was further interested to know if the head teachers were delegating powers to their teachers. The interview revealed that in all three schools the head teacher agreed that they delegated power to teachers. The head teacher of school A argued that:

"I delegate power to teachers so that to make easier implementation of school goals, vision and mission. For instance, I have my hard working second master, two academic teachers, two cultural and domestic teachers, one maintenance teacher, and one class teacher in each class."

It was revealed that the delegation of power facilitated the teaching and learning process to be effective and efficient. It also contributed to easy implementation of school program. It was revealed that, the delegation of power to teachers by the head teachers was good because they felt to be part of teachers felt that they were valued by the head teacher leadership style. The head teacher of school B argued that."

delegation of power to teachers, make them feel part of school administration, they work very hard and most of duties are done effectively'.

When the responded were interviewed, it was revealed that in all three school teachers agreed that their head teachers delegated power to them. Findings revealed that teachers felt good and comfortable when their head teacher delegated power to them. One of the teachers at school B argued that:

"Our head teacher delegate power according to diploma and degree. That is to say if you are degree holder you get well high post and if you are diploma holder you will get low post. He is not looking on the capability of the teacher. I think that is not good" data collected revealed that lesson plans and scheme of work were not prepared and lesson notes were not found.

Dasu (1990) argued that principal who could not create an atmosphere of seriousness towards teachers' performance lacked trust, tolerated laissez fair attitude teaching and were considered to be weak leaders by tutors. Lack of purposefulness and seriousness on part of principal has an effect of encouragement absenteeism, half work and half loitering behavior among teachers (Dasu, 1990).

Findings through observation revealed that, teachers at school A had schemes of work, lesson plans and lesson notes. Scheme of work of each teacher was photocopied and filed in the academic office. It was also revealed that heads of departments, teachers and head teacher were seriously inspecting lessons plans every Friday in every week. Comments using red pens and signatures of heads of departments, academic teachers and head teacher were seen in the schemes of work, lesson notes and lesson plans. It was observed that, teachers entered in the classroom with schemes of work, lesson notes and lesson plans when the researcher visited the school.

Therefore, the head teacher was constantly monitoring performance of teachers in order to remove impediments that improved performance by ensuring that teachers prepare schemes of work and lesson plans before they enter in the classrooms to teach. At school B data obtained through interview revealed that, preparation of lesson plans and schemes of work was poor. Although preparation of schemes of work and lesson plans was poor, the few ones prepared were documented neither in the academic office nor in the head of school's office.

Only two teachers had incomplete schemes of work and lesson plans. They were missing months, weeks and dates. Although most teachers had schemes of work and lesson plans, it was observed that most teachers entered in the classrooms with textbooks instead of schemes of work, lesson plans and lesson notes. The implication was that, there was weak monitoring of performance of teachers by the head teacher leadership styles.

At school B findings through data showed that most teachers had no schemes of work, lesson plans and lesson notes. Few teachers had incomplete schemes of work and lesson plans which were missing sub-topics, weeks and dates but also they had no lesson

notes. It was observed that almost all teachers taught using textbooks instead of using scheme of work, lesson plans and lesson notes. The short-term implication is that the head teacher was not playing his roles effectively. That reflects on conceptual framework that guided the study as pointed out that if the head teacher leadership styles, teachers and heads of department are effective in monitoring and supervision instructions at school, it leads to high teachers' performance and students' improved performance. Therefore, high teachers' performance is conditional to head teacher leadership styles in promoting cooperation, supporting teachers, identifying and clarifying school's goals, vision and mission. Field data collected at school A showed that teachers' daily attendance register was signed by few teachers. It was reviewed that the teacher on duty arrived at 7:15 am and head of school arrived at 9:46 am. Other teachers arrived at 7:40 am. The last teacher arrived at 9:34 a.m. When the researcher visited the school, it was observed that, the teacher on duty arrived at 7:25 am and head of school arrived at 10:15 am. While other teachers arrived from 7:42a.m to 8:05 am and the last three teachers arrived at 9:55 a.m. Two teachers were absent without permission and one teacher had permission. The teachers' attendance register was seen in the teachers' office.

It looked very old may be no one was in charge of it. Among 12 teachers who were presents that day, only five teachers signed teachers' attendance register when the researcher visited the school. It was reviewed that the head of school also did not sign. No red margin was drowned by the head teacher of school to show late comers. Teachers were free either to sign or not sign. The three teachers who came late at school did not teach the first periods that is why in some classrooms students were making noise and some were seen playing. The head teacher of school failed to monitor performance of teachers and thus affected negatively students improved performance since no measures were taken by head of school for teachers who came late.

Findings through documentary review revealed that, students' daily attendance at school B was also poor. I was reviewed that at least ten to twenty students were absent every day.

Data collected from the field revealed that, the number of staff meetings held by heads of schools differed significantly from one school to another.

Through interview, the head teacher of school A responded that, he conducted staff meetings twice per term, The head teacher added:

"I conduct staff meeting on January one week before opening the school for purpose of reminding teachers to prepare schemes of work, lesson plans and lesson notes and provide with them syllabuses. Second meeting I conduct on May before terminal examination s for purpose of making an evaluation of teaching and learning process and making preparation for terminal examinations". Generally, staff meetings are very essential in implementing schools" goals, visions and missions. It is during staff meetings where teaching and learning processes are detailed discussed, analyzed, and assessed. It is through staff meetings where performances of teachers are discussed. Obstacles hindering teachers' performance are discussed and solved. It is time to examine the relationships that exist between head of head teacher and teachers, teachers and students for the betterment of the school. It is a place where conflicts and misunderstanding between teachers and teachers and between teachers and students are solved.

4.3. If the Heads of Schools Reward Teachers

The teaching and learning process is effective only and if it is motivated by the rewards to teachers and students. At school A findings through interview revealed that teachers agreed that they were rewarded but not often. It was revealed that last year teachers who's their subjects performed better in national examinations were rewarded ten thousand for A. five thousand for B. It was further revealed that sports and games teachers were also rewarded radios and money when the school football team won the first position during cluster tournaments for UMISSETA last year.

At school B data collected from the field In addition, data collected from respondents pointed out some said they had staff meeting once per term, some three times and some two times per term. Teachers were somehow certain about frequent of some meetings held per term. It was revealed that teachers were given enough time to discuss agenda

until all teachers were satisfied. There was also enough time for questions and answers during staff meetings. Through staff meetings file, it was revealed that, they had three times staff meetings conducted per term. It was also reviewed that, staff meetings were indicated in the school calendar. It was also observed that teachers were informed about school activities and dates for each meeting were scheduled on the school notice board through interview the head teacher of school B pointed out that, he conducted staff meetings once per term. The head of school had this to say; I conduct staff meeting once per term mainly one week after opening the school in order to distribute duties and responsibilities to teachers".

Data collected from the respondents pointed out that, they had staff meeting just once per term. During staff meeting the respondents argued that, they were not given enough time to discuss agendas. It was also revealed that time for questions and answers were limited. Through interview revealed, it was revealed that, staff meeting file was not seen when the researcher visited the school. The researcher failed to prove if staff meeting was conducted once per term since the file for staff meetings was not available. It was also reviewed that the dates for staff meetings were not scheduled in the school calendar.

At school A the head teacher of school pointed out that, he conducted staff meeting when there is an emergency or special issues to discuss. The head teacher added;

"We have no specific time for staff meeting s to be held. Only when there is an emergency Conduct meeting. It is wastage of time to discuss every day the same thing. Sometimes teachers speak nonsense in front of me without fear. No need of listening to them".

When interviewed the respondents pointed out that, they had no staff meeting for teachers. It was revealed that, the head teacher conducted staff meetings when there are crucial problems to discuss. It was also revealed that, teachers were given limited time to discuss agendas and no time was allocated for questions and answers. It was also revealed that teachers were not given chance to air out their opinions and suggestions during staff meetings. It was reviewed that the school had no staff

meetings file but there were few documents as evidence. The file looked very old may be due to poor filing. Revealed that the head of school never rewarded teachers for any better performance. It was revealed that the head of school was giving false promises to teachers that any subject which performs better, the subject teacher will be rewarded hundred thousand at the end of the year. The head of school never fulfilled his promises for three years consecutively. One of the teachers commented that:

"If he will remember to reward us is okay and if he does not remember is okay. We are mature enough, only God knows¹. Last year we had ten As & three Bs for History. We are tired of his false promises. It is better he keeps quiet instead of repeating every year the same thing. Now days we just teach for the sake of helping students to perform better in their national examinations".

It was further revealed that the head teacher promised teachers the amount of money that he could not afford to pay them. This situation might have demoralized teachers to perform better in helping students to achieve improved performance. In other words one can say that the head of school was source of creating impediments that hinder students to attain better performance in internal and external examinations.

At school B findings from the field revealed that the head teacher never rewarded teachers neither at previous years nor at recent years. One teacher pointed out that: "I just hear from our neighbor school that teachers are rewarded money, clothes and sometime trip but in our school the head teacher always complains that the school has no money. Sometimes I think of" being transferred to that school but the problem it is a private school".

This implies that rewards make teachers satisfied and motivated. It also makes teachers work hard and increases the habit of competition among teachers and also better their performances.

CHAPTRE FIVE

SUMMARY, CONCLUSION AND RECOMENIATIONS

5.0 Introduction

This study was destined to examine head teacher leadership styles and teachers performance in Nambale sub-county Iganga district. The previous chapter dealt with data presentation, analysis and discussion. This chapter presents a summary, conclusion and recommendations of the study.

5.1 Summary of the Study

The purpose of this study is to examine the extent to which head teacher leadership styles determine schools' goals, clarify paths and reward performances of teachers in order to better their performance. The measurement of head teachers' leadership styles are teachers' performance. It sought to answer this general question: What is the leadership styles used by the head teachers in achieving better teachers' performance. In particular, it drew on three related research tasks to find whether head teachers clarify schools' goals, mission and vision to teachers: whether head teachers constantly monitor performance; and whether school head teachers reward teachers performance in implementing school goals, mission and visions.

The study was guided by the Path-Goal Theory of Leadership. The theory describes that, leaders should encourage and support their followers in achieving the goals, they have been set by making the path that they should take clear and easy. In particular leaders should; set and clarify the path so teachers know which way to go, remove impediments that are stopping them performing better and reward teachers accordingly.

The theory also describes four styles of leadership; autocratic leadership, democratic leadership, and laissez faire-leadership. The review focused on head teacher leadership styles and teachers performance.

Aspects that were given special focus are concepts of leadership, leadership styles, leadership qualities, impact of leadership to teachers in teachers' performance and

school performance in Nambale sub-county Iganga secondary schools, while leadership practices of school head teachers of secondary schools has not yet established. There are no studies which relate directly head teacher leadership styles and teachers performance in secondary schools level in Uganda context. This knowledge gap justified need for the current study to attain the Performance hence problems that affect teachers not to achieve better performances upon by the head teachers as required.

5.2.3 Head Teacher Leadership and Teacher Rewards

Findings showed that most of head teachers are not rewarding teachers as required. Most of reward schemes administered by the head teachers are based on academic achievement mainly on external examinations results. The internal performance of teachers is neglected. Since teachers were not motivated by rewards by their head teachers, the implantation of schools' goals, vision and mission is very difficult.

5.3 Conclusion

Findings from studied schools showed that, most of the head teachers failed to put into practice their leadership styles. School heads who applied excessive laissez-faire leadership style and autocratic leadership style were not successful in implementing leadership styles. The head teachers that succeed to combine democratic style and autocratic style seem to be successful in implementing leadership styles and successful in monitoring performance of teachers.

In some schools, surveyed head teachers were not modeled in implementing and in monitoring performance hence teachers showed poor performance. Teachers of studied school perceived head teachers of schools as having failed to establish ways of assessing and acknowledging teachers' performance.

Head teachers of schools were not rewarding teachers basing on overall performance. Most of them were rewarding basing on academic performance only. Other extra-curricular activities were not rewarded. Furthermore, other head teachers of schools did

not reward teachers at all. The schools whose head teachers did not reward teachers in any aspect, teachers' performances were poor.

5.4 Recommendations

5.4.1 Recommendation for Action

Based on the research findings and conclusions, three categories of recommendations were made: The head teachers must clarify their leadership styles to teachers twice per every term for good performance. The head teachers should also encourage and support teachers during work. This also should be stipulated in the education policy! The school inspectors and District Education Officers must ensure that there is leadership in schools.

The head teachers must provide teachers with schemes of work, lesson plans, teaching aids, lesson notes, exercise books, textbooks, laboratories; subjects log books and other stationeries and enough teachers for each subject. Then the head teacher must monitor, supervise, inspect as well assess teachers activities routinely.

Teachers must be rewarded basing on overall performance rather than relying on academic performances like basing on external examinations results. Teachers who don't perform well must be penalized like reduction of salaries or other fringe benefits.

Since most head teachers in all schools are leading their schools ineffective and inefficient with less experience in administration; after their appointment, the Ministry of Education and Sports (MOES) should send them to

Attend leadership course at Makerere University so as to equip them with leadership knowledge and skills.

5.4.2 Recommendation for Further Research

This study did not cover many areas that need other researchers to investigate. This may encourage other researchers to find out effectiveness of schools' boards in supervising teaching and learning in secondary schools.

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