

**LEADERSHIP STYLES AND TEACHER PERFORMANCE IN SECONDARY
SCHOOLS IN NAKASEKE DISTRICT**

BY

NANSON PAUL KULOBA

Dip. Educ (ITEK), B. Educ. (Mak.)

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DECLARATION

I, **Nanson Paul Kuloba**, hereby declare that this piece of work is a result of my own effort and has never been presented for any award in any university or any other institution of higher learning.

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NANSON PAUL KULOBA

2007/HD04/106794

DATE

APPROVAL

This is to certify that this dissertation entitled: leadership styles and teacher performance in secondary schools in Nakaseke District has been prepared under my supervision and is ready for submission.

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1.

Supervisor: Dr. DAVID ONEN

Date

DEDICATION

This piece of work is dedicated to my beloved wife Namono Juliet Kuloba and children: Muwanguzi Victor Jerry, Mirembe Peace Kerry, Kisakye Mary Grace, Kirabo Gift, Nabuzale Florence, Sanyu Betty, Nelima Oliver and all friends whose love, patience and contributions inspired this endeavour.

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TABLE OF CONTENTS

Declaration.....	i
Approval.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of contents.....	vi
List of tables.....	x
List of figures.....	xii
List of abbreviation	xiii
Abstract.....	xiv

CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background	2
1.2 Statement of the problem.....	6
1.3 Purpose	7

1.4A	Objectives.....	7
1.4B	Hypotheses	7
1.5	Scope	8
1.6	Significance.....	8
 CHAPTER TWO: LITERATURE REVIEW		9
2.0	Introduction.....	9
2.1	Theoretical review	9
2.2	Conceptual framework.....	11
2.3	Related literature.....	13
 CHAPTER THREE: METHODOLOGY.....		25
3.0	Introduction.....	25
3.1	Research design.....	25
3.2	Population.....	25
3.3	Sampling strategies and sample size.....	26
3.4	Data collection methods and instruments.....	26
3.5	Data quality control.....	27
3.6	Research procedure.....	28
3.7	Data analysis.....	29

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND

INTERPRETATION OF THE RESULTS.....31

4.0	Introduction.....	31
4.1	Section one: Background information of respondents.....	31
4.2	Descriptive analysis of variables.....	42
4.2.1	Descriptive analysis of independent variables.....	42
4.2.2	Descriptive analysis of dependent variables.....	66
4.3	Verification of research hypotheses.....	81
4.3.1	Verification of research Hypotheses One.....	83
4.3.2	Verification of research Hypotheses Two.....	85
4.3.3	Verification of research Hypotheses Three.....	87

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND

RECOMMENDATIONS.....90

5.1	Introduction.....	90
5.2	Discussion of findings on research Hypothesis One.....	90
5.3	Discussion of findings on research Hypothesis Two.....	94
5.4	Discussion of findings on research Hypothesis Three.....	99
5.5	Conclusions.....	102
5.6	Recommendations.....	103

REFERENCES.....	105
APPENDICES.....	110
Appendix A: Self administered questionnaires for secondary school teachers in Nakaseke District on leadership styles and teacher performance.....	110
Appendix B: Interview guide for secondary school head teachers in Nakaseke District on leadership styles and teacher performance	116
Appendix C: List of tables	118
Appendix D: List of figures.....	132
Appendix E: Conceptual framework	133
Appendix F: Calculation of validity.....	134
Appendix G: Illustrates Pearson correlation between odd and even items.....	135
Appendix H: Letter of Introduction.....	137

LIST OF TABLES

Table 4.1: Distribution of teacher respondents according to; gender, academic qualification and subjects specialized in.....	33
Table 4.2: Distribution of teacher respondents according to; subjects currently taught, teaching load, responsibilities and teaching experience.....	36
Table 4.3: Distribution of teacher respondents on categories of schools according to; residential status, level of education, gender and location..	40
Table 4.4: Distribution of respondents by opinion on whether their head teachers involve teachers in decision making of the school administration or not.....	44
Table 4.5: Distribution of respondents by opinion on whether their head teachers communicate to teachers or not.....	50
Table 4.6: Distribution of respondents by opinions on whether head teachers delegate duties to teachers or not.....	54
Table 4.7: Summary of Distribution of respondents by opinion on head teachers' involvement of teachers in decision making communication to teachers and delegation of duties to teachers.....	62

Table 4.8: Average distribution of teacher respondents by opinion on leadership styles practiced by secondary school head teachers.....	65
Table 4.9: Teachers’ responses on the way they make lesson preparations.....	67
Table 4.10: Teachers’ responses on how they assess the students	71
Table 4.11: Teachers responses on the way they involve in co-curricular activities.....	75
Table 4.12: Summary of overall distribution of teachers by their performance.....	80
Table 4.13: Distribution of ratings of teacher performance.....	81
Table 4.14: Descriptive statistics and ANOVA results on head teacher involvement of teachers in decision making on teacher performance.....	84
Table 4.15: Descriptive statistics and ANOVA results on head teachers’ communication to the teaching staff on teacher performance.....	86
Table 4.16: Descriptive statistic and ANOVA results on head teachers’ delegation of duties to teachers on teacher performance.....	88

LIST OF FIGURES

Figure 2.1:	Illustrates path-goal theory of leadership.....	10
Figure 2.2:	Conceptual framework	12

LIST OF ABBREVIATIONS

ANOVA	-	Analysis of Variance
CIV	-	Content Validity Index
DEO	-	District Education Officer
Dr	-	Doctor
Ms	-	Miss
NCDC	-	National Curriculum Development Centre
SAQs	-	Self-administered questionnaire(s)
T1	-	First ten odd questions (items) in the self-administered questionnaire
T2	-	First ten even questions (items) in the self-administered questionnaire
Rev Fr	-	Reverend Father
Rev Sr	-	Reverend Sister

ABSTRACT

This study sought to investigate the effects of leadership styles on teacher performance in secondary schools in Nakaseke District. The study was guided by a number of objectives which included: establishing how head teachers involve teachers in decision making and the effect it has on teacher performance, establishing how head teachers communicate with their teaching staff and the effect it has on teacher performance and finding out how head teachers delegate duties to the teachers and the effect it has on teacher performance.

The study utilized a cross-sectional survey design which was both descriptive and quantitative in nature. It used both quantitative and qualitative approaches. The quantitative approach used self administered questionnaires which were directed to secondary school teachers while the qualitative approach used interview guides which were directed to secondary school head teachers. The sample size was 126 secondary school teachers and 24 secondary school head teachers. The research hypotheses of the study were verified using Fishers' ANOVA technique.

The study found out that head teachers' involvement of teachers in decision making process of the school through committees and meetings enhances teacher performance. It was further discovered that teacher performance is enhanced by head teachers' communication to their teaching staff. It was also found out that head teachers' delegation of duties to teachers enhances teacher performance.

From the study, it was concluded that the way head teachers' involved teachers in decision making had a significant effect on teacher performance in secondary schools in Nakaseke District. It was also concluded that the way head teachers' communicated with teaching staff had a significant effect on teacher performance in secondary schools in Nakaseke District. It was also concluded that the way head teachers' delegated duties to teachers had a significant effect on teacher performance in secondary schools in Nakaseke District. These research hypotheses were proved by Fishers' ANOVA results that indicated a significant in all the three study findings.

The study recommended that head teachers should involve teachers in the decision making process of secondary schools at all levels and times. This could be done by involving teachers in committees like finance, disciplinary, security, academic, procurement and welfare. Further the study recommended that head teachers should communicate with the teaching staff at all times. This could be done through organizing regular meetings with teachers, writing notices in the staff notice boards, sending junior staff to pass information to teachers and by use of telephone calls. Finally, the study recommended that head teachers should delegate duties to teachers. This could be done through providing further training, refresher courses, seminars and workshops to both head teachers and teachers so as to acquire and be equipped with new skills and knowledge needed to perform school tasks as expected.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The success of any school depends on the quality, skills, knowledge and commitment of the teaching staff. Owolabi (2006) says that there is no one who has more potential for touching the personal, social and intellectual lives of children than do caring and dedicated teachers. Nyerere (1975) says, “Children are, because teachers are”. Teachers’ creativeness and innovativeness are inculcated into learners through teaching and learning process thus making students what they ought to be. Uganda National Teachers Union (UNATU) says that “the nation is because teachers are”. This tries to emphasize the role teachers play such as inculcating skills to learners. The World Book Encyclopedia (1994) gives the importance of teacher performance in terms of helping people gain knowledge needed to be responsible citizens. Because of the importance of teachers, the way they perform their duties is a matter of great concern to every one. Nevertheless, teacher performance is wanting sometimes. Unfortunately some secondary school teachers in Nakaseke District have not fully played their roles. This is indicated by high drop out and repetition rates and poor performance among secondary school students (District Education Office, 2007). This chapter deals with; the background, statement of the problem, purpose, specific objectives, research hypotheses, scope and significant of the study.

1.1 Background

Background of the study is divided into four sections; namely: the historical, theoretical, conceptual and contextual perspectives.

1.1.1 Historical perspective

Teacher performance in the context of Uganda has differed over time. During the colonial days, teacher performance was moderately high. This was because teachers were highly motivated through good pay (Ssekamwa and Lugumba, 1986). The same authors say that after independence, however, many white teachers went back to Europe and the few teachers who remained behind were paid poorly and this negatively affected their performance. In the 1970s, teachers of Indian origin were chased out of Uganda causing acute shortage of teachers. The few teachers who were left could not efficiently and effectively teach the heavy loads left in schools. Up-to-date, however, teacher performance in Uganda has remained low in spite of the improvements in teacher remuneration and education reforms (Kajubi, 1989). This is a matter of great concern since this is bound to impact negatively on the quality of education in the country.

Several researchers have had interest in teacher performance in different contexts. Nansirumbi (1997) and Ouma (2007) in their studies in Kampala and Tororo Districts respectively, discovered that teacher performance was low because they received low pay (salaries) which did not motivate them to perform. Carsco, Kasente and Odada (1996) discovered that coaching, part time teaching, running small and Kiosk business rather than normal teaching took up much of teachers' time for professional duties. Insufficient time was left for teaching and performing school activities. Love (1993) studied the management of schools in England and found out that

some head teachers handled their staff badly. For example, teachers' decisions were not considered when staff meetings were organized and teachers were undermined in whatever they did. She pointed out that such practices had made the teachers lose morale to perform and some had even resigned from the teaching profession because of it. In Uganda, Nampa (2007) researched on teacher performance in Catholic founded schools in Luwero District and identified that guidance and directing was needed for good performance of teachers. Guidance and directing ensure that everything moves in the right direction and what goes wrong is put right. This can be done through direct observation of how work is being done or through reports from various departments. Therefore, for an institution to achieve better performance, a leader must constantly find out the day-to-day progress of work in order to put right what may be going wrong. It should be noted that despite the above researchers' efforts to research on teacher performance, none of them attempted to relate leadership styles and teacher performance. Besides, none of these studies was done in the context of Nakaseke District; therefore, the study was intended to fill these gaps.

1.1.2 Theoretical perspective

The theory under-pinning this study is the path-goal theory of leadership. According to House (1968) in the path-goal theory, the leader does the following: he/she clarifies and sets goals together with the subordinates and properly communicates to them. Besides, he/she delegates duties to subordinates according to their abilities, skills, knowledge and experience. The leader further helps the subordinates to find the best path for achieving the desired goals. He/She defines positions and task roles by removing barriers to performance and promotes group

cohesiveness and team effort. The leader finally increases personal opportunities for satisfaction and improved work performance by reducing stress, making external controls and people's expectations clearer. Basing on these, the researcher believed that following the path-goal theory as stipulated by House (1968) helped head teachers could do the following; involve teachers in decision-making, communicate to teachers and properly delegate duties to teachers. This helped in enhancing teacher performance in secondary schools in Nakaseke District.

1.1.3 Conceptual perspective

In this study, the dependent variable is teacher performance. Webster (1961) defines performance as the act or process of carrying out something. The World Book Encyclopedia (1994) defines teacher performance in terms of duties performed by teachers inside and outside the classroom. Inside duties include; preparation for classes, guiding the learning of students, checking students' progress and setting good example for students while outside duties are; involving students in co-curriculum activities like football, netball, hockey, volleyball and taking students for trips like fieldwork. In this study, the teacher performance is the act of scheming, lesson planning, assessment of students through giving tests, exercises and participation in co-curricular activities of the school.

The independent variable in this study is "leadership styles". Webster (1961) describes a leadership style as that ingredient of personality embodied in leaders that cause subordinates to follow them. Okumbe (1998) on the other hand defines leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. Leadership style is the way in which a leader supports, encourages subordinates in decision-

making and directs them in pursuing organizational goals (Chandan, 1987). In this study, leadership styles are looked at in terms of: the way head teachers involve teachers in decision making; the way they communicate and the way they delegate duties to teachers. The way the head teachers behave in line of decision making, communication and delegation was hypothesized to determine teacher performance in secondary schools in Nakaseke District in one-way or the other.

1.1.4 Contextual perspective

In Nakaseke District where teacher performance in secondary schools has been reportedly to be low (Nakaseke District Education Officer Report 2007). Kyamanwa (2007) revealed that the performance of secondary school teachers in Nakaseke District was poor. He attributed this to teachers' absenting themselves from schools and hardly giving examinations to students. The same author further discovered that most head teachers rarely appear in offices to execute their duties. The District Education Officer Nakaseke (2007) indicates in the annual report that teachers are irregular at school while Katamba (2008) found out that teachers do not give exercises to students. This has resulted into high drop out and repetition rates and poor performance among the students studying in Nakaseke District. This anomaly gives this study chance to address low teacher performance in secondary schools in Nakaseke District.

1.2 Statement of the problem

Performance in schools is a product of teacher commitment, efficiency and effectiveness. Okwir (2006) looks at a teacher as the operating core of the schools and the output are the students who

graduate through the teachers' performance efforts. Unfortunately educational reports from Nakaseke District have it that teachers' performance is poor as evidenced in the fact that students are often left without being given class work; teachers' absenteeism is the order of the day and head teachers are hardly seen in their offices executing their duties neither do they delegate duties nor fully communicate to their teachers. This could result into undesirable outcomes such as failure of students in examinations and high students' drop-out plus repetition rates. Given this fact, there is an urgent need to enhance teacher performance in secondary schools in Nakaseke District. If this is not done, the district is likely to lose capable and intelligent students who are likely to form the future human resource needed in the country. While there could be many factors contributing to such poor teacher performance, leadership styles of head teachers may have contributed to the deteriorating teacher performance; hence the need for this study.

1.3 Purpose

The purpose of this study was to investigate the influence of the head teachers' leadership styles on the performance of teachers of secondary schools in Nakaseke District.

1.4A Objectives

The specific objectives of the study were:

- (i) To investigate how head teachers involve teachers in decision making and the effect it has on teacher performance in the secondary schools in Nakaseke District.

- (ii) To investigate how head teachers communicate with their teaching staff and the effect it has on teacher performance in secondary schools in Nakaseke District.
- (iii) To find out how the head teachers delegate duties to the teachers and the effect it has on teacher performance in secondary schools in Nakaseke District.

1.4B Hypotheses

The study verified the following hypotheses:

- (i) Head teachers' involvement of teachers in decision-making affects teacher performance in secondary schools in Nakaseke District.
- (ii) Head teachers' communication with the teaching staff affects teacher performance in secondary schools in Nakaseke District.
- (iii) Head teachers' delegation of duties to teachers affects teacher performance in secondary schools in Nakaseke District.

1.5 Scope

Geographically, the study was conducted in Nakaseke District whose headquarters are at Butalangu. The district lies about 45 miles North of Kampala. It is bordered by Kiboga and Mubende Districts in the West, Masindi District in the North, Nakasongola in North East, Luwero in the East and South East while Wakiso District is in the South West. The district has 26 secondary schools both public and private with a total number of 176 teachers (Cook, 2007: 146). The secondary teachers within the district constituted respondents. Specifically, the study identified the leadership styles and their effects on teacher performance in secondary schools in Nakaseke District. The study was carried out between January and October 2009.

1.6 Significance

The study would be of great significance in several ways. First of all, the findings of the study would help the policy makers (Ministry of Education & Sports) to come up with good leadership policies that can enhance teacher performance. Besides the research findings would help the practitioners like head teachers to exercise good leadership styles so as to improve teachers' performance while to scholars, the study findings would enrich them with new knowledge, theories, methodologies and practical behaviours leaders need in secondary schools and other institutions of learning in general and in Nakaseke District in particular.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this Chapter, the researcher reviews the related literature on leadership styles on teacher performance. These include; the theoretical review, conceptual framework or model and literature related to the specific respective objectives.

2.1 Theoretical review

The theory adopted in this study is path-goal theory advanced by House (1968). The theory asserts that a good leader should enhance subordinates job performance by clarifying and setting goals with the subordinates. The leader shows the subordinates a clear path to follow and how to remove barriers to goal achievement. Path-goal theory is explained in Figure 2.1.

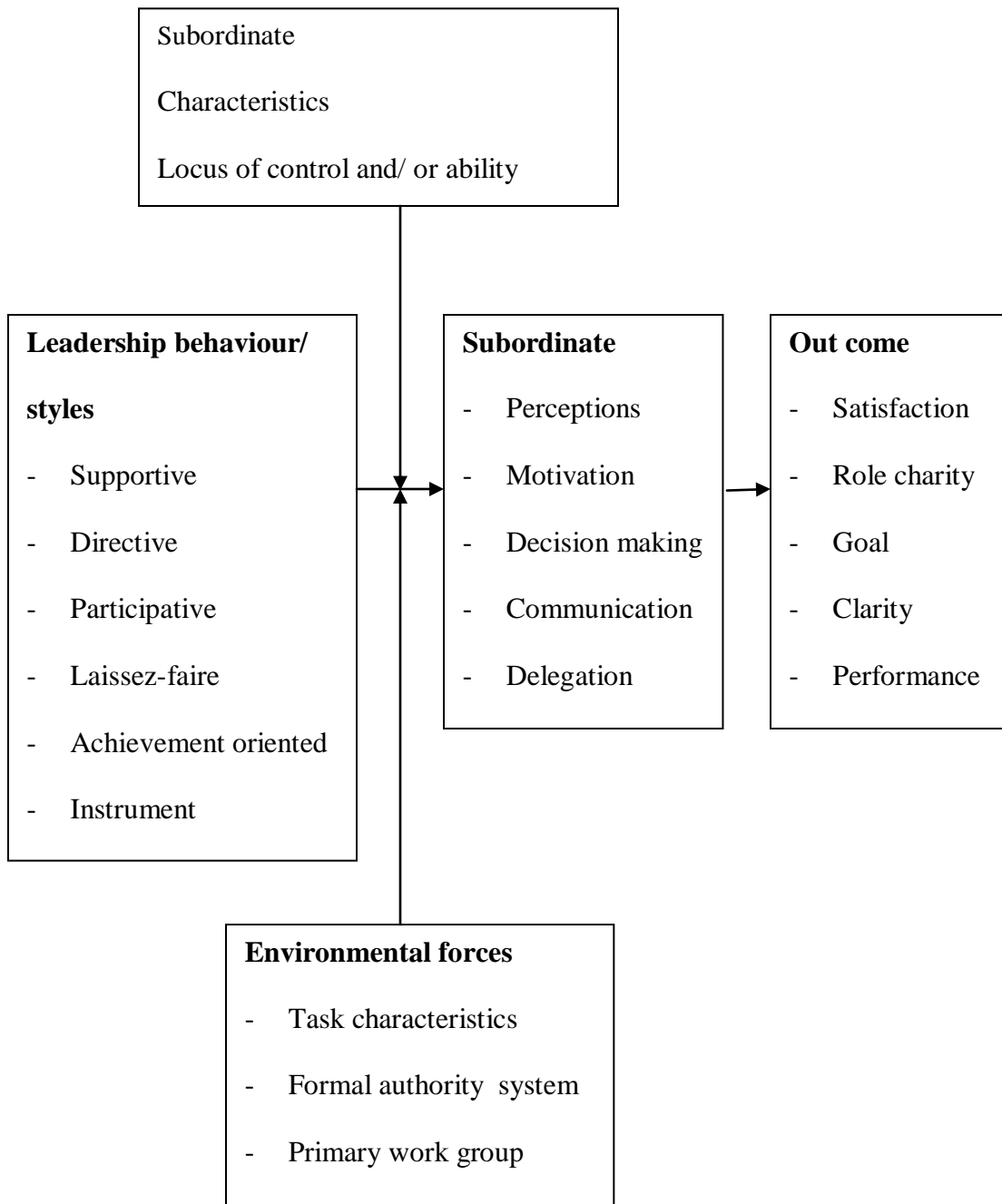


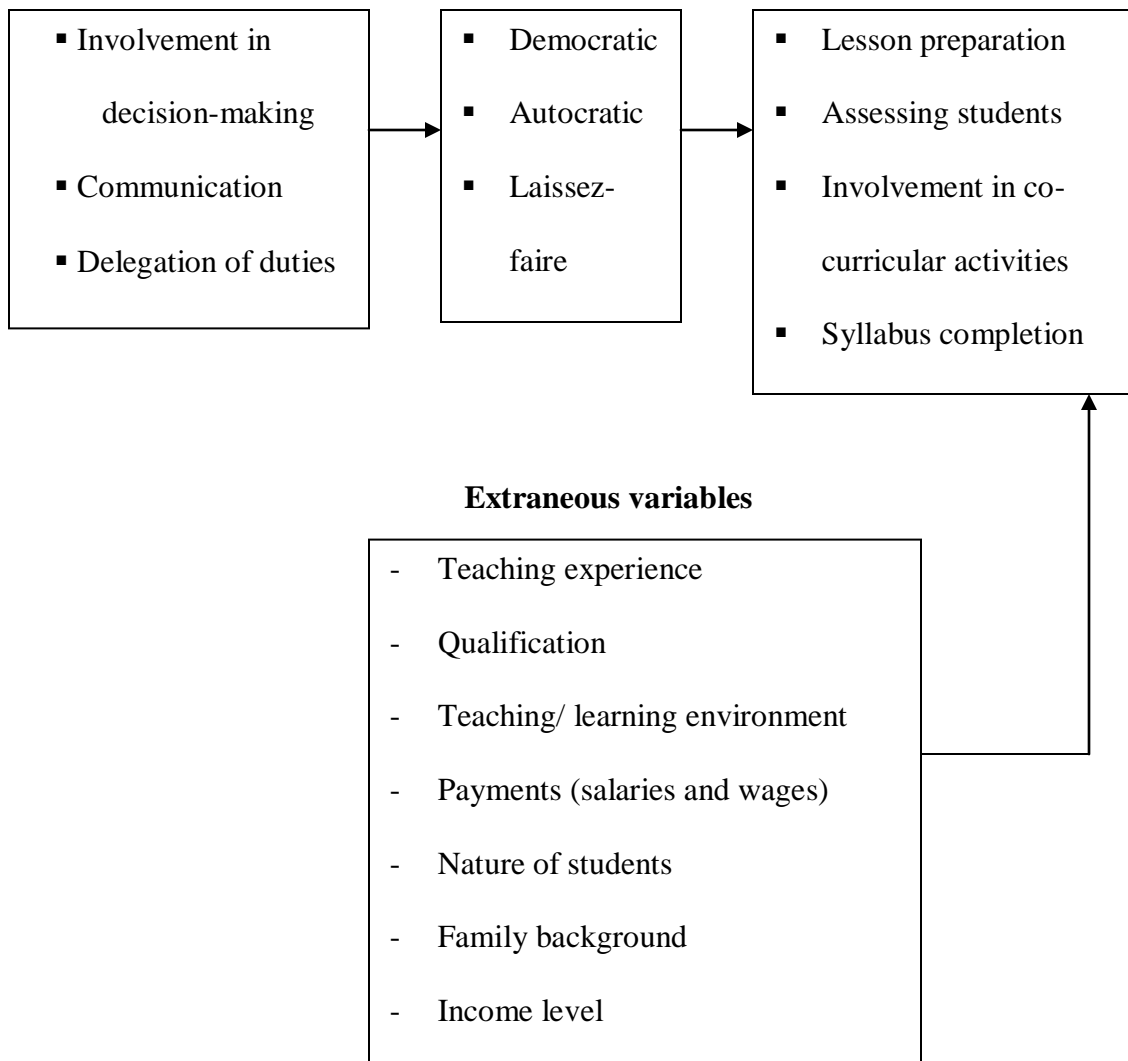
Figure 2.1: Illustrates path-goal theory of leadership

Source: Okumbe, J. A. (1998: 95). Educational management theory and practice, Nairobi University Press, Nairobi

House (1968) stipulates that path-goal approach helps in improving the performance of subordinates (teachers) thus enhancing goal achievement as follows; when subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leaders behaviour thus performing effectively. The leader's behaviour further enhances the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between head teachers and teachers thus enhancing good performance among the workers. The leader defines role tasks and positions of subordinates thus reducing stress among the employees. By doing these, workers expectations become high, thus their performance is improved. Basing on these, the researcher believes the path-goal theory as advanced by House (1968) helped head teachers involve teachers in decision-making, communicate to teachers and proper delegation of duties to teachers. This has helped to improve teacher performance in secondary schools in Nakaseke District.

2.2 Conceptual framework

Consequent to the review of House's (1968) path-goal theory (Section 2.1), a conceptual framework relating the variables in the study as indicated in Figure 2.2;

Leadership behaviours**IV Leadership styles****DV Teacher performance**

Source: Adopted from Onen (2008). Leadership styles and behaviours relationships on employee performance. A handout for postgraduate students. Kampala, Makerere University Printery.

Fig. 2.2: Illustrates Conceptual framework relating leadership styles to teacher performance in secondary schools in Nakaseke District.

The conceptual model in Figure 2.2 suggests that the independent variable is conceptualized as consisting of three leadership styles (democratic, autocratic and laissez-faire) measured in form of; head teacher involvement of teachers in decision making, head teachers' communication to teachers and head teachers' delegation of duties to teachers while the dependent variable is teacher performance which is conceptualized as lesson preparation, assessment and co-curricular activities. Figure 2.2 further hypothesizes that all leadership styles: democratic, autocratic and laissez-faire, have positive relationship with teacher performance. However, the conception framework indicates that the extraneous variables (teaching experience, teachers' qualification, teaching and learning environment, payment salaries, wages, nature of students, family background of the learners, income level and supervision) were competing with the independent variables to influence teacher performance in secondary schools in Nakaseke District.

2.3 Related literature

This section reviews literature related to respective three specific objectives in this research.

2.3.1 Involvement in decision-making and teacher performance

Involvement in decision-making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization (Okumbe, 1998). Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style, laissez-faire is portrayed when leaders may reluctantly involve subordinates in decision making process. Webster (2002) defines participative leadership style as a way of involving individual participation in decision-

making. While Chandan (1987) defines democratic leadership style as one where subordinates are consulted and their feed back is taken into the decision making process. This is in line with House (1968)'s Path-goal theory that stipulates that both leaders (head teachers) and subordinates should involve themselves in decision making if an organization is to achieve its goals. He added that when goals are set together, the subordinates (teachers) become committed, self confident and knowledgeable about the set goals thus making them perform well.

Love (1993) identified that teacher performance as being negatively affected by lack of teachers' participation in decision-making. Love (1993) study in England indicated that some headteachers handle their staff badly for example teachers' decisions are not considered when staff meetings are organized and teachers are undermined in whatever they do. She pointed out that this has made teachers lose morale to perform well and even some resign from the teaching profession. Though Love's (1990) findings were good, her study was carried out in England but not Uganda and more especially Nakaseke District. This left a contextual gap for this study to fill.

While carrying out a research study in Kabalore District, Kayizzi (1990) discovered that teacher performance and effectiveness were is closely linked to school management and administration. He established that teachers who are better motivated will perform well. He further fought out that when teachers are involved in decision making meaning that head teachers who interact directly with their teachers or involve them in activities of decision making of the day to day administration of the school like taking turns on weekly duties. Supervision of preps and chairing departmental meetings. This makes the teachers feel important thus motivating them to perform

school activities to achieve the school goals. He further found out that assigning such duties will make teachers perform against school odds and challenges because of the esteem derived from good working relations. His findings were good, but his study did not look at leadership styles and teacher performance in secondary schools in Nakaseke District thus leaving a gap for the current study to undertake.

Armstrong (1999) found out that teachers' involvement in decision making enhance their performance, if teachers are trusted, empowered and given opportunities to be involved in administrative decision making of the institution. He noted that such involvement raises the morale and commitment of teachers thereby enhancing their performance. Lahler (1982) discovered that followers have all the willingness and skills needed to the job but will always need to be involved in school activities and decision making processes. It should be noted that not all the above studies were positively correlated between involvement in decision-making and teacher performance. This left a research gap for this study. Another gap was that none of the studies was specifically carried out in the context of Nakaseke District. To close such gaps, this study considered head teachers' involvement of teachers in decision making as a factor having a positive influence on teacher performance in secondary schools in Nakaseke District.

2.3.2 Communication and teacher performance

Oxford (2005) defines communication as a process of passing on information from one person to another. Mintzberg (1979) defines communication as a way of passing on information from one level to another. This may be from bottom to top or top to bottom levels of management.

Hannagan (2002) defines communication as a way of passing on information about the effectiveness of particular work behaviours and it is thought to perform several functions. For example, it is directive, by clarifying specific behaviours that ought to be performed; it is motivational, as it stimulates greater effort; and it is error correcting, as it provides information about the extent of error being made. However, the importance of communication in institutions of learning has in most cases been undermined especially in secondary schools in Nakaseke District.

Pritchard and others (1988) as quoted in Hannagan (2002) indicates that communication by itself can lead to higher level of performance if it is properly used. He further asserts that communication allows the person to track how well he/ she is doing in relation to the goal, so that if necessary, adjustments in effort can be made. He further indicates that communication may be in form of memos, telephone calls, messages, posting notices, writing letters and sending E-mail or fax. Unfortunately, these modes of communication are not properly applied in fields of education more particularly in secondary schools in Nakaseke District.

The concept of communication in leadership is highly internalized by Armstrong and Baron (1998). They endeavored to describe how it is used, operated and thus stressed its importance. They argued that information is usually communicated to employees in form of memos, meetings and telephone calls to enhance their performance. These ideas are supported by Handy (1996) who expressed that for performance to be effective, it is important for employers to communicate on what is to be done and how it is to be done. He added that communication may

be presented directly or indirectly to individuals to boost up their performance. However, he emphasized that good counseling and guidance for individual may come as a result of good and open communication provided by heads of human resource departments or heads of institutions like head teachers. This concept of communication is supported by House (1968) path-goal theory that stipulates that for subordinates to perform well the leader has to guide or direct them through verbal or written communication in form of notices, memos or meetings. The theory further stresses that through communication errors are identified and corrected. It also helps one to know how well or bad he or she is performing a given task. This enhances performance in any organization or institution of learning.

Armstrong (2003) presents the advantages of communication in leadership process as were derived from a survey conducted by the performance management in 1997. The advantages identified include; individuals get broad perspective of how they are perceived by others than previously possible. Communication further increases awareness of and relevance of competencies, gives people a more rounded view of performance and finally it clarifies to employees critical performance aspects. This view has a relationship with research conducted by Ashridge management research group in Handy (1996) which identified that one of the reasons why communication is important to support a number of human resource processes such as appraisal, resourcing and succession planning. This has a bearing to research conducted by Armstrong and Baron (1998) where they found that the 51 organizations covered by the research used communication channels get information about development needs. Armstrong (2003) further notes that communication is often anonymous and may be presented to individuals or

managers or both the individual and the manager. However, he noted that some organizations do not arrange for communication to be anonymous; it depended on the organization's culture. The more open the culture is, the more open communication is likely to be revealed to the subordinates. One of the reasons why communication is important, is that it supports a number of human resource supply. However, these scholars do not show how head teachers' communication to the teaching staff could be used to enhance teacher performance in secondary schools in Nakaseke District. Thus a gap left for this study to under-take.

In a related view, Narayana (1993) identified that communication as a leadership behaviour many a times has been mishandled and has tended to reduce its proper meaning in leadership. Areas in which it has been mishandled include; education managers not being frank and often give wrong communication to teachers. Many times headteachers entrust their information to junior staff who often report wrongly to their colleagues. Though Narayana (1993) findings revealed a lot as far as communication and teacher performance in secondary schools were concerned, her main focus was not on the secondary schools in Nakaseke District.

From the above reviews, it is important to conclude that, the idea of communication is important in leadership; where communication is truly practiced; the leadership tends to be democratic while where it is denied to the subordinates, the leadership style becomes autocratic. On the other hand, some leaders leave communication as a free will. It may or may not be communicated to the subordinates. Such leadership style is laissez-faire (Okumbe 1998). It is unfortunate, however, that the idea of communication as a leadership behaviour had not been

fully explored and yet its values if well managed can not be denied. It should be noted that not all the above studies were positively correlated between leaders' communication with the teaching staff and teacher performance. This left a research gap for this study to under take. Besides, none of the studies were carried out in the context of Nakaseke District. To close such gaps, this study considered head teachers communication with the teaching staff as a factor having a positive influence on teacher performance in secondary schools in Nakaseke District.

2.3.3 Delegation of duties and teacher performance

Oxford (2005) defines delegation as the process of giving rights, authorities and duties to the people of lower rank while Webster (2002) defines delegation as the act of investing with authority to act for another. Brech (1967) defines delegation as the “passing on the others of a share in the essential elements of management process”. Chandan (1987) looks at delegation as a process of dividing up total work and giving part of it to subordinates. Delegation is where a leader transfers power, responsibility, authority and decision making procedures to subordinates working in various departments of any given organization (Hannagan 2002). Blair (2002) defines delegation as a management skill that underpins a style of leadership which allow the staff to use and develop their skills and knowledge to full potential and as a dynamic tool for motivating and training the team to realize their full potential. Maicibi (2005) states that delegation is the process of a supervisor/ officer dividing up his total work load and giving part of it to subordinates. He identified that effective delegation is efficient, motivating and developmental towards work performance.

Delegation as a leadership behaviour is highly supported by House (1968) path-goal theory that stipulates that for proper performance of the subordinates and goal achievement, the leader has to distribute different tasks to subordinates according to skills, abilities, knowledge, interests, talents and experience. Where the subordinates become confused, the leader has to come and direct them, he further removes barriers to clear the way for better performance. This motivates and satisfies the workers, so they accept the leader's behaviour thus performing well. Basing on the path-goal theory therefore, the leader who does not delegate duties to subordinates is autocratic while one who makes delegation of duties as part and parcel of the organization, is a democratic leader. On the other hand, the leaders who take delegation as a free will to whoever may like or may not like. Such leadership style is laissez-faire.

Okumu (2006) in his study about delegation and its effects on management of secondary schools in Kampala District found out that effective delegation has positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools. While Okumu's (2006) findings were good and educative, his findings do not reveal how delegation of duties can enhance teacher performance in secondary schools in Nakaseke District.

Mumbe (1995) in his study "leadership style and teacher satisfaction in primary schools in Busia District" identified that delegation of authority can only be successful when the subordinates have ability, information and knowledgeable about the task and their willingness to perform and

take decisions. Though Mumbe's (1995) findings were good, he, however, does not tell as properly how delegation of duties can influence teacher performance in secondary schools in Nakaseke District.

Ruremire (1999) in his study about instructional leadership and academic standards in secondary schools-Kabale District discovered that good delegation saves time, develops teachers' confidence thus motivating them to perform well. He further discovered that once teachers have learnt how to work with the manager, they can perform better the jobs the managers cannot have time to do. Ruremire (1999) findings were realistic and good but were not on the context of Nakaseke District thus giving chance for this study to be under taken.

Gashaija (1997) in his study effective leadership as perceived by academic staff in tertiary institutions in Kampala District found out that delegation makes the academic staff more creative as they struggle to look for new ways, of accomplishing the responsibility given. He further identified that the followers feel a deeper sense of responsibility and ownership of the academic motivation. This enhances their performance. His findings and conclusions are very good but do not qualify for the current study because Gashaija's (1997) study dealt with tertiary institutions while the current study deals with leadership styles and teacher performance in secondary schools in Nakaseke District.

Cole (2004) found out that delegation of authority can only be successful when the subordinates have the ability, information and willingness to perform a task or take a decision. This can be

supported by the organizational structure where there is a clear line of management and communication without any difficulty as supported by (Max-Weber 1864 – 1920). Much as Cole (2004) tells as how delegation of authority can be successful, he does not bring out clearly how delegation of authority can enhance teacher performance in secondary schools in Nakaseke District.

Healthfield (2004) found out that for delegation to be successful; the leader has to establish objectives of delegation, specifying the tasks to be accomplished and deciding who is to accomplish them. Though Heathfield (2004) does a good job to mention that successful delegation depends on joint objective formulation, he does not really show how joint objective formulation would help teachers in secondary schools in Nakaseke District perform better.

Chapman (2005) found out that it is important to ask other people what level of authority they feel comfortable being given. He further discovered that successful delegation depends on the ability, experience and reliability of the subordinates. He, however, discovered that inexperienced or unreliable people will need a lot of close supervision to get a job done to the correct standards. His findings were good and realistic because his study was carried out in the developed world where subordinates are experienced and reliable unlike in Nakaseke District where both headteachers and teachers of secondary schools are unreliable on their working stations and therefore need regular supervision by inspectors of schools for work to be done as expected.

Mc Namara (1999) identified that for the delegated task to be done well, the supervisor and the subordinate must agree on when the job is to be finished or if an on going duty when are the review dates when are the reports due and if the task is complex and what help could the supervisor render. Mc Namara's (1999) findings are excellent but her focus was mainly between subordinates agreeing on the delegated work. she does not look at how delegation of duties can enhance teacher performance in secondary schools in Nakaseke District.

While the above studies had a positive correlation between head teachers' delegation of duties and teacher performance, none of them was carried in secondary schools in the context of Nakaseke District thus a gap was left for this study to research. To cover this gap therefore, this study aimed at getting the information of how headteachers' delegation of duties to teachers affect teacher performance in secondary schools in Nakaseke District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter deals with the research methodology used in the study. The chapter includes: the research design, study population, sampling strategies, data collection methods and instruments, data quality control, research procedure and data analysis techniques used in the study.

3.1 Research design

The study employed both quantitative and qualitative approaches. It was a cross-sectional survey in design which was analytical in nature. It was a survey because it gathered data from large number of respondents at the same time so as to describe the nature of teacher performance in secondary schools in Nakaseke District. It was cross-sectional in that the researcher used different categories of respondents (teachers and head teachers) at the same time (Enon, 1998). This was to reduce costs in terms of money and time (Enon, 1998). And it was analytical because it verified the research hypotheses.

3.2 Population

The target population included all the secondary schools teachers and head teachers in both private and government-founded schools in Nakaseke District. There are 20 private and 6 public secondary schools in Nakaseke District (DEO Nakaseke, 2007). Of the target population of 176 secondary school teachers and 26 head teachers (DEO, Nakaseke, 2007), the researcher used a Table of samples by Sekeran (2003) which suggests a minimum sample size of 126 secondary

school teachers and 24 secondary school head teachers (Sekeran, 2003). This gave an overall population size of 150 respondents that were under-taken for study.

3.3 Sampling strategies and sample size

Due to time and financial constraints, the researcher used sampling. Sample size of 26 secondary schools was determined by sample of tables developed by Sekeran (2003). To ensure representative samples, secondary schools were sampled using stratified method, whereby they were divided into two; government and private founded schools. Convenience sampling was a suitable method for teachers. In this case only teachers who were available at the schools were sampled. While purposive sampling was used for head teachers because they had the knowledge and experience about leadership styles the researcher needed (Amin, 2005).

3.4 Data collection methods and instruments

The study used the following methods with their respective instruments.

- (i) Questionnaire survey was used to enlist responses from secondary school teachers. This method used administered questionnaire (SAQs) consisting of closed and open ended questions. The SAQs were used because they helped the researcher to cover a large population quickly and at a reasonably low cost. Besides high English literacy levels among respondents (teachers) made it suitable to use SAQs (see Appendix A).
- (ii) To enrich data collected through the questionnaires, interviews were administered to the secondary school head teachers using interview guides. This helped to fill up issues not

addressed by SAQs. Secondly, these interviews helped the researcher to get spot-on answers from the head teachers (see Appendix B).

3.5 Data quality control

This section is divided into two sub sections; validity and reliability of the research instruments.

3.5.1 Validity of the research instruments

Validity of research instrument refers to the extent to which the instrument measures what it is supposed to measure (Amin, 2005). To ensure validity of the research instrument, the researcher used expert raters and research supervisors in the School of Education. The rated findings were used to calculate content validity index (CVI) using the formula:

$$CVI = K/N$$

Where K = Total number of items in the questionnaire declared valid by both raters / judges.

N = Total number of items in the questionnaire

The computed CVI of the instrument was 0.8. This was considered valid because the minimum CVI recommended in the survey studies is 0.7 (Amin, 2005: 288). (see Appendix E).

3.5.2 Reliability of the research instrument

Reliability of the instrument refers to the degree to which the said instrument consistently measures whatever it is measuring (Amin, 2005). Reliability of the instrument was ensured through split-half. In this case, the instrument was piloted with respondents. This was done by

dividing test items into; odd items represented by “x” and even items represented by “y”. Split-half reliability coefficient was used because it is cheaper in terms of costs and secondly it is time saving as it is administered once (Amin, 2005). The pilot tested scores were then correlated using Pearson Product Moment Correlation Coefficient and the computed results are indicated in Table 3.1 (see Appendix F). The computed Pearson correlation coefficient “ r ” = 0.78 was an indication of high correlation. This indicates that the research instrument used was reliable because the minimum reliability index recommended in survey studies is 0.7 (Amin, 2005) (see Appendix F).

3.6 Research procedure

Upon the approval of the proposal, the researcher obtained an introductory letter from the Dean, School of Education, Makerere University. This letter introduced the researcher to Local Council V Chairman and District Education Officer-Nakaseke District so as to be allowed to carry out a research about leadership styles and teacher performance in secondary schools within the District. Information prefects in schools worked as research assistants and each was given a letter by the researcher, introducing them to respondents requesting for their co-operation in filling the instrument given to them. The collected data was edited, coded, analyzed, interpreted and presented using frequency tables, means and percentages. There after, conclusions and recommendations were made and a final report written.

3.7 Data analysis

The data collected (by use of SAQs and interview guides) was processed for analysis by editing, coding and entering it into the computer using the Statistical Package for Social Scientists

(SPSS). This data was made ready for presentation using frequency tables, means and percentages. At univariate level, actual analysis was based on related frequencies or percentages obtained from frequency tables and descriptive statistics. To test the null hypothesis, the researcher used Fishers' ANOVA. To this effect, questions related to head teachers' involvement of teachers in decision making (B1.1-B1.6) were combined to form one global average index of head teachers' involvement of teachers in decision making. Further Head teachers' involvement of teachers in decision-making was categorized into; greater involvement which represented democratic leadership style, moderate involvement which represented laissez-faire style of leadership and limited involvement which represented autocratic leadership style. Questions on teacher performance (C1.1-C3.6) in appendix A were combined to form one continuous index of teacher performance.

The two indices; head teachers' involvement of teachers in decision making being categorical (greater involvement, moderate involvement and limited involvement), headteachers communication with teaching staff was categorized into; (regular communication, moderate communication and irregular communication) and Head teachers' delegation of duties to teachers was categorized into (more delegation, moderate delegation and less delegation). Each of these independent categorical variables was compared with teacher performance which was numerical using Fishers' ANOVA. Data collected by interview guides was analysed by organizing it into patterns, categories and through description. This helped to rate the significances of leadership styles in influencing teacher performance in secondary schools in Nakaseke District.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter of the study deals with data presentation, analysis and the interpretation of the results. The analysis is guided by the specific objectives and the hypotheses that were used in the study. The presentation of the results is done in three sections. The first section presents the background information of schools and teachers (respondents) who participated in the study. The second section presents the descriptive analysis of the results following the specific objectives of the study. In this case, each independent variable (head teachers' involvement of teachers in decision making, head teachers' communication to the teaching staff and head teachers' delegation of duties to teachers) is analysed against the teacher performance. The purpose of this analysis was to determine whether leadership styles have got any effect on teacher performance in the surveyed secondary schools in Nakaseke District. The last section presents the verification of the hypotheses. It indicates how each of the three hypotheses were verified. This last section even discusses conclusions about the hypotheses.

4.1 Section One: Background Information

This section of the study ideally presents the background information. This background information is divided into three subsections; sub-section one deals with characteristics of teachers in terms of gender, academic qualifications and subjects specialization. On the other hand, sub-section two indicates teachers' current work and experience in terms of subjects currently taught, teaching load, years of teaching experience and the responsibilities currently

held. Finally, sub section three presents the categories of schools in terms of residential status, level of education, gender of students and location. The purpose of these background information was to highlight the characteristics of the respondents and categories of secondary schools within Nakaseke District. Understanding this situation would help the researcher come up with proper information about the nature of teachers and secondary schools in the area under study. Therefore, the results of the study on the respondents' background are presented as follows:

The researcher was initially interested in establishing the characteristics of teachers in terms of gender, academic qualification and subjects specialized in. The purpose of this was to establish the number of male and female secondary teachers and whether their academic qualifications and subjects specialized in, at higher institutions of learning can enable them perform well in secondary schools. To this effect, the results are presented in Table 4.1.

Table 4.1: Distribution of teacher respondents according to; gender, academic qualification and subjects specialized in

Characteristics	Categories	Frequency	Percentage
Gender	Male	84	66.7
	Female	42	33.3
	Total	126	100.0
Academic qualifications	Diploma	59	46.8
	Bachelor degree	58	46.0
	Post graduate Diploma	7	5.6
	Masters	2	1.6
	Total	126	100.0
Subjects specialized in	Sciences	35	29.4
	Humanities	50	39.7
	Vocational	15	11.9
	Language	14	11.1
	Business	10	7.9
	Total	126	100.0

From Table 4.1, it can be viewed that the majority (84 or 66.7%) of the respondents were males while 42 (33.3%) of the respondents were females. This was in line with the records of Ministry of Education and Sports (MoES) (2008) which shows that, there are more males than female teachers working in secondary schools in Uganda. Alternatively, this was because parents in the

past used to educate boys more than girls and yet the few girls who enrolled for schooling dropped out before completion. More so, girls who enroll for higher institutions of learning opt for other courses rather than teaching and those who qualify as teachers prefer to teach in urban schools or do other profitable jobs.

As far as academic qualification was concerned, results in Table 4.1 indicate that 59 (46.8%) respondents have diplomas and those who possessed Bachelor degrees were 58 (46%) out of the total respondents while 2 (1.6%) respondents possessed masters. This left 7 (5.6%) respondents having post graduate diplomas in Education. This means that majority (107 or 92.8%) of the teachers of secondary schools in Nakaseke District possessed Diplomas and first degrees. This indicates that most teachers are qualified to teach in secondary schools because according to the Ministry of Education and sports' (2008), Diploma in secondary education is the minimum qualification for secondary teachers in Uganda. Since most of these teachers meet the required qualifications to teach in secondary schools, their performance is expected to be high because they are knowledgeable and skilled enough to be teaching in secondary schools.

It was further noted that the majority (50 or 39.7%) of the respondents specialized in humanity subjects like History, Geography and Religious Education. Results further indicated that 37 (29.4%) respondents specialized in science subjects like physics, Biology, Chemistry and Mathematics while 10 (7.9%) respondents specialized in business education. This means that most of the secondary teachers in Nakaseke District are Arts teachers. This has been so because

the education system in Uganda has been science biased. This explains why there are more arts than science teachers in secondary schools country wide.

The researcher went ahead to identify the subjects teachers are currently teaching, the teaching load per week, years of teaching experience and teachers responsibilities at school. This was intended to find out whether teachers teach what they specialized in at higher institutions of learning and whether teachers are over or under-loaded. The researcher further established the years of teaching experience and responsibilities held by teachers at school. This was intended to gauge how knowledgeable they were about leadership styles and teacher performance in secondary schools in Nakaseke District. On this note, the results are presented in Table 4.2

Table 4.2: Distribution of teacher respondents according to work in terms of subjects currently taught, teaching load, responsibilities and teaching experience

Characteristics	Categories	Frequency	Percentage
Subject currently teaching	Sciences	37	29.4
	Humanities	49	38.9
	Vocation	15	11.9
	Language	15	11.9
	Business education	10	7.9
	Total	126	100.0
Teaching load per week	1 – 10	5	4
	11 – 20	57	45.2
	21 – 30	57	45.2
	31 – 40	7	5.6
	Total	126	100.0
Years of teaching experience	0 – 4	47	37.3
	5 – 9	53	42.1
	10 – 14	20	15.9
	15 and above	6	4.8
	Total	126	100.0
Responsibilities currently holding at school	Administrators	13	10.3
	Head of Departments	27	21.4
	Class teacher	37	29.4
	Sports & games	16	12.7
	Gardening	1	.8
	Music, dance, drama	2	1.6
	Others	22	17.5
	None	8	6.3
	Total	126	100.0

According to Table 4.2, it can be observed that teachers teaching humanities (History, Geography and Religious education) were the majority (49 or 38.9%). This was followed by 37 (29.4%) respondents who teach sciences while business education had only 10 (7.9%) respondents. This was because many students specialized in teaching humanities because they are easier to pass and secondly the education system in Uganda in the past was geared to the teaching of humanities rather than sciences. This trend is, however, changing. This is due to the government policy of encouraging the teaching of sciences, vocational and business subjects. This is shown by equipping secondary schools with up-to-date laboratories to promote teaching of sciences and opening up of vocational secondary schools to promote the teaching of vocational subjects.

Table 4.2 further indicates that the majority (104 or 90.4%) of the respondents had their teaching load ranging from 11 – 20 and 21 – 30 while 7 (5.6%) respondents had a teaching load of 31–40. This left 5 (4%) respondents belonging to a teaching load of 10 and below. This means that majority of secondary school teachers in Nakaseke District meet the required teaching load; a maximum of 18 and 24 lessons per week to teach at advanced level and ordinary level sections respectively, as per the recommendations by the Ministry of Education and Sports (2001). Since these teachers are neither over loaded nor under loaded, their performance is expected to be high; but such has not been the case. This prompted the researcher to under-take current study.

As far as teaching experience was concerned, Table 4.2 indicates that 53 (42.1%) respondents had experience which ranged from 5 – 9 years of teaching. This was followed by the teaching

range of 0 – 4 years with 47 (37.3%) respondents. On the other hand, 4.8% (6) respondents had 15 years and above of teaching experience. This portrays that the majority of secondary school teachers in Nakaseke District are experienced. Therefore, they are knowledgeable and skilled enough to perform well the tasks and duties assigned to them by school administrators.

The researcher further investigated into the responsibilities teachers currently hold at schools. The results in Table 4.2 indicate that 37 (29.4%) respondents are class teachers while 27 (21.4%) respondents indicated that they are departmental heads. A total of 22 (17.5%) respondents indicated that they hold in other activities such as; senior women teachers, guidance and counseling, discipline, house masters and mistresses. On the other hand, 13 (10.3%) respondents indicated that they participate in administrative work. This means that apart from teaching, teachers have to take up other school responsibilities like departmental, disciplinary guidance and counseling responsibilities. This therefore means that teacher performance is not only determined in terms of academics but also other responsibilities carried out by the teachers. However, 8 (6.3%) respondents indicated to have no extra responsibility at all. This was because such respondents (teachers) have just been newly recruited in the schools, so they needed to learn and understand the school environment before taking up school responsibilities.

The researcher went ahead to investigate into the categories of secondary schools in terms of; residential status, level of education, gender and location. This was intended to help the researcher identify the nature of schools he was dealing with so as to come up with proper

information about leadership styles and teacher performance in selected secondary schools in the study area. To this effect, the results are presented in Table 4.3.

Table 4.3: Distribution of teacher respondents on categories of schools according to residential status level of education, gender and location

Category in terms of	Characteristics	Frequency	Percentage
Residential status	Boarding only	00	00
	Day only	34	27
	Both day & Boarding	92	73
	Total	126	100.0
Level of education	O - Level only	48	38.1
	A – Level only	1	8
	Both O & A - Level	77	61.1
	Total	126	100.0
Gender	Boys only	1	0.8
	Girls only	00	00.0
	Mixed	125	99.2
	Total	126	100.0
Location	Urban	1	0.8
	Semi-urban	18	14.3
	Rural	107	84.9
	Total	126	100.0

According to Table 4.3, it can be observed that 92 (73%) respondents are teaching in schools that are both day and boarding. On the other hand, 34 (27%) respondents teach in only day schools

while there was no respondent teaching in boarding schools only. This means that most of the secondary schools in Nakaseke District cater for both day and boarding scholars. This was due to the fact that parents who can not afford boarding expenses can have their children studying as day scholars. And yet the Universal Secondary Education (USE) policy caters for only day facilities. There was no purely boarding school. This was because the requirements needed for boarding students were expensive for parents. This implies that students do not have humble time to concentrate on education since a lot of time is consumed during their movements to and from schools. This probably explains the poor performance of secondary school students within Nakaseke District. This is worsened by the fact that there is no purely boarding school. This therefore, made this study worthy to under-take.

The researcher further investigated the category of schools in terms of the level of education. Results in Table 4.3 indicate that the majority (77 or 61.1%) of the respondents indicated that they teach both in O and A level schools while 48 (38.1%) respondents teach in only O-level schools. Only 1(0.8%) respondent indicated to be part timing in A-level urban school. This means that most secondary school teachers in Nakaseke District teach in both Ordinary and Advanced (O & A) level schools. This has been so because many schools opt to have both levels O and A level in order to help their students complete the secondary education without changing schools after the completion of the first level of secondary education.

The results in Table 4.3 further indicates that an overwhelming majority (125 or 99.2%) of the respondents teach in mixed schools. This was because 99% of the secondary schools within

Nakaseke District cater for both the education of boys and girls. This was so because of the government advocacy of promoting gender equality of both boys and girls.

In terms of location, results in Table 4.3 indicate that 107 (84.9%) respondents teach in rural schools while 18 (14.3%) respondents teach in semi-urban schools. This left 1 (0.8%) respondent part-timing in A-level urban school. This means that almost all secondary teachers in Nakaseke District teach in rural schools. This was because the area under study was in the up-country and hard to reach area hence most of the secondary schools were in the villages while few in trading centres.

4.2 Descriptive analysis of variables

After the background information, the researcher went ahead to present the descriptive analysis following the opinions of the respondents. This was done by first dealing with the independent variables, followed by dependent variables.

4.2.1 Independent variables

In this sub-section, the researcher was interested in establishing the opinions of the respondents where strongly disagree and disagree were combined together to mean disagree and this represented autocratic leadership style. On the other hand, neither agree nor disagree would mean that a leader is of a laissez-faire style while agree and strongly agree were combined together to mean agree which meant that a leader is democratic in leadership style. To this effect, the researcher asked the respondents to give their opinions on the questions whether their head

teachers involve them in the decision making of the school administration or not. Respondents' opinions were given and results indicated in Table 4.4.

Table 4.4: Distribution of respondents by opinion on whether their head teachers involve teachers in decision making of the school administration or not

Questions	Frequency percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
I participate in decision making in meetings organized by the school administration	Frequency	06	18	102	126
	Percentage	4.8	14.3	80.9	100.0
My views in meetings are considered in final decision making by the school administration	Frequency	15	34	77	126
	Percentage	11.9	27.0	61.1	100.0
My Head teacher consults me whenever he/she wants to pass final resolutions in school meetings.	Frequency	30	31	65	126
	Percentage	13.8	24.8	51.6	100.0
My Head teacher encourages me to demonstrate innovativeness and creativity during the decision making process of the school.	Frequency	11	27	87	126
	Percentage	8.8	21.6	69.6	100.0
My Head teacher encourages co-operation among the teaching staff during the decision making process of the school.	Frequency	06	11	109	126
	Percentage	1.6	8.7	86.5	100.0
My Head teacher is uncomfortable with the decisions I make in the staff meetings.	Frequency	97	15	14	100.0
	Percentage	77.0	11.9	11.2	126

According to Table 4.4, an overwhelming majority (102 or 80.9%) of the respondents' opinions were in agreement that they participate in decision making in meetings organized by the school administration while 18 (14.3%) respondents neither agreed nor disagreed in their opinions. This left 6 (4.8%) respondents disagreeing on the question that they participate in decision making in meetings organized by the school administration. This means that an overwhelming majority (102 or 80.9%) of the secondary school teachers participate in decision making in meetings organized by the school administrators. This indicates that democratic leadership style is highly practiced by secondary school head teachers in Nakaseke District. This has helped head teachers to get wider range of teachers' views that are needed to enhance teacher performance.

The researcher went ahead to establish the opinions of the respondents on whether their views in meetings were considered in the final decision making of the school administration or not. Results in Table 4.4 indicate that 15 (11.9%) respondents' opinions were in disagreement with the question that their views in meetings are considered in the final decision of the school administration. This is an indication of autocratic leadership style which does not consider views of the followers. At least 34 (27%) respondents' opinions were neither in agreement nor in disagreement with the asked question, an indication of laissez-faire leadership style which does not bother whether teachers contribute their views in meetings or not. This is because the leader does not bother about the subordinates, for he/she gives them all the freedom needed to perform any task given. This left 77 (61.1%) respondents with their opinions agreeing with the fact that their views in meetings are considered in final decision making of the school administration. This means that the majority (61.1%) of the secondary school teachers' views in Nakaseke

District are considered in the final decision of the school administration. This means that the majority of the head teachers in the study area practiced democratic leadership style that puts into consideration the views of the subordinates for the smooth running of the institutions. However, there were few head teachers as portrayed by 11.9% of the teacher respondents who do not consider the views of their teachers in final decision-making of the school administration. This is typical of autocratic style of leadership which does not consider subordinates views for proper running of the institutions of learning.

The researcher further examined the opinions of the respondents on whether they are often consulted by head teachers on issues that the administrators what to make decision. Results in Table 4.4 indicate that majority (65 or 51.6%) of the respondents' opinions were in agreement that they are consulted whenever their head teachers want to pass final resolutions in the school meetings while 30 (23%) of the respondents' opinions were in disagreement with the view that they are consulted by head teachers in passing final resolutions in meetings. This left 31 (24.6%) respondents neither agreeing nor disagreeing in their opinions. This clearly portrays that the majority (65 or 51.6%) of the secondary school teachers in the study area are consulted by their head teachers whenever they pass final resolutions in meetings. This indicates that most secondary school head teachers in Nakaseke District practice democratic leadership style, where head teachers first consult teachers before passing up the final resolutions in meetings. This motivates teachers to perform to the best of their abilities in order to achieve the goals they themselves resolved in meetings. However, there were some head teachers who practiced autocratic style of leadership. This was indicated by 23% of the respondents who disagreed that

they are consulted in meetings before passing the final resolutions. This is because there are certain issues a head teacher has to pass without consulting teachers, for example disciplining a member of teaching staff.

The researcher went ahead to explore the respondents' opinions on whether their head teachers encourage them to demonstrate innovativeness and creativity or not during the decision making process of the school. Results in Table 4.4 indicate that 87 (69.6%) respondents' opinions were in agreement that their head teachers encourage them to demonstrate innovativeness and creativity during decision making process of the school while 27 (21.6%) respondents indicated that they neither agreed nor disagreed with the asked question. However, 11 (8.8%) respondents' opinions were in disagreement with the view that their head teachers encourage them to demonstrate innovativeness and creativity during decision making process of the school. This clearly shows that the majority (87 or 69.6%) of the secondary teachers in Nakaseke District are encouraged by their head teachers to be creative and innovative during decision making process in the schools. This type of head teachers demonstrate democratic leadership style because they have it in mind that creative and innovative teachers bring new ideas that are needed to achieve school goals and objectives.

The researcher was also interested in finding out whether head teachers encourage cooperation or not among the teaching staff during decision making process of the school. The results in Table 4.4 indicate that the majority (109 or 86.5%) of the respondents opinions were in agreement with the view that their head teachers encourage cooperation among the teaching staff during the decision making process of the school while 6 (4.8%) respondents' opinions were in

disagreement with the question that their head teachers encourage cooperation during staff meetings. This left 11 (8.7%) respondents neither agreeing nor disagreeing in their opinions. This clearly indicates that most (109 or 86.5%) of the secondary schools teachers in Nakaseke District are encouraged by their head teachers to have cooperation during the decision making process of the schools. Such head teachers who encourage cooperation among teaching staff are democratic in nature. They know very well that teachers can not perform to their expectation unless they are in co-operated in school aspects like decision making process.

The researcher further established whether head teachers were comfortable or not with the decisions teachers make in staff meetings. The opinions of the respondents were given and results presented in Table 4.4 that indicated that the majority (97 or 77%) of the respondents' opinions disagreed on the issue that head teachers are uncomfortable with the decisions teachers make in the staff meetings while 15 (11.9%) respondents neither agreed nor disagreed in their opinions. However, 14 (11.2%) respondents' opinions were in agreement that their head teachers were uncomfortable with the decisions they pass in staff meetings. This shows that majority (77%) of secondary school teachers' views in Nakaseke District make head teachers comfortable. Since majority of secondary school head teachers are comfortable to views of teachers in meetings, it is an indication that secondary school head teachers in the study area practice democratic leadership style that allows exchange of views and ideas without any one feeling uncomfortable with other people's views. This comfortability in views of one another, leads to good performance among the teaching staff.

When head teachers were interviewed on the way they involve their teachers in decision making of the schools they all responded by saying that they organize staff meetings in which teachers participate in decision-making, setting meeting agenda, exchange ideas and views of how to run the schools. This indicated that majority of the head teachers practiced democratic style of leadership. This is because democratic style of leadership promotes unity, cooperation, teamwork and hardworking among teachers, which in turn enhances their performance.

The researcher went ahead to establish the respondents' opinion on how head teachers communicate to teachers. On this note, the respondents gave their opinions and results indicated in Table 4.5.

Table 4.5: Distribution of respondents by opinion on whether their head teachers communicate to them or not

Questions	Frequency /percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
My head teachers sends memos when he wants to communicate to me	Frequency	25	19	82	126
	Percentage	19.8	15.1	55.0	100.0

My head teacher organizes meetings when he wants to talk to me	Frequency	2	8	116	126
	Percentage	16	6.3	92.1	100.0
My head teacher makes telephone calls when he wants to talk to me	Frequency	23	17	85	125
	Percentage	18.4	13.6	68.0	100.0
My head teacher writes a note in the staff notice board when he wants to talk to me	Frequency	44	18	64	126
	Percentage	34.9	14.3	50.8	100.0

According to Table 4.5, the majority (82 or 55%) of the respondents' were in agreement that their head teachers send them memos when they want to communicate to them while 19 (15.1%) respondents neither agreed nor disagreed in their opinions. This left 25 (19.8%) respondents disagreeing that their head teachers send memos to them when they want to pass any communication to them. This means that 55% of the secondary school teachers in Nakaseke District are communicated to by their head teachers through memos. This portrays a democratic style of leadership where head teachers find it easy to pass information to teachers through memos. This lays a fertile ground for teachers to perform well.

The researcher further investigated on the respondents' opinion on whether head teachers organize meetings when they want to talk to teachers or not. Results in Table 4.5 indicate that the majority (116 or 92.1%) of the respondents agreed that their headteachers organize meetings

when they want to communicate to them while 2 (1.6%) respondents disagreed with the view that their head teachers organize meetings when they want to communicate to them. This left 8 (6.3%) respondents neither agreeing nor disagreeing in their opinions. This shows that majority (116) of the secondary school teachers in Nakaseke District are communicated to by their head teachers through meetings. This portrays that most head teachers in the study area use democratic style of leadership where staff meetings are organized for teachers to exchange their views with their superiors. It is through such meetings that teacher performance is enhanced.

The researcher also examined the respondents' opinions on whether head teachers make telephone calls when they want to talk to teachers or not. Results in Table 4.5 indicate that 17 (13.6%) respondents neither agreed nor disagreed to the asked question while 23 (18.4%) respondents disagreed with the view that their head teachers make telephone calls when they want to communicate to them. This left majority (85 or 68.0%) of the respondents agreeing that head teachers make telephone calls when they want to talk to them. This implied that 68% of the secondary school teachers in Nakaseke District are communicated to by their head teachers through telephone calls. This was because it was quicker and safer to talk to the teachers through telephone calls than other modes of communication like; meetings or sending other teachers to pass information to the needed staff member. Proper communication to teaching staff by head teachers is a characteristic of a democratic leadership style and if well practiced continuously and at all levels could yield to high teacher performance. This is because teachers are informed in time to do what is expected of them.

The researcher further investigated the respondents' opinions on whether head teachers write notices in the staff notice board when they want to talk to teachers or not. Results in Table 4.5 indicate that 44 (34.9%) respondents disagreed with the view that head teachers write notices on the staff notice board when they want to talk to them while 18 (14.3%) respondents neither agreed nor disagreed in their opinions to the asked question. This left 64 (50.8%) respondents' opinions in agreement that their head teachers write notices in the staff notice board when they want to talk to them. This indicates that most (64) of secondary school teachers in Nakaseke District are communicated to by their head teachers through notices written in the staff notice boards. This is because staff notice boards are open and accessible to every teacher to get information.

When head teachers were asked on how they communicate to their teachers, they responded that they organize meetings through which they talk to the teachers. Others said that they communicate to teachers through telephone calls, memos and passing information through other teachers. One head teacher said that she uses signaling. That is, she looks at the teacher and the teacher realizes that he/ she has not pleased the head teacher. The researcher therefore notes that a head teacher who communicates freely to the teaching staff through meetings, memos and telephone calls practices democratic leadership style and usually such communications motivate, encourage and avail information needed for teachers to execute their duties and responsibilities well. On the other hand, a head teacher who does not communicate to the teachers practices autocratic leadership style and this usually de-motivates, discourages and impedes teacher performance because they are not availed with information in time to do what is expected of them. However, a head teacher who does not mind to communicate nor take seriousness in

providing information to teachers, practices laissez-faire leadership style and this usually makes teachers lazy to perform what is expected of them.

The researcher explored the respondents' opinions on the questions asked whether head teachers delegate duties to their teachers or not. To this effect, the respondents gave their opinions and results indicated in Table 4.6.

Table 4.6: Distribution of Respondents by opinions on whether head teachers delegate duties to teachers or not

Questions	Frequency percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
I am delegated duties by school administrators.	Frequency	2	8	115	126
	Percentage	1.6	6.4	92.0	100.0
I am directed by the school administrators on how to perform the delegated duties	Frequency	15	18	92	125
	Percentage	12.0	14.4	73.6	100.0
I am guided by school administrators on how to perform the delegated duties	Frequency	14	22	90	126
	Percentage	11.1	17.5	71.4	100.0
I am supervised by the school head teachers on duties delegated to me	Frequency	13	19	94	126
	Percentage	10.3	15.1	74.6	100.0
I am rewarded by my head teacher for the duties delegated to me	Frequency	33	20	73	126
	Percentage	26.1	15.0	58.0	100.0
My Head teacher delegates me duties that I am knowledgeable about.	Frequency	07	24	95	126
	Percentage	5.6	19.1	75.3	100.0
My Head teacher delegates me duties that I am skilled at.	Frequency	15	25	86	126
	Percentage	12.0	19.8	68.2	100.0
My Head teacher delegates me duties that I am talented at.	Frequency	16	31	79	126
	Percentage	12.6	24.6	62.7	100.0
My Head teacher delegates me duties that I have no idea about	Frequency	97	18	11	126
	Percentage	77.0	14.3	8.7	100.0
My Head teacher delegates me duties I have no experience at all.	Frequency	97	21	08	126
	Percentage	76.9	16.7	6.4	100.0

As it can be viewed from Table 4.6, majority (115 or 90%) of the respondents' opinions were agreement with the view that they are delegated duties by school administrators. On the other hand, 2 (1.6%) respondents' opinions were in disagreement with the view that they are delegated duties by the school administrators. This left 8 (6.4%) respondents neither agreeing nor disagreeing in their opinions. This means that majority (90%) of the secondary school teachers in Nakaseke District are delegated duties by their school administrators. This portrays a democratic style of leadership practiced by head teachers. Proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hard working and commitment among the subordinates which in turn enhances teacher performance.

The researcher further established respondents' opinions on whether teachers are directed by the school administrators on how to perform the delegated duties or not. Results in Table 4.6 reveal that the majority (92 or 73.6%) of the respondents agreed that they are directed by school administrators on duties delegated to them. On the other hand, 18 (14.4%) respondents neither agreed nor disagreed in their opinions. This left 15 (11.9%) respondents disagreeing to the view that they are directed by school administrators on duties delegated to them. Basing on this, it can be noted that majority (73.6%) of the secondary school teachers in Nakaseke District are directed by their school administrators on duties delegated to them. Proper direction by head teachers to subordinates is a characteristic of democratic leadership style and if this is done continuously, subordinates' (teachers') performance is enhanced.

The researcher went ahead to establish the respondents' opinions on whether they are guided by school administrators on how to perform the delegated duties to them or not. Results in Table

4.6 show that the biggest number (90 or 71.4%) of the respondents agreed in their opinions that they are guided by school administrators on duties delegated to them while 13 (10.3%) respondents' opinions were in disagreement with the view that they are guided by school administrators on duties delegated to them. This left 22 (17.5%) respondents neither agreeing nor disagreeing in their opinions to the asked question. This implied that most (71.4%) of the secondary teachers in Nakaseke District are guided by school administrators on duties delegated to them. Guidance of subordinates by their superiors on what to do is an element found in democratic style of leadership. The researcher discovered that if teachers are guided on how to perform the delegated duties, they become efficient and effective in performing what has been given to them.

The researcher further established the respondents' opinions on whether head teachers supervise them on the delegated duties or not. Results in Table 4.6 reveal that an over whelming majority (94 or 74.6%) of the respondents agreed in their opinions that they are supervised by head teachers on the delegated duties while 13 (10.3%) respondents opinions were in disagreement with the view that they are supervised by head teachers on duties delegated to them. This left 19 (15.1%) respondents neither agreeing nor disagreeing in their opinions to the asked question. This shows that most teachers (94 or 74.6%) in secondary schools in Nakaseke District are supervised by their head teachers on the delegated duties. It can be noticed from this information that head teachers in selected secondary schools in the study area are democratic because they practice proper supervision of subordinates, which is an element embodied in democratic

leadership style. The supervision of the delegated duties makes teachers committed, hardworking, effective and efficient in their work.

The researcher also went a head to find out respondents' opinions on whether they are rewarded by head teachers for the duties delegated to them or not. Results in Table 4.6 indicate that 73 (68%) respondents gave their opinions agreeing that they are rewarded by their head teachers for the duties delegated to them. On the other hand, 33 (26.2%) respondents' opinions were in disagreement with the view that they are rewarded by head teachers for duties delegated to them. This left 20 (15.9%) respondents neither agreeing nor disagreeing in their opinions to the asked question. This portrays that most (73 or 68%) of the secondary school teachers in the study area are rewarded by their head teachers for the duties delegated to them. Head teachers who reward their teachers in terms of monetary, promotion, and verbal appreciation for any duty delegated are democratic in nature. Such rewards motivate teachers, make them committed and hard working thereby enhancing their performance.

The researcher investigated the respondents' opinions on whether they are delegated duties they are knowledgeable about or not. Results in Table 4.6 indicate that 95 (75.3%) respondents agreed that their head teachers delegate them duties they are knowledgeable about. However, 7 (5.6%) respondents' opinions were in disagreement with the view that their head teachers delegate them duties they are knowledgeable about. This left 24 (19.0%) respondents neither agreeing nor disagreeing in their opinions to the asked question. Basing on this, majority (95 or 75.3%) of the secondary school teachers in Nakaseke District are delegated duties they are knowledgeable

about by their head teachers. Such proper delegation of duties basing on teachers' knowledge enhances their performance and makes the work simpler.

The researcher further examined the respondents' opinions on whether they are delegated duties they are skilled at or not. Results in Table 4.6 reveal that 86 (68.2%) respondents had their opinions in agreement that their head teachers delegate them duties they are skilled in while 25 (19.8%) respondents neither agreed nor disagreed in their opinions to the asked question. This left 15 (11.9%) respondents' opinions in disagreement that they are delegated duties they are skilled at. This clearly indicates that most (86 or 68.2%) of the secondary school teachers in Nakaseke District are delegated duties they are skilled at by their head teachers. This is typical of a democratic leadership style that puts into account the skills one has before any task is given. This is because the skills embodied in teachers through training enables them to be very confident and stable in their responsibilities thus enhancing their performance. However, there were some head teachers who were autocratic in nature because they assigned duties to teachers irrespective of skills they had. This was portrayed by 11.9% of secondary school teacher respondents in the study area who indicated that their head teachers assigned them duties they are not skilled at. The researcher discovered that such head teachers should not be blamed because there are some teachers who are very rigid to change and unless forced to do tasks they are not skilled at, then they will never acquire new skills.

The researcher went ahead to explore the respondents' opinions on whether head teachers delegate duties that they are talented in or not. Results in Table 4.6 show that 16 (12.7%)

respondents gave their opinions in disagreement with the view that, their head teachers delegate them duties they are talented at while majority (79 or 62.7%) of the respondents' opinions were in agreement that, their head teachers delegate them duties they are talented at. This left 31 (24.6%) respondents neither agreeing nor disagreeing in their opinions to the asked question. This shows that most (79 or 62.7%) of the secondary school teachers in the study area are delegated duties they are talented at by their head teachers. This portrays that teacher performance in the study area is enhanced because talents add efficiency and speed up work performed.

According to interviews conducted between the researcher and head teachers on what criteria do head teachers follow when delegating duties to the teachers. Head teachers responded that some duties are delegated to teachers basing on knowledge, skills and subject specialization of the teachers. For example, two head teachers said that for one to head physics department must be skilled and knowledgeable in physics. Eight head teachers said that some duties are delegated depending on the talents of the teachers; for example teachers talented in music are assigned tasks in music. However, some head teachers said that they delegate duties to teachers with experience, seniority and those who are committed to work. This was because teachers with skills, knowledge, experience and commitment perform well the duties delegated to them than teachers without such qualities.

The researcher went ahead to investigate the respondents' opinions on whether teachers are delegated duties they have no idea about. To this effect, the respondents' opinions were given

and results in Table 4.6 revealed that minority (11 or 8.7%) of the respondents gave their opinions in agreement, that head teachers delegate them duties they have no idea at all while 18 (14.3%) respondents neither agreed nor disagreed in their opinions to the asked question. This left majority (97 or 77%) of the respondents disagreeing in their opinions that, their head teachers delegate them duties they have no idea at all. This indicates that majority 97 (77%) teachers in secondary schools in Nakaseke District are never delegated duties they have no idea about by their head teachers. This is because head teachers are aware that if they delegated teachers duties they have no idea about, such duties are likely to be performed poorly. On interviews conducted with head teachers on the way they follow when delegating duties, head teachers said that they usually delegate teachers duties they have idea about, in order to enhance their performance.

The researcher went ahead to establish the respondents' opinions on whether teachers are delegated duties they have no experience at all. Results presented in Table 4.6 reveal that most (97 or 76.9%) of the respondents gave their opinions in disagreement that, head teachers delegate them duties they have no experience at all. On the other hand, 8 (6.4%) respondents agreed in their opinions that, head teachers delegate them duties they have no experience at all. This left 21 (16.7%) respondents neither agreeing nor disagreeing in their opinions to the asked question. This means that most (76.9%) of the teachers in secondary schools in the study area are not delegated duties they are not experienced at, by their head teachers. This was because head teachers were aware that if they delegated duties teachers had no experience at all, such duties were likely to be performed poorly. However, there were some head teachers as indicated by

6.4% of the respondents, who delegated duties to teachers who had no experience at all. This was done in-order to make such teachers get some experience through practicing what they are not experienced at. When the researcher inquired on the criteria head teachers use to delegate duties to teachers; some head teachers responded by saying that they consider the experience a teacher has in performing a given task delegated. This is because experienced teachers are more knowledgeable in performing tasks than un experienced ones.

The researcher went ahead to give the overall summary of distribution of respondents by opinion on head teachers' involvement of teachers in decision making, head teachers' communication to teachers and head teachers' delegation of duties to teachers and the results are presented in Table 4.7.

Table 4.7: Summary of Distribution of respondents by opinion on head teachers' involvement of teachers in decision making communication to teachers and delegation of duties to teachers

Questions on independent variables	Frequency percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
Head teachers' involvement of	Frequency	04	48	73	125

teachers in decision making.	Percentage	3.2	38.4	58.4	100.0
Head teachers' communication to teaching staff	Frequency	04	31	90	125
	Percentage	3.2	24.8	72	100.0
Head teachers' delegation of duties to teachers	Frequency	04	61	60	125
	Percentage	3.2	48.8	48	100.0

According to Table 4.7, the overall distribution of respondents by opinion on whether head teachers involve teacher in decision making or not. Results in Table 4.7 indicate that majority (73 or 58.4%) of the respondents were in agreement that their head teachers involve them in decision making of the school. This was followed by 48 (38.4%) respondents who neither agreed nor disagreed in their opinions. This left only 4 (3.2%) respondents disagreeing on the view that their head teachers involve them in decision making of the school. This means that most (58.4%) of the secondary school teachers in Nakaseke District are involved in decision making of the schools by their head teachers. This clearly shows that many secondary school head teachers in Nakaseke District practice democratic leadership style which allows subordinates to participate in decision making. Despite this, a sizable number (38.4%) of the respondents neither agreed nor disagreed in their opinions, meaning that there were some secondary head teachers who practiced Laissez-faire leadership style. Therefore, as far as teachers involvement in decision making is concerned, democratic followed by laissez-faire styles of leadership have fairly affected teacher performance in secondary schools in Nakaseke District.

In examining on whether head teachers communicate to the teaching staff or not, the over all results in Table 4.7 reveal that 90 (72%) respondents were in agreement that their head teachers communicate to them while 31 (24.8%) respondents neither agreed nor disagreed in their opinions on the asked question. On other hand, only 4 (3.2%) respondents were in disagreement on the view that their head teachers communicate to them. This means that most (72%) of the secondary school teachers in Nakaseke District are communicate to by their head teachers. This portrays that a sizeable number of secondary school head teachers in the study area practice democratic leadership style because proper communication of supervisors to subordinates (teachers) is a feature embodied in democratic style of leadership.

In analyzing whether head teachers delegate duties to teachers or not, the overall results in Table 4.7 indicate that 61 (48.8%) respondents were neither in agreement nor in disagreement in the opinions on the view of head teachers' delegation of duties to teachers while 60 (48%) respondents agreed that, their head teachers delegate duties to them. This left 4 (3.2%) respondents in disagreement on the view that they are delegated duties by their head teachers. This indicates that on average, secondary school teachers in Nakaseke District are delegated duties by their head teachers as represented by 48.8% and 48% neither agreeing nor disagreeing and agreeing respondents' opinions respectively. This means that both laissez-faire and democratic leadership styles are almost equally practiced by secondary school head teachers in Nakaseke District as far as delegation of duties to teachers is concerned.

Basing from information in Table 4.7, the researcher went ahead to find out the average teachers' opinions on Head teachers' involvement of teachers in decision making, communication to teachers and delegation of duties to teachers. This was done to gauge the different leadership styles practiced by head teachers in secondary schools in Nakaseke District. To this effect, average teachers' opinions were obtained and results indicated in Table 4.8.

Table 4.8: Average distribution of teacher respondents by opinion on leadership styles practiced by secondary school head teachers

Leadership styles	Frequency percentage	Average teachers' opinion in favour of			Total
		Autocratic represented by Disagree	Laissez-faire represented by neither agree nor disagree	Democratic represented by Agree	
Leadership styles (autocratic, laissez- faire and democratic)	Frequency	4	47	74	125
	Percentage	3.2	37.3	59.5	100.0

Results in Table 4.8 indicate that the majority (74 or 59.5%) of the respondents' opinions revealed that their head teachers practiced democratic leadership style while 47 (37.3%) respondents indicated that their head teachers were Laissez-faire in nature. This left 4 (3.2%) respondents revealing that their head teachers were autocratic in their leadership style. This means that most of the secondary school head teachers practiced democratic leadership style as indicated by 59.5% of the teacher respondents. This is so because head teachers are aware that teacher performance is enhanced by involving teachers in decision making process of the schools, proper communication to teachers and delegation of duties to teachers. However, results indicated that there are some head teachers who practiced laissez-faire as portrayed by 37.3% of the respondents. This was because there were some head teachers in the study area who give freedom to their teachers to perform their duties with minimum interference. This was so because some secondary school teachers in Nakaseke District are knowledgeable, skilled committed and interested in performing school tasks with very little guidance and directives given to them by their head teachers. To a lesser extent, some head teachers were found out practicing autocratic leadership style as indicated by 3.2% of the respondents. Cases of autocratic leadership came as a result of teachers who did not want to do school tasks given to them. Therefore, force had to be used to such teachers in order to perform.

4.2.2 Dependent variable

In this section, the researcher was interested in establishing teacher (respondent) performances, where very rarely and rarely were combined to form an index of rarely which indicated low performance which ranged from 0-49 while neither regularly nor rarely indicate moderate

performance which ranged from 50-70 and regularly and very regularly were combined to form an index of regularly which indicated high performance which ranged from 71-100. To this effect, the researcher went ahead to establish the way teachers make lesson preparations and their responses are indicated in Table 4.9.

Table 4.9: Teachers' responses on the way they make lesson preparations

Questions	Frequently/ Percentage	Responses			Total
		Rarely	Neither Regularly nor Rarely	Regularly	
I revise in library when preparing for the lesson	Frequency	32	16	77	125
	Percentage	25.6	12.8	61.6	100.0
I make schemes of work for the lessons to be taught	Frequency	8	14	104	126
	Percentage	6.4	11.1	82.6	100.0
I make lesson plans for the lessons to be taught	Frequency	16	17	93	126
	Percentage	12.7	13.5	73.8	100.0
I make record of work taught	Frequency	8	14	104	126

and that not taught	Percentage	6.4	11.1	82.5	100.0
I make lesson notes for the work to be taught	Frequency	5	4	117	126
	Percentage	4	3.2	92.8	100.0

According to Table 4.9, a total of 32 (25.6%) teacher respondents indicated that they rarely revise in the library when preparing for the lessons while 16 (12.8%) respondents indicated that they neither regularly nor rarely revised in library during lesson preparations. This left majority (77 or 61.6%) of the respondents indicating that they regularly revise library when preparing for the lesson. This means that most (61.6%) of secondary teachers in Nakaseke District revise in Libraries during lesson preparations. This has resulted to good performance, because teachers get proper content/ matter to give the learners. However, the researcher believes that teachers responded positively on this question because they feared to be implicated. This is because Nakaseke District is in rural and remote area, where library facilities like modern text books and internets are rare. This was truly supported by head teachers when asked whether their teachers revised in library during lesson preparations. Majority of the head teachers responded that their schools do not have libraries where teachers get content for teaching.

The researcher went further to examine whether teachers make schemes of work for the lessons to be taught. Table 4.9 indicates that 8 (6.4%) respondents rarely make schemes of work while 14 (11.1%) respondents indicated that they neither regularly nor rarely make schemes of work. This left a sizable number (104 or 82.6%) of the respondents indicating that they make schemes of work for the lessons to be taught. This implies that majority (82.6%) of secondary school

teachers in Nakaseke District make schemes of work during lesson preparations. This has an implication to good performance because scheming properly guides the teacher to logically follow the order of teaching without skipping some topics. Further, scheming ensures that the syllabi are completed in time. Interviews conducted with head teachers on how Teachers prepare for lessons indicated that secondary school teachers in Nakaseke District are given scheme books or papers to be used for scheming every term. To ensure that this was done, scheme books and papers were checked and signed by either directors of studies or head teachers themselves. This has ensured hard working and commitment on the side of teachers which in turn has led to good performance.

In terms of making lesson plans for the lessons to be taught, results in Table 4.9 indicate that 93 (73.8%) respondents regularly make lesson plans for the lessons to be taught while 17 (13.5%) respondents neither regularly nor rarely make lesson plans during lesson preparations. This left 16 (12.7%) respondents indicating that they rarely making lesson plans for the lessons to be taught. This shows that majority (73%) of the teachers in secondary schools make lesson plans for the lessons to be taught. This has a positive effect on performance because lesson planning makes teachers organized, ready and prepared to teach. Secondly it is professional for teachers to prepare lessons plans before teaching. The researcher, however, discovered that teachers responded positively on this question because it is against teachers' professional ethics to teach without a lesson plan. Interviews conducted with head teachers on whether teachers make lesson plans during lesson preparations, their responses indicated that majority of their teachers do not make lesson plans. This was because most schools do not have enough money to purchase lesson plan books and carbon papers for their secondary teachers to be used in lesson planning. This

probably explains why there is poor performance in secondary schools in Nakaseke District, thus giving a fertile ground for this study to be carried out.

In examining whether teachers make records of work for the lessons taught, and not taught, results in Table 4.9, indicate that 8 (6.4%) respondent rarely make record of work for the lessons taught and not taught while 14 (11.1%) respondents neither regularly nor rarely make records of work for lessons taught and not taught. This left majority (104 or 82.5%) of the respondents indicating that they regularly make records of work for lessons taught and not taught. This means that most (104 or 82.5%) of the teachers in secondary schools in Nakaseke District make records of work for the lessons taught and not taught. This has implication to teacher performance because making record of work for lessons taught and not taught helps a teacher to discover topics not taught and those taught. This makes the teachers to teach the topics not taught thus completing the syllabi in time thereby ensuring good performance. Interviews conducted from head teachers revealed that teachers make records of work for lessons taught and not taught for recording purposes and inspection of teachers whether they have been teaching or not. This has helped head teachers to find out performing and non performing teachers. The non performing teachers are then directed, guided and motivated to perform well.

In examining whether teachers make lesson notes for the work to be taught, results indicated in Table 4.9 show that 117 (92.9%) respondents regularly make lesson notes for the work to be taught while 5 (4%) respondents (teachers) rarely give lesson notes for the work taught. This left 4 (3.2%) respondents indicating that they neither regularly nor rarely make lesson notes for the

work to be taught. This means that majority (92.9%) of secondary school teachers in Nakaseke District make lesson notes for the work to be taught. This was done to enhance better performance among secondary schools within the District. The researcher believes that, in spite of the fact that teachers make lesson notes for work to be taught, such lesson notes are sub-standard because they do not have good library facilities where teachers can get up to-date content matter for teaching. This explains why there is poor performance among secondary schools in Nakaseke District despite teachers putting in a lot of efforts to make lesson notes for the lessons to be taught. When the head teachers were inquired whether teachers make lessons notes or not, their responses indicated that teachers endeavour to make lesson notes for the lessons to be taught. This has helped secondary teachers within the district to perform averagely amidst lack of teaching and learning facilities like libraries, scheme books and lesson plan books. In examining the way teachers assess the students, the researcher got the following responses as indicated in Table 4.10.

Table 4.10: Teachers' responses on how they assess the students

Questions	Frequently Percentage	Responses			Total
		Rarely	Neither Regularly nor Rarely	Regularly	
I give tests to my students	Frequency	4	12	110	126
	Percentage	3.2	9.5	87.3	100.0
I give homework to my students	Frequency	16	11	99	126
	Percentage	12.7	8.7	78.6	100.0

I give examinations to my students	Frequency	3	7	116	126
	Percentage	2.4	5.6	92.2	100.0
I give exercises to my students	Frequency	4	7	115	126
	Percentage	3.2	5.6	91.3	100.0

According to Table 4.10, results indicate that majority (110 or 87.3%) of the respondents regularly give tests to students while minority (4 or 3.2%) of the respondents rarely assess students through tests. This left 12 (9.5%) teachers (respondents) neither regularly nor rarely assess students through tests. This means that majority (110) of the secondary school teachers in Nakaseke District give tests in the process of assessing students. This is because giving tests to learners has an implication to performance. In this case, the teachers are in position to identify the abilities of different students. Assessing through giving tests, enable the teachers to arrange for extra teaching for weak students. This has inevitably improved students performance within the district. When interviewed whether teachers give tests to students or not, the head teachers said that assessing students through tests is regularly done in secondary schools. This has helped the students to read harder thus improving their performance, one head teacher said. To this effect, the researcher discovered that regular giving of tests could help teachers to grade and stream students for proper guidance and teaching and this could inevitably enhance teacher performance.

In terms of giving homework to students, the results in Table 4.10 indicate that 16 (12.7%) respondents rarely give homework to students while 11 (8.7%) respondents neither regularly nor

rarely give home work to students. This left the majority (99 or 78.6%) of the respondents indicating that they regularly give homework to the students. This means that most (78.6%) of the secondary school teachers in Nakaseke District give home work to their students. This has an effect on performance of students in that regular giving of home work to students mean that they are ever busy after school hours. This has helped students to perform well. The researcher believes that when teachers assign home work to students, they are extending their teaching roles to helping students revise and be busy after classes. All these are done to help students perform well. In interviewing head teachers whether their teachers give home work to the students, majority of head teachers responded that their teachers give regular home work to enhance students' performance.

In examining whether teachers give examinations to the students, Table 4.10 indicates that 3 (2.4%) respondents rarely give examinations to students while 7 (5.6%) respondents neither regularly nor rarely give examinations to students. This left majority (116 or 92.2%) of the respondents indicating that they regularly give examinations to students. This shows that most secondary school teachers in Nakaseke District give examinations to their students. This has an implication to teacher performance because it helps them to screen and grade students according to their intelligence and abilities. It also helps teachers to promote students from one class to another. Interviews conducted with head teachers on how teachers assess students, their responses indicated that teachers usually give termly examinations that help to assess the progress of the learners in secondary schools in Nakaseke District. The researcher discovered that, despite the government policy of automatic promotion in all universal secondary schools,

teachers in secondary schools in Nakaseke District still assess students through examinations to determine their potentials for promotion, grading, streaming, progress and proper guidance of the learners.

In terms of giving exercises to the students, the Table 4.10 indicates that 115 (91.3%) teachers (respondents) regularly give exercises while 4 (3.2%) respondents rarely give exercises to students. On the other hand, 7 (5.6%) respondents neither regularly nor rarely give exercises to students. This means that most (115) of the secondary school teachers in Nakaseke District give exercises to their students during assessment process. This has a positive impact on performance of both teachers and students within secondary education within the district. The researcher went ahead to investigate whether teachers are involved in the co-curricular activities of schools and their responses are indicated in Table 4.11.

Table 4.11: Teachers responses on the way they involve in co-curricular activities

Questions	Frequently Percentage	Responses			Total
		Rarely	Neither Regularly nor rarely	Regularly	
I participate in football competitions organized by the school.	Frequency	35	11	80	126
	Percentage	27.8	8.7	63.5	100.0
I mobilize students in netball competitions organized by the school	Frequency	42	22	62	126
	Percentage	33.3	17.5	49.2	100.0
I participate in table tennis competitions organized by the school.	Frequency	87	24	15	126
	Percentage	69.0	19.0	12.0	100.0
I organize students for volleyball competitions in the school	Frequency	49	27	50	126
	Percentage	38.8	21.4	39.8	100.0
I participate in gardening activities of the school	Frequency	47	21	58	126
	Percentage	37.3	16.7	46.0	100.0
I mobilize the students to clean the school compound.	Frequency	3	7	116	126
	Percentage	2.4	5.6	92.0	100.0

When the researcher examined whether teachers participate in football competitions organized by the school; results in Table 4.11 indicate that 80 (63.5%) respondents regularly involve themselves in the football competitions organized by the schools while 35 (27.8%) respondents rarely participate in football competitions. This left 11 (8.7%) respondents indicating that they neither regularly nor rarely participate in the football competitions organized by the school. This portrays that 63.5% of the secondary school teachers in Nakaseke District are involved in football competitions organized by the schools. This has a positive educational implication because it helps teachers to develop not only the cognitive domain but also psychomotor domain of the students.

Table 4.11 further examined whether teachers mobilize students in netball competitions. The results indicate that 42 (33.3%) and 22 (17.5%) respondents respectively rarely and neither regularly nor rarely participate in netball. However, a total of 62 (49.2%) respondents indicated that they regularly participate in the netball competitions organized by the schools. This shows that 49.2% of secondary school teachers in Nakaseke District participate in netball competition organized by their schools. This is because these teachers have interest and are talented in netball and yet some head teachers motivate teachers who participate in netball competitions by giving them some allowances.

Results in Table 4.11, further indicate that 15 (12.0%) respondents regularly participate in table tennis while 87 (69.0%) respondents indicated that they rarely participate in table tennis

organized by the school. This left 24 (19.0%) respondents indicating that they regularly nor rarely participate in table tennis organized by the schools. This means that most of (87) secondary school teachers in Nakaseke District are not involved in table tennis competitions organized by the schools. This was because most of the schools surveyed were rural based and poorly financed and therefore they had no money to purchase and equip themselves with all facilities needed for table tennis. This has denied the chances of the students within Nakaseke District to develop their skills and talents in table tennis. When head teachers were asked whether their teachers are involved in table tennis competitions organized by schools, they showed a negative response because of the expenses needed to develop the table tennis activities in their schools.

In examining whether teachers organize students for volley ball competitions in the schools, results in Table 4.11 indicate that 49 (38.8%) respondents rarely participate in volley ball competitions while 27 (21.4%) respondents neither regularly nor rarely participate in volley ball. This left 50 (39.8%) respondents regularly participating in volley ball. This indicates that a sizeable number (50) of secondary school teachers in Nakaseke District participate in volley competitions organized by the schools. The implications these games have on students are that they make them; physically fit, relieves them from monotony and boredom of classroom work and open up a health mind for the students to perform well.

During the interviews the researcher conducted with head teachers; on which co-curricular activities they involve their teachers, their responses indicated that teachers participate in volley

ball, foot ball and netball. They said that this is done because it is part of their teaching curriculum as advocated by National Curriculum Development Centre (NCDC). Despite the government advocacy for co-curricular activities, the researcher discovered that many schools in the area under study lacked facilities like good football, netball and volley ball pitches. The researcher also discovered that in door activities like table tennis were not developed due to lack of facilities. Lack of these facilities has impeded teacher performance in co-curricular activities secondary schools in Nakaseke District. This therefore prompted the researcher to carry out this study.

In terms of teachers' participation in gardening activities, results in Table 4.11 indicate that the biggest number (58 or 46.0%) of the respondents regularly participate in gardening activities while 21 (16.7%) respondents neither regularly nor rarely involve themselves in gardening activities. On the other hand, 47 (37.3 %) respondents rarely participate in gardening activities. This means that 46.0% of the secondary teachers in Nakaseke District are involved in gardening activities. This is because Nakaseke being a rural district, there are vast tracks of land which the schools have put under cultivation. This has enabled schools to produce their own food; beans, cassava, potatoes and maize. Since students participate in producing their food, the school fees have been lowered and secondly they have enough food supply. This has enhanced good performance among teachers and students. Interviews conducted with head teachers indicated that teachers are involved in gardening activities so as to produce school food thus minimizing the expenses spent on food.

In analyzing whether teachers mobilize students to clean the school compound, results in Table 4.11 indicate that majority (116 or 92.0%) of the respondents regularly mobilize students to clean the school compound while 7 (5.6%) respondents indicated that they neither regularly nor rarely involve themselves in compound cleaning. On the other hand, a total of 3 (2.4%) respondents rarely participate in school compound cleaning. This shows that an overwhelming number (116) of secondary school teachers are involved in compound cleaning. This is because of the notion that; a clean and health environment is conducive for good teaching and learning process. The researcher however, discovered that majority of the teachers were involved in compound cleaning to do away with hazardous effects of bushy compounds like snake bites and breeding of mosquitoes. This was supported by the interviews conducted with head teachers who said that teachers mobilize students in compound cleaning so as to keep a clean and attractive environment for teaching and learning process. Secondly, clean compounds do away with mosquitoes that interfere with good teaching and learning process because they make them suffer from Malaria fever which impedes good performance among students and teachers. Head teachers said that both teachers and students perform well when they are health wise well. The researcher went ahead to analyse the overall summary of distribution of teacher performance in secondary schools in Nakaseke District. The results are presented in Table 4.12.

Table 4.12: Summary of overall distribution of teachers by their performance

Teacher responses	Frequency	Percentage
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Rarely	1	0.8
Neither regularly nor rarely	42	33.6
Regularly	82	65.6
Total	125	100.0

In examining the overall performance of teachers in terms of lesson preparations, assessing of students and involving students in co-curricular activities results in Table 4.12 indicate that the majority (82 or 65.6%) of the teacher respondents revealed that they regularly make lesson preparations, assess students and involve students in co-curricular activities while 42 (33.6%) respondents indicated that they neither regularly nor rarely perform as expected. This left 1 (0.8%) respondent indicating that he/ she rarely makes lesson preparations, assesses students and involves students in co-curricular activities. This means that most (65.6%) of the secondary school teachers in Nakaseke District regularly prepare lessons assess students and involve students in co-curricular activities. Regular lesson preparations by teachers assessing of students and teachers involving students in co-curricular activities means that there is an improvement in teacher performance in secondary schools in the area under study.

Basing on the summary of the distribution of teacher performance, the researcher went ahead to rate the teacher performance into low performance ranging from 0-49%, moderate performance ranging from 50%-70% and high performance ranging from 71%-100%. The results of these ratings are presented in Table 4.13.

Table 4.13: Distribution of ratings of teacher performance

Teacher performance	Ratings (%)	Frequency	Percentage
Low performance	0-49	43	34.4
Moderate performance	50-70	82	65.6
High performance	71-100	00	00.0
Total		125	100.0

According to Table 4.13, moderate teacher performance with range of (50%-70%) rated the highest with a total number (82 or 65.6%) of the respondents. This was followed by low teacher performance with a number (43 or 34.4%) of the respondents. This means that majority (65.6%) of the secondary teachers in Nakaseke District perform moderately in lesson preparations, assessment of students and involvement of students in co-curricular activities. However, results in Table 4.13 indicate that there was none in higher performance. It was on this background that the researcher was prompted to find out why teacher performance in secondary schools in Nakaseke District was not high.

4.3 Verification of research hypotheses

This study was guided by three research hypotheses. All the three hypotheses were verified using the Fishers' Analysis of variance (ANOVA) because of the conditions that described data presented in the Appendix A. In order to use Fishers' ANOVA, the questions related to; head teachers' involvement of teachers in decision making; (B1.1 – B1.6), head teachers' communication with teaching staff; (B2.1 – B2.4) and head teachers' delegation of duties to teachers; (B3 – B3.10) in Appendix A were each respectively combined to form three global

average indices of; head teachers' involvement of teachers in decision making, head teachers' communication with the teaching staff, and head teachers' delegation of duties to teachers.

Each of the above three indices were categorized as follows: head teachers' involvement of teachers in decision-making was categorized into greater involvement representing democratic style of leadership, moderate involvement representing Laissez-faire style of leadership and limited involvement representing autocratic leadership style. Head teacher's communication with the teaching staff was categorized into; regular communication representing democratic style of leadership, moderate communication representing laissez-faire leadership style and irregular communication representing autocratic leadership style. Head teachers' delegation of duties to teachers was categorized into; more delegation representing democratic leadership style, moderate delegation representing laissez-faire leadership style and less delegation representing autocratic leadership style. Questions relating to teacher performance (C1.1 – C3.6) in Appendix A were combined to form one continuous average index of teacher performance. The first three indices which were categorical in nature: Head teachers' involvement of teachers in decision making, head teachers' communication with the teaching staff, and head teachers' delegation of duties to teachers were then compared with teacher performance average index using Fishers' ANOVA.

4.3.1 Verification of research Hypothesis One

From the first objective of the study, the researcher derived the first research hypothesis. This hypothesis stated that, "Head teachers' involvement of teachers in decision making affects

teacher performance in secondary schools in Nakaseke District.” To verify this research hypothesis, the researcher had to develop a null hypothesis which stated that “Head teachers’ involvement of teachers in decision making does not affect teacher performance.” To test the null hypothesis, the researcher used Fishers’ ANOVA technique. To this effect, questions related to head teachers’ involvement of teachers in decision making (B1.1-B1.6) were combined to form one global average index of head teachers’ involvement of teachers in decision making. Further Head teachers’ involvement in decision making was categorized into; greater involvement which represented democratic leadership style, moderate involvement which represented laissez-faire style of leadership and limited involvement which represented autocratic leadership style. Questions on teacher performance (C1.1-C3.6) in appendix A were combined to form one continuous index of teacher performance. These two indices; head teachers’ involvement of teachers in decision making being categorical (greater involvement, moderate involvement and limited involvement) and teacher performance being numerical were then compared using Fishers’ ANOVA and the pertinent results indicated in Table 4.14.

Table 4.14: Descriptive statistics and ANOVA results on head teachers’ involvement of teachers in decision making on teacher performance

Involvement in decision making	No	Mean	Standard deviation	F value	Sig. (2-tailed)
Greater involvement	72	3.78	0.533	7.252	0.029
Moderate involvement	48	3.58	0.557		

Limited involvement	4	3.50	0.557		
Total	124	3.68	0.549		

According to Table 4.14, the sample means suggest a difference between teachers involvement in decision making. The teachers (respondents) who have greater involvement in decision making rated themselves highest with a mean = 3.78. The respondents who moderately involved in decision rated the second with mean = 3.5 while those whose involvement in decision-making is limited rated themselves with a mean = 3.50. This means that democratic style of leadership rated highest followed by laissez-faire and autocratic style was the least rated. This shows that there was a difference in leadership styles practiced by head teachers as far as their involvement of teachers in decision-making and teacher performance was concerned in secondary schools in Nakaseke District. However, to find out the significance of the relationship between head teachers' involvement of teachers in decision-making and teacher performance, the computed F value = 7.252 was considered with a sig. = 0.029 is less than the bench mark sig. = 0.05, the null hypothesis is rejected and the research hypothesis accepted: Head teachers' involvement of teachers in decision making affects teacher performance in secondary schools in Nakaseke District. The researcher therefore, concludes that the relationship between head teachers' involvement of teachers in decision making and teacher performance in secondary schools in Nakaseke District is significant at the five percent level of significance (sig.< 0.05).

4.3.2 Verification of research Hypothesis Two

The second research hypothesis of the study was derived from the second research objective. This hypothesis stated that; “Head teachers’ communication with the teaching staff affects teacher performance in secondary schools in Nakaseke District. To verify this hypothesis, the researcher developed the null hypothesis which states that; “head teachers communication with the teaching staff does not affect teacher performance in secondary schools in Nakaseke District”. To test this null hypothesis, the researcher used Fisher’ ANOVA.

To this effect therefore, questions related to; head teachers’ communication with the teaching staff (B2.1-B2.4) were combined to form one global average index of head teachers’ communication with teaching staff. This index was further categorized into; regular communication which represented democratic leadership style, moderate communication which represented laissez-faire leadership style and irregular communication which represented autocratic leadership style. Questions on teacher performance (C1.1-C3.6) in appendix A were combined to form one continuous average index of teacher performance. These two indices; head teachers communication to teachers being categorical (Regular communication, moderate communication and irregular communication) and teacher performance being a continuous variable were then compared using Fishers’ ANOVA and the results presented in Table 4.15.

Table 4.15: Descriptive statistics and ANOVA results on head teachers’ communication to the teaching staff on teacher performance

Communication to teachers	No	Mean	Standard deviation	F value	Sig. (2-tailed)
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Regular communication	89	3.72	1.509	7.124	0.038
Moderate communication	31	3.55	0.568		
Irregular communication	4	3.83	0.577		
Total	124	3.68	0.549		

In examining Table 4.15, the sample means suggest a difference between head teachers' communication to the teachers. The respondents who indicated that they have irregular communication rated themselves highest with a sample mean = 3.83. The teacher respondents who revealed that they have regular communication rated themselves second with a mean = 3.72 while the respondents who indicated that they have moderate communication were the least rated with a mean = 3.55. This means that autocratic leadership style rated highest, followed by democratic style of leadership and Laissez-faire was the least rated. This portrays that there is a difference in head teachers' styles of leadership as per their communication to the teaching staff and teacher performance in secondary schools in Nakaseke District was concerned. However, to find out the significance of the relationship between head teachers' communication with the teaching staff and teacher performance. The calculated F value = 7.124 was put into consideration with a sig. = 0.038. Since the sig. = 0.038 is less than the bench mark sig. = 0.05, the null hypothesis is dismissed and the research hypothesis accepted: Head teachers'

communication with the teaching staff affects teacher performance in secondary schools in Nakaseke District. The researcher therefore, concludes that the relationship between head teachers' communication with the teaching staff and teacher performance in secondary schools in Nakaseke District is significant at the five percent level of significance (Sig. < 0.05).

4.3.3 Verification of research Hypothesis Three

The third research hypothesis of the study was derived from the third research objective. This hypothesis stated that; "Head teachers' delegation of duties to teachers affects teacher performance in secondary schools in Nakaseke District. In order to verify this hypothesis, the researcher had to develop the null hypothesis which states that; "Head teachers delegation of duties to teachers does not affect teacher performance in secondary schools in Nakaseke District. To test this null hypothesis, the researcher used Fishers' ANOVA. On this note, questions related to head teachers' delegation of duties to teachers (B3.1-B3.10) were combined to form one average index of; head teachers' delegation of duties to teachers. Head teachers' delegation of duties to teachers was further categorized into; more delegation which represented democratic leadership, moderate delegation which represented laissez-faire leadership style and less delegation which represented autocratic style of leadership. Questions related to teacher performance (C1.1-C3.6) in appendix A were combined to form one continuous index of teacher performance. These two indices; head teachers' delegation of duties to teachers categorized into; (more delegation, moderate delegation and less delegation) and teacher performance being a numerical variable were then compared using Fishers' ANOVA and the results indicated in Table 4.16.

Table 4.16: Descriptive statistic and ANOVA results on head teachers' delegation of duties to teachers on teacher performance

Delegation of duties	No	Mean	Standard deviation	F value	Sig. (2 tailed)
More delegation	59	3.94	0.422	8.221	0.000
Moderate delegation	61	3.51	0.566		
Less delegation	4	3.00	0.000		
Total	124	3.67	0.537		

In analyzing Table 4.16, the sample means suggest a difference between head teachers' delegation of duties to teachers. The teacher respondents who indicated that there is more delegation of duties rated themselves highest with a mean = 3.94. This was followed by the respondents who indicated that there is moderate delegation of duties with a mean = 3.51. The least rated respondents were those who indicated that there is less delegation had a mean = 3.00. This means that Democratic leadership style rated the highest followed by laissez-faire, and the least rated leadership style was autocratic. This shows that there is a difference in leadership styles practiced by head teachers as far as delegation of duties to teachers and teacher performance in secondary schools in Nakaseke District was concerned. However, to examine the significance of the relationship between head teachers delegation of duties to teachers and teacher performance, the calculated F value = 8.221 was considered with a sig. = 0.000. Since the sig. = 0.000 is less than the bench mark sig. = 0.05, the null hypothesis is rejected and research hypothesis maintained; that is, head teachers' delegation of duties to teacher affect teacher performance in secondary schools in Nakaseke District. The researcher therefore, infers

that the relationship between head teachers' delegation of duties to teachers and teacher performance in secondary schools in Nakaseke District is significant at the five percent level of significance (sig. <0.05).

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The current chapter discusses the results that were presented in the previous chapter. The discussion is guided by the three research hypotheses that guided the whole process of data collection and analysis. The discussion is presented under hypothesis by hypothesis and after the discussion, a number of conclusions and recommendations are drawn. The study was guided by the following hypotheses.

1. Head teachers' involvement of teachers in decision-making affects teacher performance in secondary schools in Nakaseke District.
2. Head teachers' communication with the teaching staff affects teacher performance in secondary schools in Nakaseke District.
3. Head teachers' delegation of duties to teachers affects teacher performance in secondary schools in Nakaseke District.

5.2 Discussion of findings on research Hypothesis One

The first research hypothesis under discussion was derived from the first research objective. The hypothesis stated that, "head teachers' involvement of teachers in decision making affects teacher performance in secondary schools in Nakaseke District." In the bid to verify this hypothesis, there were a number of questions that were asked to the respondents (teachers) to get their perceptions towards head teachers' involvement of teachers in decision making and teacher

performance. These two indices; involvement in decision making categorized into (greater involvement, moderate involvement and limited involvement) and teacher performance which is numerical were then compared using the Fishers' ANOVA based on the conditions that described the data.

Basing on the ANOVA results and computed sample means, it was found out that democratic style of leadership was most practiced, followed by laissez-faire and autocratic was least practiced by head teachers during decision making process of the secondary school in the study area. The study concluded that; the way head teachers involve teachers in decision-making has a significant effect on teacher performance in secondary schools in Nakaseke District. Study findings on the first research hypothesis revealed that head teachers' involvement of teachers in decision making has an effect on teacher performance in secondary schools in Nakaseke District. This was confirmed by the test carried out by Fishers' ANOVA results which indicated that the relationship between head teachers' involvement of teachers in decision making and teacher performance in secondary schools in the study area was significant at a five percent level of significance ($\text{sig.} < 0.05$).

In support to what was hypothesized in the study, findings maintained the research hypothesis that; head teachers' involvement of teachers in the decision-making of the schools affects teacher performance in secondary schools in study area. These study findings were in line with other researchers like Armstrong (1999) who identified that teachers' involvement in decision-making enhances their performance especially if teachers are twisted, empowered and given

opportunities to be involved in administrative decision making of the institution. He noted that such involvement raises the morale and commitment of teachers thereby enhancing their performance. Although, Armstrong's (1999) and the findings of the current study have similar results as far as teachers' involvement in decision making is concerned, Armstrong's (1999) findings were not based in Uganda thus giving the current study chance to take place.

These findings concur with those of Kayizzi (1990) who discovered that teacher performance and effectiveness is closely linked to school management and administration. He discovered that teachers who are involved in decision making are motivated to perform well through working very hard to achieve the decisions and resolutions they themselves passed in meetings. The current findings are similar to those of Kayizzi (1990) because of the similarity in context (Uganda) where the two researches were conducted. Much as Kayizzi's (1990) and the findings of the current study have similar results as far as teachers' involvement in decision making is concerned, Kayizzi's (1990) study was on teachers' effectiveness and school management and administration in Kampala and not on leadership styles and teacher performance in secondary schools in Nakaseke District thus giving a viable ground for this study to take place.

The findings indicated that achievement of better performance in schools depends on head teachers' who continuously involve teachers in decision making process of the school, listen to teachers' views and put them into consideration. The above is supported by Love (1993) who identified that when teachers are undermined in staff meetings and their views not considered, they lose morale to perform well and even some resign from the teaching profession. Although,

Love's (1993) and the findings of the current study discovered that when teachers are mishandled in decision making, they loose morale to perform well, Love's (1993) study was conducted in England but not in Uganda, more particularly in secondary schools in Nakeseke District thus giving a fertile ground for this study to take place.

Findings revealed that better teacher performance is attained through joint goal setting between head teachers and teachers. This is in line with House (1968) findings when he observes that when head teachers (superiors) and subordinates (teachers) are both involved in decision making, the organization quickly achieves its goals. He added that when goals are set together, through properly agreeing with each one's views, then members become committed, self confident and knowledgeable about the set goals thus making teachers perform well. The current findings have similar results with House's (1968) theory because it is an internationally approved theory and the head teachers in secondary schools in Nakaseke District who applied this theory (path-goal) had to get similar results like those of House (1968) as far as joint decision-making between subordinates and superiors are concerned.

Findings discovered that better teacher performance is achieved when head teachers involve teachers in school activities and decision-making processes. This concur with Lahler (1982) findings that revealed that followers have all the willingness and skills needed to the job but will always need to be involved in school activities and decision-making processes. Much as Lahler's (1982) are in agreement of the current study, Lahler's study was not on leadership styles and

teacher performance in secondary schools in Nakaseke District. Therefore, there was a need to fill these gaps by carrying out a current study.

Basing on the views expressed by the above scholars and findings of the current study, the researcher concludes that head teachers' involvement of teachers in decision making affects teacher performance in secondary schools in Nakaseke District, and if the secondary schools are to improve their performance, then head teachers have to involve teachers in decision-making processes of the schools through committees, meetings at all levels and at all the time.

5.3 Discussion of findings on research Hypothesis Two

The research hypothesis under discussion was derived from the second research objective. The hypothesis stated that, "head teachers' communication with the teaching staff affects teacher performance in secondary schools in Nakaseke District." In a bid to verify this hypothesis, there were a number of questions that were put to the respondents to get their perceptions and opinions on head teachers' communication to the teaching staff and teacher performance. These two indices: head teachers' communication with the teaching staff categorized into (regular communication, moderate communication and irregularly communication) and teacher performance were then compared using Fishers' ANOVA technique.

From the results presented on research Hypothesis Two, it was revealed that the way head teachers' communicate with the teaching staff has an effect on teacher performance in secondary schools in Nakaseke District. Study findings on the second research hypothesis indicated that

head teachers' communication with the teaching staff has had an effect on performance among secondary school teachers in the study area. This was proved by Fishers' ANOVA results that indicated a significant relationship between head teachers' communication with teaching staff and teacher performance in secondary schools in Nakaseke District.

The study findings revealed that head teachers' communication with teaching staff enhances teacher performance. This is highly supported by Armstrong and Baron (1998) who endeavored to describe how communication is used, operated and thus stressed its importance. They argued that information is usually fed to employees through communication and this is done in form of ratings against various performance dimensions. They even stressed that this information is communicated to employees in form of memos, meetings and telephone calls to enhance their performance. Although, Armstrong and Baron (1998) and the findings of the current study are in congruence as far as head teachers' communication with the teaching staff is concerned. Armstrong and Baron (1998) findings were never based in Uganda nor in secondary schools in Nakaseke District in particular, thus giving the current study a fertile ground to take place.

The study outcomes indicated that regular head teachers' communication with the teaching staff makes teachers effective because they are informed on what is to be done and how. This is in line with Handy (1996) who identified that for performance to be effective, it is important for employers to regularly communicate to employees on what is to be done and how it is to be done. He added that communication may be presented directly or indirectly to individuals to boost up their performance. Although, Handy's (1996) and the findings of the current study

have similar results such as regular communication leads to effective performance of workers, Handy (1996) was not dealing with leadership styles and teacher performance in secondary schools in Nakaseke District. This laid a good ground for this study to take place.

The findings indicated that majority of the head teachers' communicate with teaching staff thus making teachers aware of what they do and how they are perceived by others. This is in line with the findings of Armstrong (2003) who identified the merits of communication in management process. The merits identified include: re-enforces the needed competitive, gives employees a more rounded view of performance, individuals get a broad perspective of how they are perceived by others, increases awareness of relevance of competitiveness, encourages more open feedback and clarifies to employees critical performance aspects. Much as Armstrong's (2003) findings concur with the results of the current study, Armstrong's study was conducted in 2003 and not in 2009. This long period of time (6 years) gives the present study chance to be undertaken.

The study findings further indicated that proper communication of head teachers' with their teaching staff enables them to plan in advance and appraise themselves on their performances. These findings were in agreement with research conducted by the Ashridge Management Research group found in Handy (1996) which discovered that communication is important in supporting human resource processes like succession planning, resourcing and appraising. This also has a connection to the research carried out by Armstrong and Baron (1998), where they discovered that 51 organizations covered by the research used communication in getting

assessment development needs. Ashridge Management Research group (1996) dealt with human resource processes like succession planning , resourcing and appraising in London but not teacher performance in secondary schools in Nakaseke District hence giving an opportunity for this study to take place .

The findings revealed that head teachers' communication to teachers determines the school culture. Results indicated some head teachers are not open and frank in their communication. This has made schools perform poorly because of lack of communication as a culture in the schools. This is supported by Armstrong (2003) who identified that communication is often anonymous and may be presented mostly to employees and to organization managers. He discovered that some organizational managers do not have the culture of communicating to its subordinates. He further found out that, the more open the organization culture is, the more open communication is and the end result of these openness is better performance by subordinates.

In a related way, Narayana's (1993) findings support the current study findings when he emphasizes that communication as a leadership behaviour many a times has been mishandled and has tended to reduce its proper meaning. He discovered areas in which communication has been mishandled and these includes; administrators not being frank nor give proper communication to the subordinates. Subordinates are ever put under stress by passing wrong information to them especially if such information was left with junior staff to pass it to the rest of employees. He also discovered that too much bureaucracy in organizations has hampered proper communication to the employees of lower ranks. Although Narayana's (1993) findings

are in agreement with the findings the current study, her study dealt with management and employee performance in institutions of higher learning and not leadership styles and teacher performance in secondary schools in Nakaseke District.

The findings of the current study indicated that proper communication to the teaching staff by the head teachers through memos, meetings, telephone calls enhance teacher performance because teachers are guided, directed and their errors corrected. These findings are in congruence with House's (1968) findings that indicated that teachers' performance is enhanced proper communication from head teachers that help to correct errors. These two studies have similar findings because House (1968) is an international recognized scholar.

Given the views expressed by the above scholars, the findings of the current study conclude that, the issue of head teachers' communication to the teaching staff is an important aspect in teacher performance and therefore head teachers have to continuously communicate to the teaching staff if teacher performance is to be enhanced in secondary schools in Nakaseke District.

5.4 Discussion of findings on research Hypothesis Three

The research hypothesis under discussion was derived from the third research objective. The hypothesis stated that; "head teachers' delegation of duties to teachers affects teacher performance in secondary schools in Nakaseke District". To verify this research hypothesis, there were a number of questions that were put to the respondents to get their perceptions and opinions on head teachers' delegation of duties to teachers and teacher performance. The two

indices: head teachers' delegation of duties to teachers was categorized into (more delegation, moderate delegation and less delegation) and teacher performance were then compared using fishers' ANOVA technique based on the conditions that described the data.

From the results presented on the third research hypothesis, it was revealed that head teachers' delegation of duties to teachers has an effect on teacher performance in secondary schools in Nakaseke District. Study findings on the third research hypothesis indicated that head teachers' delegation of duties to teachers has led to high teacher performance in secondary schools in the study area. This was clarified by the Fishers' ANOVA results that indicated a significant relationship between head teachers' delegation of duties to teachers and teacher performance in secondary schools in Nakaseke District.

The study findings indicated that head teachers' delegation of duties to teachers make them committed, hardworking and satisfied with their job thus performing well. This is supported by Okumu (2006), whose investigation into delegation and its effects on management of secondary schools in Kampala District, found out that effective delegation has positive effect on the management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance in secondary schools. Much as Okumu's (2006) findings are similar to those of the current study as far as head teachers' delegation of duties to teachers and teacher performance is concerned, Okumu's study was conducted in secondary schools in Kampala District thus leaving a research gap for this study to be conducted in secondary schools in Nakaseke District.

The study findings revealed that proper head teachers' delegation of duties to teachers based on their knowledge, skills, talents and experience enhanced their performance. These findings are in line with that of Mumbe (1995) who discovered that delegation of authority can only be successful when subordinates have ability, information and are knowledgeable about the task and are willing to perform and take decisions. Although, Mumbe's (1995) and the findings of the current study have similar results as far as delegation of duties to teachers is concerned, his findings were in primary schools in Busia District and not in secondary schools in Nakaseke District thus giving the current study an opportunity to take place.

The findings indicated that more delegation of duties to teachers makes them confident of what they do hence they are motivated to perform well. This is in line with Ruremire (1999) who found out that good delegation saves time, develops teachers' confidence thus motivating them to perform well. He further discovered that once teachers have learnt how to work with managers, then they can perform better the jobs the managers can not have time to do. Much as Ruremire's (1999) findings are in congruence with the results of the current study as far as head teachers' delegation of duties to teachers is concerned, his study was not on the context of Nakaseke District. This left a contextual gap for this study to under-take as far as leadership styles and teacher performance is in secondary schools in Nakaseke District.

The study findings indicated that teachers perform better the delegated duties if they have ability and knowledge on the delegated task. This is supported by Cole (2004) who found out that

delegation of duties becomes successful if the subordinates are informed and are willing and have the ability to perform any given task. He further discovered that the success of delegation depends on the organizational structure where there are clear lines of management and communication and communication channels are free and open to all subordinates. Although Cole's (2004) and the findings of the current study have similar results as far as delegation of duties is concerned, his study was conducted in United Kingdom and not in Uganda, particularly in secondary schools in Nakaseke District thus leaving research gap for this study to cover.

Given the findings of the current study on research hypothesis three and the views expressed by other scholars, it becomes crystal clear that head teachers' delegation of duties to teachers plays a vital role in determining teacher performance and if secondary schools in Nakaseke District are to improve and maintain their standards, then the head teachers' delegation of duties to teachers should not be under-looked at any one moment or circumstance.

5.5 Conclusions

From the study findings, it was concluded that;

1. The way head teachers' involve teachers in decision making has a significant effect on teacher performance in secondary schools in Nakaseke District. This implies that head teachers involve teachers in decision-making processes through staff and departmental meetings and teachers' views in meetings are valued and implemented in the final decision process of the schools. This has greatly enhanced teachers' performance in the study area.

2. The way head teachers' communicate with teaching staff has a significant effect on teacher performance in secondary schools in Nakaseke District. This implies that head teachers' communicate with the teaching staff through meetings, memos and telephone calls. This has made teachers well informed of what to do thus enhancing their performance.
3. The way head teachers' delegate duties to teachers has a significant effect on teacher performance in secondary schools in Nakaseke District. This implies that head teachers' delegation of duties to teachers according to their teaching experience, skills, talents, commitment and knowledge has enhanced secondary school teachers' performance in the study area.

5.6 Recommendations

1. The study recommends that head teachers should involve teachers in the decision making process of secondary schools at all levels and time. This could be done by involving teachers' participation in committees like finance, disciplinary, security, academic, procurement and welfare.
2. It also recommends that head teachers should communicate with teaching staff at all times. This could be done through organizing regular meetings for example thrice a term, writings notices in the staff notice board, sending memos to teachers and by use of telephone calls.

3. The study also recommends that head teachers should delegate duties to teachers. This could be done through providing further training, refresher courses, seminars and workshop to both head teachers and teachers so as to be equipped with new skills and knowledge needed to perform school tasks.

Recommendation for further research

The researcher recommends a need for a similar study to be carried out in other secondary schools in other districts to see how the situation is portrayed. The researcher further recommends a need to carry out a study on other variables like motivation and teacher performance, staff remuneration and teacher performance.

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APPENDICES

APPENDIX A

SELF-ADMINISTERED QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS IN NAKASEKE DISTRICT ON LEADERSHIP STYLES AND TEACHER PERFORMANCE

Research, Measurement & Evaluation Unit,
East African Institute of Higher Education
Studies & Development,
School of Education,
Makerere University
6th May, 2009

Dear Mr/Mrs/Ms/Rev/Sr

I am carrying out a study on leadership styles and how they relate to teacher performance in secondary schools in Nakaseke District. This questionnaire is for a secondary school teacher like you who is expected to perform well in the school duties. It is on this background that you have been randomly selected to participate in the research by completing the questionnaire. I request for your co-operation by helping to answer the questionnaire as per the instructions at the beginning of each section. You are requested to be as honest as possible when answering this questionnaire. Your responses will be highly respected and accorded the highest confidentiality. Please endeavour to fill the questionnaire within one week and return it to the research assistant in your school. You do not have to disclose your name. Thank you.

Yours faithfully,

.....

KULOBA NANSON PAUL

RESEARCHER

SECTION A: BACKGROUND VARIABLES

Please answer the following questions as honestly as possible by filling in the spaces provided or ticking the appropriate alternative.

A.1 Your gender. (i) Male ☐ (iii) Female ☐

A.2 Category of school you are currently teaching;

A.2.1 In terms of residential status.

(i) Boarding only ☐ (ii) Day only ☐
(iii) Both day and boarding ☐

A.2.2 In terms of level of education.

(i) O-level only ☐ (ii) A-level only ☐
(iii) Both O and A level ☐

A.2.3 In terms of gender.

(i) Boys only ☐ (ii) Girls only ☐
(iii) Mixed ☐

A.2.4 In terms of location.

(i) Urban ☐ (ii) Semi-urban ☐
(iii) Rural ☐

A.3 Your highest academic qualification.

Masters degree ☐ Bachelors degree ☐ Diploma ☐
Post graduate Diploma ☐

- A.4 Subjects you specialized in
- A.5 Subjects you are currently teaching
- A.6 Your teaching load per week
- A.7 Your years of teaching experience.....
- A.8 Responsibility/ responsibilities you are currently holding at school.....

SECTION B: INDEPENDENT VARIABLE: LEADERSHIP STYLES

Please rate the following leadership styles using a scale where;

1 = Strongly disagree; 2 = Disagree; 3 = neither agree nor disagree; 4 = Agree;
5 = Strongly agree.

B 1.0 Involvement in decision-making

- B 1.1 I participate in decision making in meetings organized by the school.
administration. 1 2 3 4 5
- B 1.2 My views in meetings are considered in final decision-making of the school
administration. 1 2 3 4 5
- B 1.3 My head teacher consults me whenever he/she wants to pass final resolution in
school meeting. 1 2 3 4 5
- B 1.4 My head teacher encourages me to demonstrate initiative and creativity
during the decision making process of the school. 1 2 3 4 5
- B 1.5 My head teacher encourages co-operation among the teaching
staff during the decision making process of the school. 1 2 3 4 5

B 1.6 My head teacher is uncomfortable with the decisions I make in
staff meetings. 1 2 3 4 5

B 2.0 Communication to teachers

B 2.1 My head teacher sends memos when he wants to
communicate to me. 1 2 3 4 5

B 2.2 My head teacher organizes meetings when he wants to talk us. 1 2 3 4 5

B 2.3 My head teacher makes telephone calls when he wants to talk to me. 1 2 3 4 5

B 2.4 My head teacher writes a note in the staff notice board when he
wants to talk to me. 1 2 3 4 5

B 3.0 Delegation of duties

B 3.1 I am delegated duties by school administrators. 1 2 3 4 5

B 3.2 I am directed by the school administrators on how to perform
the delegated duties. 1 2 3 4 5

B 3.3 I am guided by the school administrators on how to perform
the delegated duties. 1 2 3 4 5

B 3.4 I am supervised by the school head teacher on duties
delegated to me. 1 2 3 4 5

B 3.5 I am rewarded by my head teacher for the duties delegated to me. 1 2 3 4 5

B 3.6 My head teacher delegates me duties that I am
knowledgeable about 1 2 3 4 5

B 3.7 My head teacher delegates me duties that I am skilled at. 1 2 3 4 5

B 3.8 My head teacher delegates me duties that I am talented at. 1 2 3 4 5

B 3.9 My head teacher delegates me duties I have no idea about. 1 2 3 4 5

B 3.10 My head teacher delegates me duties I have no experience at all. 1 2 3 4 5

SECTION C: DEPENDENT VARIABLE: TEACHER PERFORMANCE

Please rate the following activities by ticking using the scale where;

1 = Very rarely; 2 = Rarely; 3 = Neither Rarely Nor Regularly; 4 = Regularly; 5 = Very regularly

C 1.0 Lesson preparations

C 1.1 I revise in library when preparing for the lesson. 1 2 3 4 5

C 1.2 I make schemes of work for the lessons to be taught. 1 2 3 4 5

C 1.3 I make lesson plans for the lessons to be taught. 1 2 3 4 5

C 1.4 I make record of work for the lesson taught and that not taught. 1 2 3 4 5

C 1.5 I make lesson notes for the work to be taught. 1 2 3 4 5

C 2.0 Assessing students

C 2.1 I give tests to my students. 1 2 3 4 5

C 2.2 I give homework to my students. 1 2 3 4 5

C 2.3 I give examinations to my students. 1 2 3 4 5

C 2.4 I give exercises to my students. 1 2 3 4 5

C 3.0 Involvement in co-curricular activities

C 3.1	I participate in football competitions organized by the school.	1	2	3	4	5
C 3.2	I mobilize students in net ball competitions organized by the school.	1	2	3	4	5
C 3.3	I participate in table tennis organized by the school.	1	2	3	4	5
C 3.4	I organize the students for the volleyball competitions in the school.	1	2	3	4	5
C 3.5	I participate in gardening activities of the school.	1	2	3	4	5
C 3.6	I mobilize students to clean the school compound.	1	2	3	4	5

Thank you for your cooperation.

APPENDIX B

INTERVIEW GUIDE FOR SECONDARY SCHOOL HEADTEACHERS IN NAKASEKE DISTRICT ON LEADERSHIP STYLES AND TEACHER PERFORMANCE

Research, Measurement and Evaluation Unit,
East African Institute of Higher Education Studies
and Development,
School of Education, Makerere University

6th May, 2009

Dear Mr/Mrs/Ms/Rev/Sr,

I am carrying out a study on leadership styles and how they relate to teacher performance in secondary schools in Nakaseke District. This interview guide is for a secondary head teacher like you who is expected to carry out the leadership styles to enhance teacher performance. It is on this background that you have been randomly selected to participate in the research by faithfully answering the questions asked by the researcher. You are requested to be as honest as possible when answering these questions. Your responses will be highly respected and accorded the highest confidentiality.

Thank you.

Yours faithfully,

.....

KULOBA NANSON PAUL

RESEARCHER

INTERVIEW GUIDE FOR HEAD TEACHERS

1. How long have you been a head teacher?
2. In which ways do you involve teachers in decision making of the school?
3. How do you communicate to your teachers?
4. What criteria do you follow when delegating duties to your teachers?
5. How do your teachers prepare for lessons?
6. What methods do your teachers use to assess the students?
7. In which co-curricular activities do you involve your teachers?
8. In what ways do your leadership styles affect teacher performance?

Thank you very much.

APPENDIX C

LIST OF TABLES

Table 4.1: Distribution of teacher respondents according to; gender, academic qualification and subjects specialized in

Characteristics	Categories	Frequency	Percentage
Gender	Male	84	66.7
	Female	42	33.3
	Total	126	100.0
Academic qualifications	Diploma	59	46.8
	Bachelor degree	58	46.0
	Post graduate Diploma	7	5.6
	Masters	2	1.6
	Total	126	100.0
Subjects specialized in	Sciences	35	29.4
	Humanities	50	39.7
	Vocational	15	11.9
	Language	14	11.1
	Business	10	7.9
	Total	126	100.0

Table 4.2: Distribution teacher respondents according to work in terms of subjects currently taught, teaching load, responsibilities and teaching experience

Characteristics	Categories	Frequency	Percentage
Subject currently teaching	Sciences	37	29.4
	Humanities	49	38.9
	Vocation	15	11.9
	Language	15	11.9
	Business education	10	7.9
	Total	126	100.0
Teaching load per week	1 – 10	5	4
	11 – 20	57	45.2
	21 – 30	57	45.2
	31 - 40	7	5.6
	Total	126	100.0
Years of teaching experience	0 – 4	47	37.3
	5 0 9	53	42.1
	10 - 14	20	15.9
	15 and above	6	4.8
	Total	126	100.0
Responsibilities currently holding at school	Administrators	13	10.3
	Head of Departments	27	21.4
	Class teacher	37	29.4
	Sports & games	16	12.7
	Gardening	1	.8
	Music, dance, drama	2	1.6
	Others	22	17.5
	None	8	6.3
	Total	126	100.0

Table 4.3: Distribution of teacher respondents on categories of schools according to residential status level of education, gender and location

Category in terms of	Characteristics	Frequency	Percentage
Residential status	Boarding only	00	00
	Day only	34	27
	Both day & Boarding	92	73
	Total	126	100.0
Level of education	O - Level only	48	38.1
	A – Level only	1	8
	Both O & A – Level	77	61.1
	Total	126	100.0
Gender	Boys only	1	0.8
	Girls only	00	00.0
	Mixed	125	99.2
	Total	126	100.0
Location	Urban	1	0.8
	Semi-urban	18	14.3
	Rural	107	84.9
	Total	126	100.0

Table 4.4: Distribution of respondents by opinion on whether their head teachers involve teachers in decision making of the school administration or not

Questions	Frequency percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
I participate in decision making in meetings organized by the school administration	Frequency	06	18	102	126
	Percentage	4.8	14.3	80.9	100.0
My views in meetings are considered in final decision making by the school administration	Frequency	15	34	77	126
	Percentage	11.9	27.0	61.1	100.0
My Head teacher consults me whenever he/she wants to pass final resolutions in school meetings.	Frequency	30	31	65	126
	Percentage	13.8	24.8	51.6	100.0
My Head teacher encourages me to demonstrate innovativeness and creativity during the decision making process of the school.	Frequency	11	27	87	126
	Percentage	8.8	21.6	69.6	100.0
My Head teacher encourages co-operation among the teaching staff during the decision making process of the school.	Frequency	06	11	109	126
	Percentage	1.6	8.7	86.5	100.0
My Head teacher is uncomfortable with the decisions I make in the staff meetings.	Frequency	97	15	14	100.0
	Percentage	77.0	11.9	11.2	126

Table 4.5: Distribution of respondents by opinion on the way head teachers communicate to teachers or not

Questions	Frequency /percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
My head teachers sends memos when he wants to communicate to me	Frequency	25	19	82	126
	Percentage	19.8	15.1	55.0	100.0
My head teacher organizes meetings when he wants to talk to me	Frequency	2	8	116	126
	Percentage	16	6.3	92.1	100.0
My head teacher makes telephone calls when he wants to talk to me	Frequency	23	17	85	125
	Percentage	18.4	13.6	68.0	100.0
My head teacher writes a note in the staff notice board when he wants to talk to me	Frequency	44	18	64	126
	Percentage	34.9	14.3	50.8	100.0

Table 4.6: Distribution of Respondents by opinions on whether head teachers delegate duties to teachers or not

Questions	Frequency percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
I am delegated duties by school administrators.	Frequency	2	8	115	126
	Percentage	1.6	6.4	92.0	100.0
I am directed by the school administrators on how to perform the delegated duties	Frequency	15	18	92	125
	Percentage	12.0	14.4	73.6	100.0
I am guided by school administrators on how to perform the delegated duties	Frequency	14	22	90	126
	Percentage	11.1	17.5	71.4	100.0
I am supervised by the school head teachers on delegated to me	Frequency	13	19	94	126
	Percentage	10.3	15.1	74.6	100.0
I am rewarded by my head teacher for the duties as delegated to me	Frequency	33	20	73	126
	Percentage	26.1	15.0	58.0	100.0
My Head teacher delegates me duties that I am knowledgeable about.	Frequency	07	24	95	126
	Percentage	5.6	19.1	75.3	100.0
My Head teacher delegates me duties that I am skilled at.	Frequency	15	25	86	126
	Percentage	12.0	19.8	68.2	100.0
My Head teacher delegates me duties that I am talented at.	Frequency	16	31	79	126
	Percentage	12.6	24.6	62.7	100.0
My Head teacher delegates me duties that I have no idea about	Frequency	97	18	11	126
	Percentage	77.0	14.3	8.7	100.0
My Head teacher delegates me duties I have no experience at all.	Frequency	97	21	08	126
	Percentage	76.9	16.7	6.4	100.0

Table 4.7 Summary of Distribution of respondents by opinion on head teachers' involvement of teachers in decision making communication to teachers and delegation of duties to teachers

Questions on independent variables	Frequency percentage	Respondents' opinion			Total
		Disagree	Neither agree nor disagree	Agree	
Head teachers' involvement of teachers in decision making.	Frequency	04	48	73	125
	Percentage	3.2	38.4	58.4	100.0
Head teachers' communication to teaching staff	Frequency	04	31	90	125
	Percentage	3.2	24.8	72	100.0
Head teachers' delegation of duties to teachers	Frequency	04	61	60	125
	Percentage	3.2	48.8	48	100.0

Table 4.8 Average distribution of teacher respondents by opinion on leadership styles practiced by secondary school head teachers.

Leadership styles	Frequency percentage	Average teachers' opinion in favour of			Total
		Autocratic represented by Disagree	Laissez-faire represented by neither agree nor disagree	Democratic represented by Agree	
Leadership styles (autocratic, laissez- faire and democratic)	Frequency	4	47	74	125
	Percentage	3.2	37.3	59.5	100.0

Table 4.9 Teachers' responses on the way they make lesson preparations.

Questions	Frequently/ Percentage	Responses			Total
		Rarely	Neither Regularly nor Rarely	Regularly	
I revise in library when preparing for the lesson	Frequency	32	16	77	125
	Percentage	25.6	12.8	61.6	100.0
I make schemes of work for the lessons to be taught	Frequency	8	14	104	126
	Percentage	6.4	11.1	82.6	100.0
I make lesson plans for the lessons to be taught	Frequency	16	17	93	126
	Percentage	12.7	13.5	73.8	100.0
I make record of work taught and that not taught	Frequency	8	14	104	126
	Percentage	6.4	11.1	82.5	100.0
I make lesson notes for the work to be taught	Frequency	5	4	117	126
	Percentage	4	3.2	92.8	100.0

Table 4.10: Teachers' responses on how they assess the students

Questions	Frequently Percentage	Responses			Total
		Rarely	Neither Regularly nor Rarely	Regularly	
I give tests to my students	Frequency	4	12	110	126
	Percentage	3.2	9.5	87.3	100.0
I give homework to my students	Frequency	16	11	99	126
	Percentage	12.7	8.7	78.6	100.0
I give examinations to my students	Frequency	3	7	116	126
	Percentage	2.4	5.6	92.2	100.0
I give exercises to my students	Frequency	4	7	115	126
	Percentage	3.2	5.6	91.3	100.0

Table 4.11: Teachers responses on the way they involve in co-curricular activities

Questions	Frequently Percentage	Responses			Total
		Rarely	Neither Regularly nor rarely	Regularly	
I participate in football competitions organized by the school.	Frequency	35	11	80	126
	Percentage	27.8	8.7	63.5	100.0
I mobilize students in netball competitions organized by the school	Frequency	42	22	62	126
	Percentage	33.3	17.5	49.2	100.0
I participate in table tennis competitions organized by the school.	Frequency	87	24	15	126
	Percentage	69.0	19.0	12.0	100.0
I organize students for volleyball competitions in the school	Frequency	49	27	50	126
	Percentage	38.8	21.4	39.8	100.0
I participate in gardening activities of the school	Frequency	47	21	58	126
	Percentage	37.3	16.7	46.0	100.0
I mobilize the students to clean the school compound.	Frequency	3	7	116	126
	Percentage	2.4	5.6	92.0	100.0

Table 4.12 Summary of overall distribution of teacher performance

Teacher responses	Frequency	Percentage
Rarely	1	0.8
Neither regularly nor rarely	42	33.6
Regularly	82	65.6
Total	125	100.0

Table 4.13 Distribution of ratings of teacher performance

Teacher performance	Ratings (%)	Frequency	Percentage
Low performance	0-49	43	34.4
Moderate performance	50-70	82	65.6
High performance	71-100	00	00.0
Total		125	100.0

Table 4.14: Descriptive statistics and ANOVA results on head teacher involvement of teachers in decision making on teacher performance

Involvement in decision making	No	Mean	Standard deviation	F value	Sig. (2-tailed)
Greater involvement	72	3.78	0.533	7.252	0.029
Moderate involvement	48	3.58	0.557		
Limited involvement	4	3.50	0.557		
Total	124	3.68	0.549		

Table 4.15: Descriptive statistics and ANOVA results on head teachers' communication to the teaching staff on teacher performance

Communication to teachers	No	Mean	Standard deviation	F value	Sig. (2-tailed)
Regular communication	89	3.72	1.509	7.124	0.038
Moderate communication	31	3.55	0.568		
Irregular communication	4	3.83	0.577		
Total	124	3.68	0.549		

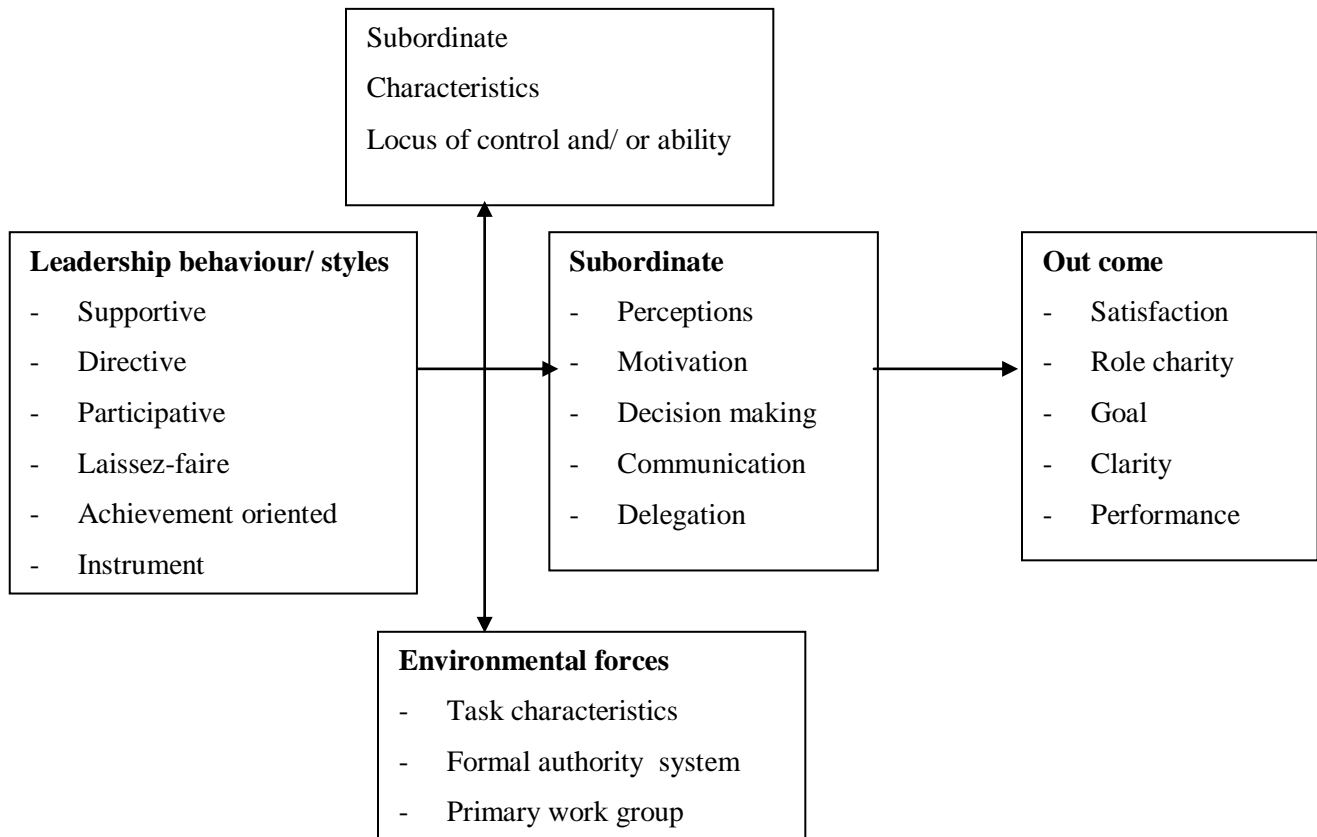
Table 4.16 Descriptive statistic and ANOVA results on head teachers' delegation of duties to teachers on teacher performance.

Delegation of duties	No	Mean	Standard deviation	F value	Sig. (2 tailed)
More delegation	59	3.94	0.422	8.221	0.000
Moderate delegation	61	3.51	0.566		
Less delegation	4	3.00	0.000		
Total	124	3.67	0.537		

APPENDIX D

LIST OF FIGURES

Figure 2.1: Illustrates path-goal theory of leadership



APPENDIX E

CONCEPTUAL FRAMEWORK RELATING LEADERSHIP STYLES TO TEACHER PERFORMANCE IN SECONDARY SCHOOLS IN NAKASEKE DISTRICT

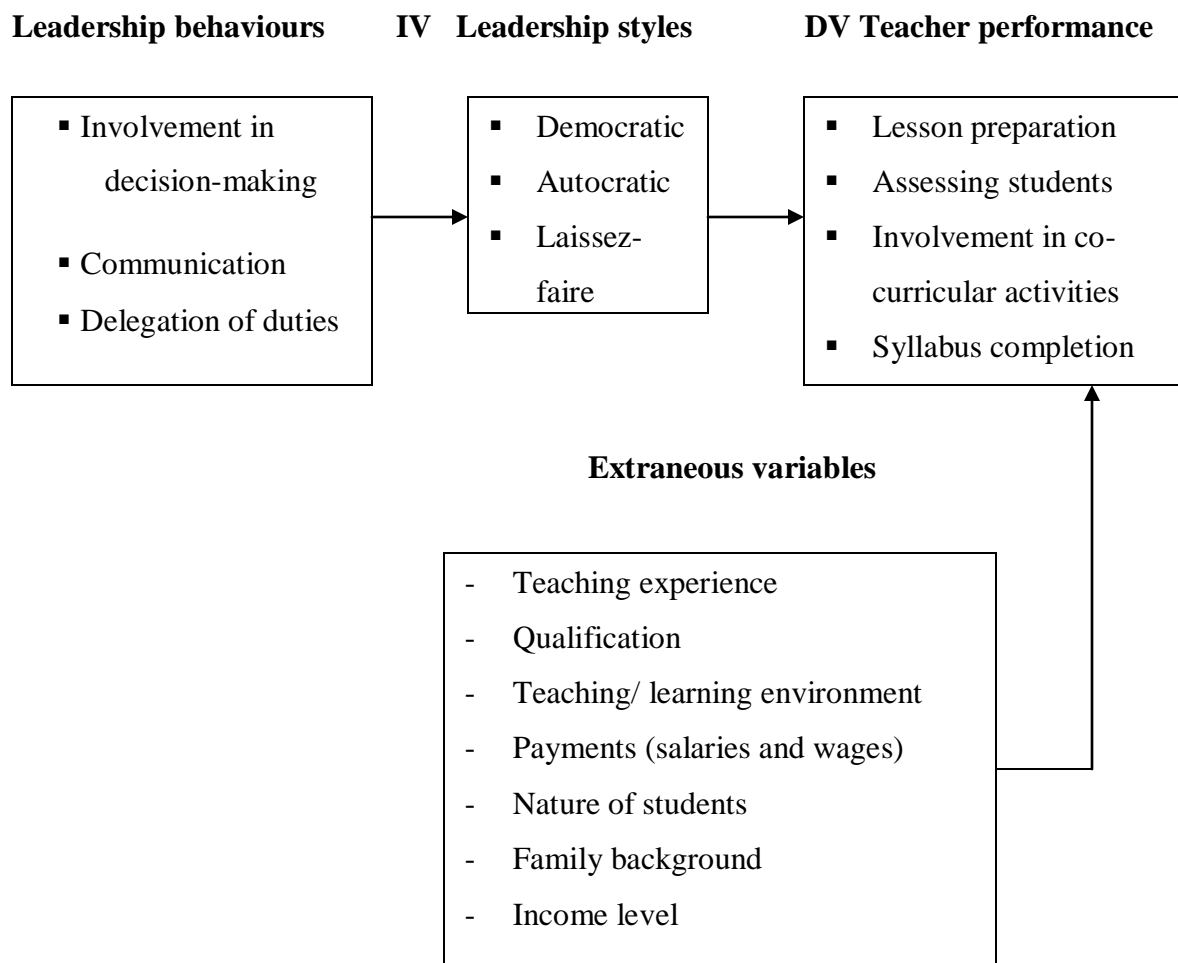


Fig 2.2: Conceptual framework relating leadership styles to teacher performance in secondary schools in Nakaseke District.

Source: Adopted from Onen (2008). Leadership styles and behaviours relationships on employee performance. A handout for postgraduate students. Kampala, Makerere University Printery.

APPENDIX F

CALCULATION OF VALIDITY

$$\begin{aligned}\text{CVI} &= \frac{K}{N} \\ &= \frac{40}{49} \\ &= 0.816 \\ &= 0.8\end{aligned}$$

APPENDIX G

Table 3.1 Illustrates Pearson correlation between odd and even items

Responses	T1 (Odd items represented by 'x')	T2 (Even items represented by 'y')	xy	x²	y²
1	130	130	16,900	16,900	16,900
2	134	135	18,090	17,956	18,225
3	135	136	18,360	18,225	18,496
4	133	140	19,152	17,689	19,600
5	131	112	14,672	17,161	12,544
6	131	128	16,768	17,161	16,384
7	136	118	16,048	18,496	13,924
8	137	107	14,659	18,769	11,449
9	123	127	15,621	15,129	16,129
10	144	119	17,136	20,736	14,161
Total	$\Sigma x = 1,334$	$\Sigma y = 1,252$	$\Sigma xy = 149,046$	$\Sigma x^2 = 178,222$	$\Sigma y^2 = 157,812$

Summary of Table 3.1

n = 20	$\Sigma x = 1,334$	$\Sigma x^2 = 178,222$
	$\Sigma y = 1,252$	$\Sigma y^2 = 157,812$
	$\Sigma xy = 149,046$	

$$\begin{aligned}
 r &= \frac{n \Sigma xy - \Sigma x \Sigma y}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2] [n \Sigma y^2 - (\Sigma y)^2]}} \\
 &= \frac{(20 \times 149,046) - (1,334 \times 1,252)}{\sqrt{[(20 \times 178,222) - (1,334)^2] [(20 \times 157,812) - (1,252)^2]}} \\
 &= \frac{2,980,920 - 1,670,168}{\sqrt{[3,564,440 - 1,779,566] [3,156,240 - 1,567,504]}} \\
 &= \frac{1,310,752}{\sqrt{[1,784,844] [1,588,736]}} \\
 &= \frac{1,310,752}{1,683,951.775} \\
 &= 0.78 \\
 r &= 0.78
 \end{aligned}$$